

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 # S385A100110

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:
7/6/2010	

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: Community Training and Assistance Center, Incorporated

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

d. Address:

* Street1:	████████████████████
Street2:	██████████
* City:	██████████
County:	██████████
State:	███
Province:	
* Country:	███
* 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:	William
Middle Name:	J		

* Last Name: Slotnik

Suffix:

Title: Executive Director

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

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

Type of Applicant 2: Select Applicant Type:

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.):

Boston, Massachusetts
Henrico, Virginia

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

Learning Leaders Initiative

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: MA 8

* b. Program/Project: VA 3

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

a. Federal	\$ [REDACTED]
b. Applicant	\$ [REDACTED]
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ [REDACTED]

*** 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: Mr. * First Name: William
Middle Name: J
* Last Name: Slotnik
Suffix:

Title: Executive Director

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

* Email: [REDACTED]

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Community Training and Assistanc...

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

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

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

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 11.78%

(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:
 Community Training and Assistanc...

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: William J. Slotnik

Title: Executive Director

Date Submitted: 07/03/2010

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Community Training and Assistance Center Address: 30 Winter Street, 7th Floor City: Boston State: MA Zip Code + 4: 02108-	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: Department of Education	7. Federal Program Name/Description: Teacher's Incentive Fund CFDA Number, if applicable: 84.385	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Community Training and Assistance Center Address: 30 Winter Street, 7th Floor City: Boston State: MA Zip Code + 4: 02108-	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: William J. Slotnik Title: Executive Director Applicant: Community Training and Assistance Center, Incorporated Date: 07/03/2010	
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

Community Training and Assistance Center,
Incorporated

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. First Name: William Middle Name: J
Last Name: Slotnik Suffix:
Title: Executive Director

Signature: _____ Date: 07/03/2010

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 : Section 427 - GEPA

File : C:\fakepath\Section 427 - GEPA.pdf

**Teacher Incentive Fund
Henrico County Public Schools
Learning Leaders Initiative (LEADERS)**

Section 427 of GEPA

June 30, 2010

The following is a description of steps the Community Training and Assistance Center (CTAC) proposes to take to ensure equitable access to, and participation in, this Federally-assisted program for students, teachers and other program beneficiaries with special needs. Some of the barriers that are specific to LEADERS are similar to those encountered by schools and districts on a daily basis. As is reasonably possible, we will work to eliminate those barriers in the following ways:

- Surveys will be translated into the dominant languages spoken by the parents/guardians of the students in the schools and districts.
- Surveys will be offered in an electronic format and in a paper format for those without access to a computer.
- Interviews will be conducted in the dominant languages spoken by the parents/guardians of the students in the schools and districts.
- Physical limitations of school personnel, students, parents/guardians and other stakeholders will be accommodated in the same manner the school or district offers accommodations for individuals with those special needs.

LEADERS is designed to increase student achievement for high-need students in high-need schools. Involvement of many stakeholders (students, teachers, principals, central administrators, superintendents, parents and other community members) is necessary for the success of the initiative. We look forward to the opportunity to overcome barriers that might prevent someone from being included.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mr. William J Slotnik

Address:

* Street1: [REDACTED]
Street2: [REDACTED]
* City: [REDACTED]
County: [REDACTED]
* State: [REDACTED]

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

Email Address:

[REDACTED]

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #: 1,2

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title : Application form - Supplemental Information 427 GEPA
File : C:\fakepath\Application form - Supplemental Information 427 GEPA.pdf





Teacher's Incentive Fund

Partners:

**Community Training and Assistance Center
Henrico County Public Schools**

Supplemental Information for SF-424

June 30, 2010

We will be conducting research in established educational settings, involving normal education practices such as teacher and administrator professional development, reading instruction, and student assessment. The research will be guided by reviewed human subjects protocols. Our data collection will include students, teachers, and school administrators. Security policies include both technical and social procedures to ensure restricted access to sensitive student and school records. All data transfers will employ password-protected files. Further all data will be stripped of personally identifiable information prior to analysis.

We anticipate that the research will pose little or no risk beyond what is normally experienced in school settings and therefore will seek passive parental consent and active consent from teachers and administrators. CTAC will work with LEAs and schools to establish secure and confidential procedures.

Project Narrative

Project Abstract

Attachment 1:

Title: **Abstract.Final** Pages: **1** Uploaded File: **Abstract.Final.pdf**

Abstract: Learning Leaders Initiative

The Henrico County Public Schools, in partnership with Community Training and Assistance Center (CTAC), is seeking the support of the Teacher Incentive Fund through the Main TIF competition for the Learning Leaders Initiative (LEADERS). This is a first time application which will pilot and sustain a performance-based staff development and differentiated compensation plan that provides teachers and principals in the district's highest-need schools with incentives directly tied to student achievement growth and effective classroom instruction.

LEADERS directly addresses our nation's greatest challenge and meets the Henrico School's Strategic Plan focus of ensuring all children have access to a quality education by supporting the recruitment, retention and training of exceptional teachers and leaders who take the responsibility for creating engaging learning environments and increasing student achievement.

The eight pilot schools serving approximately 5,725 students were selected based on high levels of poverty, low student achievement, and high teacher attrition rates in core content areas of math, science and special education.

The specific goals of LEADERS are to (1) build teacher and principal capacity to increase student achievement by aligning and improving implementation of teaching standards to ensure effective teaching; (2) develop district capacity to implement, scale-up, evaluate and fiscally sustain a performance-based compensation system based on measurable impact of a combination of direct and value-added measures of student achievement; and (3) retain a community of high-performing educators to drive academic achievement in the short and long-term. This will be accomplished through high quality professional development and evaluation focused on effective teaching, and measuring student growth using both the State Standards of Learning tests and value-added growth assessments.

Project Narrative

Application Narrative

Attachment 1:

Title: **HenricoProposal.Final.7.6.10** Pages: **63** Uploaded File: **HenricoProposal.Final 7.6.10.pdf**

**Community Training and Assistance Center
Henrico County Public Schools
Learning Leaders Initiative
2010 Teacher Incentive Fund Proposal**

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A. The Learning Leaders Initiative – Need for the Project

Henrico County Public Schools is located in the Metro-Richmond area of Virginia and has 72 school facilities serving 49,862 students within the county's urban, suburban, and rural communities. As the sixth largest district in the Commonwealth, HCPS serves diverse neighborhoods and student populations. Significant residential and commercial growth over the past decade has resulted in student growth of 20 percent.

The ethnic and racial composition has also changed, such that, in 2009, the majority of HCPS students were non-Caucasian (55%). Specifically, in the 2009–2010 school year, 36.9% of HCPS students were African American, 6.5% were Asian, 4.9% were Hispanic and 6.1% mixed or unknown. In addition, the volume of students who are English Language Learners is growing and represented 8% of the school's 2009-2010 population. Currently, there are 105 different languages spoken in the schools.

Henrico County Public Schools covers a wide geographic area and has both high poverty and low poverty communities, which include five magisterial districts: Tuckahoe and Three Chopt districts located in the west end; Brookland and Fairfield districts in the northside and central portion; and Varina district in the east end. Over the last decade, the west end district sustained the highest rate of residential and commercial growth, while the eastern portion maintained its concentration of vacant or agricultural land. The diverse economic composition within the county has shaped the social context of the magisterial districts as evident in Table A.1:

Demographic Comparison of Henrico Public Schools Magisterial Districts.

Using the Department of Justice's SMART Geographic Information System (GIS) database, identification and assessment of social indicators was performed for all Census tracts within the district's school attendance zones. The Community Disadvantage Index (CDI) represents a

single reliable index based on five census tract attributes: (1) the percentage of persons living in poverty, (2) the percentage of female-headed, families with children, (3) the percentage of persons unemployed, (4) the percentage of households receiving public assistance, and (5) the percentage of the population that is African American. The county’s central and east end region comprise a CDI of 7 to 8, indicating that the Census tracts within those communities are more disadvantaged than 70 to 80 percent of other tracts in the country and more than twice as disadvantaged as communities located in the west end of the county with a CDI of 2 to 3. The diverse nature of Henrico County has created staffing challenges for schools located in its high poverty communities, most notably in the magisterial districts of Fairfield and Varina.

Demographic Attributes	<i>West End</i>		<i>Central</i>		<i>East End</i>
	Tuckahoe	Three Chopt	Brookland	Fairfield	Varina
Number of Schools	10	16	12	12	14
Minority Rate	27%	34%	53%	91%	72%
Free & Reduced Lunch	18%	15%	38%	62%	54%
Per Capita Income, 2000	\$34,175	\$32,852	\$24,137	\$17,795	\$20,711
Community Disadvantage Index	2	3	4	8	7
% Children in Poverty	3.4%	9.1%	7.8%	17.7%	11.6%
% Homeless Students	.8%	.9%	1.5%	2.9%	2.6%

Identification of High Need Schools

Of the district's 64 schools, 23 (36%) meet the definition of high-need schools, where more than 50% of school enrollment are from low-income families as measured by the number of students participating in the National School Lunch Program’s Free and Reduced Lunch. The 23 high-need schools, located within the Fairfield and Varina districts, include 19 elementary schools, 3 middle schools and 1 high school. Eight of the high-needs schools—those with high

numbers of inexperienced teachers and the lowest student achievement—have been identified for the LEADERS initiative. Table A.2 provides a summary of student demographics within the eligible schools with the eight participating schools listed first within shaded boxes.

School	Student Population	F/R Lunch	Minority Rate	Student with Disabilities	ESL Students	Homeless Students
Adams ES	459	65%	97%	14%	5%	4%
Fair Oaks ES	288	71%	80%	20%	2%	3%
Fairfield MS	822	61%	97%	17%	1%	3%
Glen Lea ES	513	84%	98%	12%	5%	3%
Highland Springs ES	476	80%	97%	15%	0%	3%
Highland Springs HS	1764	53%	90%	19%	1%	1%
Laburnum ES	515	82%	98%	9%	10%	4%
Wilder MS	881	69%	97%	17%	6%	3%
Ashe ES	435	61%	98%	8%	7%	3%
Baker ES	443	55%	98%	15%	1%	2%
Brookland MS	1117	51%	66%	15%	12%	2%
Donahoe ES	469	65%	75%	13%	4%	4%
Dumbarton ES	651	65%	74%	11%	29%	4%
Harvie ES	524	54%	98%	13%	1%	2%
Holladay ES	490	61%	59%	13%	20%	3%
Johnson ES	450	64%	73%	11%	33%	2%
Lakeside ES	427	62%	52%	13%	14%	3%
Longdale ES	431	52%	77%	13%	7%	2%
Montrose ES	442	72%	84%	12%	2%	3%
Ratcliffe ES	495	73%	99%	14%	1%	5%
Ridge ES	485	58%	48%	8%	37%	3%
Sandston ES	191	61%	31%	18%	4%	7%
Ward ES	456	50%	57%	14%	1%	4%

Recruiting and Retaining High Quality Teachers in High-Need Schools

Schools in high poverty areas of the county have larger numbers of students who enter school less prepared to learn resulting in a more challenging work environment for teachers. Many of the district's teachers do not live within these high poverty communities, which creates another recruiting barrier as travel is required from the far end of the county to work in the high-need schools. All these factors have created a situation where teachers will accept a position in a challenge school in a high poverty community, as a means of getting their foot in the door, only to then request a transfer to a school in a different part of the county.

To stem this migration from challenge schools to schools in more affluent communities, the school district does not allow teachers to transfer until they have been in a county school three years. However, teachers will request transfers immediately upon eligibility while some leave to work in neighboring counties. Over the past three years, 260 teachers requested a transfer from a challenge school with over half, 131 teachers, receiving a transfer. An additional 371 teachers have left the school due to other employment or retirement.

This type of migration leaves the challenge schools with high numbers of inexperienced teachers working with our students most in need of effective teaching. Within the eight identified pilot schools, there were 48% of core subject teachers on probationary contracts, meaning the teacher has less than three years of teaching experience, compared to the 15 other high-need schools with 34% and the district's low poverty schools with 29%.

There is also a pattern of high teacher attrition in specific content areas at the middle and high school challenge schools. These trends are most evident in middle school mathematics and high school science. Also, special education teachers across all levels are very difficult to retain in the challenge schools. In the 2009-2010 school year, 55% of math teachers, 36% of science

teachers and 43% of special education teachers taught under probationary contracts in a challenge school.

Within the LEADERS pilot schools, the frequency of inexperienced teachers within these critical subject matters is 17% to 23% greater than the district’s low-poverty schools. Teacher experience in these hard to staff subject areas of mathematics, science and special education within the district’s middle schools and high schools is summarized in Table A.3. These are critical content areas, particularly considering that students in the United States have consistently fallen behind those from other industrialized nations in the Trends in International Math and Science Study (TIMSS), comparing U.S. student scientific literacy to that of students abroad (Wang, Beckett, & Brown, 2006).

	Math Teachers	% of Math Teachers on Annual Contracts	Science Teachers	% of Science Teachers on Annual Contracts	Special Education Teachers	% of SPED Teachers on Annual Contracts
Pilot Schools	25	52%	24	46%	60	53%
Eligible Schools	31	55%	30	43%	75	52%
Other Schools	164	35%	162	26%	217	29%
Variance: Pilot Schools to Other Schools		+17%		+20%		+23%

Student Achievement in LEADERS Schools

With a greater presence of inexperienced teachers, student achievement in the high-needs LEADERS schools is markedly lower than in the district’s low-poverty schools as summarized in Table A.4. This situation mirrors research findings that the highest proportion of poor, non-white and low-scoring students have the least qualified teachers as measured by certification, exam performance and inexperience (Boyd, Lankford, Loeb, Rockoff, and Wyckoff, 2007, p.1).

Demographic Attributes	<i>LEADERS Pilot Schools (n=8)</i>	<i>LEADER Eligible Schools (n=15)</i>	<i>Other District Schools (n=41)</i>
Percentage of Schools Making AYP	50%	87%	83%
Retention Rate	5%	3%	1%
Teachers on Probationary Contracts (Core Subjects)	48%	34%	28%
Transfer Requests (n=210)	30%	18%	52%
Teacher Attrition (n=384)	14%	8%	61%

More than half of the LEADERS pilot schools did not make AYP based on 2008-2009 academic performance. The SOL pass rates for core subject content were lower than the rates for the other high-need non-pilot schools as well as the remaining district schools. A comparison of the pass rates and variance is summarized in Table A.5.

	Reading Pass Rate	Math Pass Rate	History Pass Rate	Science Pass Rate
Pilot Schools	78%	70%	79%	79%
Eligible Schools	87%	85%	88%	87%
Other Schools	93%	89%	94%	94%
Variance: Pilot Schools to Other Schools	-15%	-19%	-16%	-16%

The pilot schools' Standards of Learning Assessment (SOL) annual measurable objectives (AMO) for proficiency within math was not met by 4 of the schools, with 2 of the schools significantly missing the mark, and one elementary school meeting the standard by 1%. While all schools met the AMO for science, the risk of not maintaining this standard is prevalent. Furthermore, when compared to the district's overall performance, math and science pass rates within the LEADERS pilot schools fall behind.

The impact of greater numbers of inexperienced teachers can also be noted within the qualifying high-poverty high school's dropout and on-time graduation rate when compared to district averages. The statewide dropout rate in 2008-2009 was 8%, while the district's dropout rate was 9% and LEADERS participant Highland Springs' rate was 11%. The on-time high school graduation rate, calculated as a percentage of the corresponding cohort of students entering the freshman class four years prior in relation to students who moved and those who were held back or promoted, was 69% for Highland Springs while the County experienced 81% and statewide at 83%.

B. The Learning Leaders Initiative – Project Design

Foundation for the Design

In 2008, the superintendent for Henrico County Public Schools recognized these patterns in student achievement and teacher retention and explored the problems more thoroughly. He assembled a committee of school district leaders to identify the issues making our challenge schools hard to staff and began taking steps to rectify the situation. The committee worked for more than a year gathering data to determine the root cause of the problems and getting extensive input from teachers and principals. Building on feedback from teachers and principals, the Learning Leaders Initiative was created to improve student learning and to attract and retain teachers to challenge schools.

Overview of the Initiative Design

The Learning Leaders Initiative is a bold and comprehensive plan to increase student achievement and attract and retain teachers in the most challenging schools. The initiative is an anchor of the School District Strategic Plan as a systemic strategy to address the following objective: *Henrico County Public Schools will recruit, hire, train, and evaluate personnel to*

ensure they are effective and accountable. Teachers in the targeted challenge schools will have the choice to participate in the Learning Leaders Initiative. Vacant positions in the schools will all be advertised as “Learning Leader” positions. Once fully implemented, teachers and principals will receive compensation for developing a school and classroom culture of effective teaching and learning and for improving student achievement.

LEADERS has nine components which combine to both improve performance and reward performance. Henrico is committed to establishing performance-based compensation as systemic reform, not as an isolated program. This commitment is reflected in the design of the initiative, which includes:

1. **Effective Teaching to Ensure High Levels of Student Achievement.** Effective teaching to ensure high levels of student achievement will be built upon a set of professional teaching standards for instruction. Teachers will receive support in assessing their strengths and areas for growth in relation to the professional standards.
2. **Identification of Teacher Leaders in Learning Leader Schools.** A data-driven classroom protocol will be pursued to identify teacher leaders with expertise in the professional standards and the demonstrated ability to create effective learning environments. These teachers will become Learning Leaders Coaches and assist their colleagues to perfect their pedagogy through ongoing observation and reflection/feedback cycles.
3. **Differentiated Professional Development.** An on-going LEADERS Professional Development Academy will provide teachers with training in concepts and skills needed to implement the professional teaching standards for effective instruction. The Academy

sessions will be differentiated based on individual teacher needs and include a classroom embedded learning component supported by the Learning Leaders Coaches in the school.

4. **School Principals Building a Collegial Culture of Effective Teaching for High Student Achievement.** School principals will facilitate teachers' instructional development and will build structures to ensure teachers have opportunities to reflect on their practice through formative observation and reflection/feedback cycles.
5. **Summative Evaluation on Implementation of the Teaching Standards to Participating Teacher.** School principals and school division Initiative staff will provide summative evaluation to teachers on their implementation of the professional standards.
6. **Teachers and Principals Receiving Differentiated Financial Incentive.** Teachers and principals will receive compensation on a differentiated incentive scale based on their implementation of the professional teaching standards in the classroom to ensure high student achievement.
7. **Specific Goals for Student Learning and Professional Teaching.** Teachers and principals will set specific goals for student learning to drive their work to implement the professional teaching standards.
8. **Teacher and Principal Differentiated Incentive Compensation for Meeting Student Learning Goals.** Teachers and principals will receive compensation with a differentiated financial incentive based on significant attainment of the student learning goals.
9. **Incentive Compensation for Hard-to-Staff Content Areas.** There is a pattern of math, science and special education teachers having higher teacher attrition rates than other subject areas. These are also the areas that have the highest numbers of inexperienced

teachers assigned. LEADERS will provide extra compensation for teachers in these content areas.

Each of the nine components of the Learning Leaders Initiative is detailed in the following sections. They effectively link and integrate high quality professional development, multiple phases of professional evaluation, and rewards for student achievement growth. In short, LEADERS is a systemic strategy for implementing performance-based compensation.

During implementation, the LEADERS initiative will also draw from national lessons learned in performance based compensation systems. Henrico is partnering with Community Training and Assistance Center (CTAC), a national leader in compensation reform which has provided technical assistance to and conducted evaluations of landmark performance-based compensation systems in Denver and Charlotte-Mecklenburg.

CTAC will provide the project evaluation, conduct comprehensive professional development audits, and provide technical counsel to ensure that LEADERS is carried out with quality, integrity and fidelity of implementation so the process and results can be effectively evaluated. Given its successful experiences with TIF financial management, CTAC will serve as fiscal agent.

Project Design Detail

LEADERS Component #1 – Effective Teaching to Ensure High Levels of Student Achievement

LEADERS is built upon the foundation of effective teaching for high student achievement. Henrico County Public Schools defines effective teachers as having:

1. A demonstrable belief that all children can learn at high levels,
2. A strong knowledge of the learning content, and
3. An understanding and application of instructional design and teaching strategies that engage students in learning.

When the three components are all present with fidelity, students achieve at high levels.

Effective Teaching and Evaluation. The three components of effective teaching are further delineated through Professional Qualities and Instructional Responsibilities (PQRs). The PQRs are the teaching standards on which the teacher's professional growth and evaluation process (PGEP) is built. The PGEP includes strong components for both formative and summative evaluation. All teachers receive an annual summative evaluation recording their performance in implementing the PQRs. The evaluation is evidenced-based and includes the collection of observational data and artifacts (lesson plans, assessments, student assignments, etc) related to the classroom practice and student achievement outcomes.

The PGEP also has a professional growth model (formative evaluation) that creates the collegial culture of teaching and learning that teachers identify as important to attracting and retaining effective teachers in challenge schools. Principals and teacher leaders in Henrico have had two years of extensive training in implementing the Professional Growth and Evaluation Process (PGEP). Effective application of the process across the school district continues to be a cornerstone of the school district's five-year Strategic Plan.

The PGEP model provides a strong foundation for improving teaching and learning, which has been enhanced through the Learning Leaders Initiative to include more focused tools for collecting data on specific PQR standards and greater inter-rater reliability between observers. Additionally, the PQR standards have been reorganized for LEADERS to bring focus to the PQRs that have the highest impact on student learning when implemented with fidelity.

LEADERS will be built on the Henrico PQRs mapped to the Charlotte Danielson's Framework for Teaching. This is a nationally recognized framework that allows teachers to examine instruction in four domains, planning and preparation, the classroom environment, instruction, and professional responsibilities.

The PQRs have also been mapped to the Rigor/Relevance Framework established by the International Center for Education Leadership. This framework fosters the establishment of high expectations for learning. When applied to the teaching/learning process, the framework allows for more critical thinking, synthesis, and application of the leaning.

Implementation of the focused PQR standards will be monitored through an electronic data collection system using digital rubric-like data collection tools. These tools are built on the Charlotte Danielson framework with high inter-rater reliability as well as electronic storage and tracking systems. Walk-through and observation data can be captured using the digital rubric tools and then stored electronically in the data system for aggregation. The teacher observation data, in combination with ongoing analysis of student learning data, will be used to design differentiated professional growth opportunities for individual teachers and to provide evaluative feedback. These data will ultimately be used as part of the incentive pay program for teachers and principals. This approach to evaluation is rigorous, transparent and fair. Moreover, it focuses on excellence in pedagogy, professional growth and student achievement growth.

LEADERS Component #2 – Identification of Teacher Leaders in Learning Leader Schools

Any plan to attract and retain highly effective teachers and ensure high levels of student achievement must involve recognition of teacher leaders. The need to recognize teacher leaders became very evident from principal and teacher input when designing this Initiative. The LEADERS is truly about making every teacher a leader. A key component of LEADERS is to identify teachers in challenge schools who implement the identified PQR standards with fidelity and skill while garnering high levels of student achievement. The teacher leaders will be identified through the electronic walk-through and observational data and an analysis of student learning outcomes.

During the first month of the project the school principal, district instructional directors and curriculum and instruction specialists will observe all participating teachers through a minimum of five walk-through observations and one full class lesson observation. These data will establish a baseline performance for each teacher on the implementation of the target PQR standards. The performance baseline will be used to plan differentiated professional development and to measure teacher instructional growth over the year.

Teachers with high levels of expertise in using the target PQR standards and who have high levels of student achievement will be asked to serve as Learning Leaders Coaches. The Learning Leaders Coaches will work with the district staff development staff to plan and provide learning opportunities for teachers in their schools. The Coaches will serve as mentors working one-on-one with individual teachers to provide embedded professional development on implementing the teaching standards and creating strong learning environments for students. HCPS will pay the Coaches a stipend based on an hourly rate for leading training and mentoring teachers.

LEADERS Component # 3 – Differentiated Professional Development

High quality professional development is imperative for ensuring the success of the initiative. LEADERS will use an Academy framework as the main organization for providing ongoing professional development. At the opening of school in Year One (based on the TIF review schedule), and prior to school opening in years Two through Five, all participating teachers will attend the Academy's first session to receive training on the re-focused PQR standards specific to the Framework for Teaching and the Rigor/Relevance Framework. The teachers will review the observation rubrics and learn to use the online data systems for the initiative. Teachers will also meet with district and leaders of the initiative (detailed in section C).

A key strand of the Academy will be teachers learning how to improve student learning by developing professional learning cultures in the schools and classrooms. The performance baseline data collected on each teacher during the first month of the initiative (determining each individual's level of implementation of the standards and his/her record of student achievement) will be used to develop an individualized professional growth plan. The professional growth plan for each teacher at LEADERS schools will detail each month's activities for the teacher including embedded professional development with the Learning Leader Coach and a learning activity either in a face-to-face workshop and also through a virtual Academy environment (the LEADERS Professional Development Academy will have both in-person and virtual modes for service delivery).

Virtual "just in time" learning opportunities will make use of professional development course materials specific to the Charlotte Danielson Framework for Teaching and the resources of the Henrico County Public School's online learning service. This service provides video workshops with reflective questions for teacher use. LEADERS participants will also have access to the HCPS "Laying the Foundation" training at the middle and high school levels and the "Effective Questioning" training for all grade levels. Both programs provide substantive support for implementing the PQR standards aligned with the Rigor/Relevance Framework.

The professional growth plans provide for monthly learning opportunities as described above. Following the monthly professional development, the teachers will have support for implementation of the new learning in their schools and classrooms. The Learning Leaders Coaches will assist the principal by conducting walk-throughs and provide classroom observations. They will use the digital tools to focus on the target standard(s) of new learning

for each specific teacher. The Coaches will also provide implementation support by co-teaching and modeling when needed and providing support for the teacher in planning.

Professional Development Audit. A rigorous professional development audit will be conducted to determine the effectiveness of the Learning Leaders Academy. Professional development is essential to the LEADERS strategy for improving student achievement and strengthening the workforce. Therefore, CTAC will conduct a comprehensive professional development audit to provide an in-depth evaluation of impact. The audit will take place at two pivotal mid-point junctures: in Years Two and Four. It will both inform mid-course adjustments to and guide the long-term sustainability of the Learning Leaders Academy.

The Comprehensive Professional Development Audit is a landmark process that CTAC introduced nationally (January 2008). The audit will examine and evaluate the impact of the professional development on student achievement, the impact on changed instructional practices at the classroom level, and the impact on teachers' and principals' perceptions of their pedagogy and instructional leadership.

The comprehensive professional development audit serves several functions, all of which promote and enable a more systematic and tailored agenda for professional development at the participating schools. First, it provides a means to ensure that professional development is driven by district standards and student achievement data. Second, it provides both a baseline and a vehicle for differentiating professional development according to the needs of individual schools. Third, it enables participants and providers to evaluate quality, impact and needed new directions. Fourth, it enables professional development to be analyzed in terms of its relationship to student achievement results, human resources needs and financial allocations.

There are several elements to the methodology for the comprehensive professional development audit. These include interviews (both individual interviews and group focus groups), surveys, classroom observations (at multiple points over the school year), the examination of protocols, artifacts and curricula materials, and the development and analysis of a relational database to examine the relationship between the data on student achievement, human resources, finances and Staff development services. Taking these elements together, the audit ensures that the LEADERS professional development is increasing educator capacity to improve student achievement, is of high quality, and is building teacher and principal effectiveness.

LEADERS Component #4 – School Principals Building a Collegial Culture of Effective Teaching for High Student Achievement

The success of the LEADERS in each school must be supported by the principal's ability to establish a collegial culture of effective teaching for high levels of student achievement. In a four year study of student achievement comparing high-performing challenge schools to low performing challenge schools, researchers found the key difference between the groups was the learning culture of the school (Waters & Grubb, 2005). Researchers found the high performing schools had all the elements that create a culture of learning including shared mission and goals, a safe and orderly climate, a strong academic focus, and structured, well managed classrooms. They found that the principal was pivotal to setting expectations and establishing the management structures to build the school culture.

In LEADERS, principals will be expected and assisted to set high goals for performance and put management structures in place to support attainment of the goals. Henrico County Public Schools has already put many structures in place for monitoring classroom instruction and facilitating reflective practice among teachers to improve student learning. There is also a large investment in training principals to build on these structures to improve teaching and learning.

Principals are expected to remove roadblocks that prevent teachers from raising student achievement. The responsibilities of the principal are:

1. To use the walkthrough and lesson observation rubric tools to identify teacher strengths and areas for growth.
2. To assist in developing the individual teacher growth plan and student learning contracts with clear performance targets.
3. To gather data on teacher performance and facilitate his/her reflection on practice and continual improvement in relation to student learning data.
4. To participate with the district instructional directors and curriculum and instruction specialists in quarterly classroom observations as part of the summative performance review.

By successfully meeting these responsibilities in the LEADERS schools, the principal will support the success of individual teachers toward improving student achievement, while also shaping the culture of the school to one with a focus on learning.

The district instructional directors (who supervise the principals) and curriculum and instruction specialists will support the principal by observing post-observation conferences and critiquing his/her ability to move the teacher to the next level. They will also review documentation of teacher professional development plans, walk-through rubric data, student learning target contracts, formal lesson observation reports, and other artifacts collected that support teaching and learning. The supervisors and curriculum and instruction specialists will also work with the principal to analyze school-wide student achievement predictors such as benchmark and other assessments to ensure the school is on target for meeting student learning goals.

The principal's supervisors and curriculum and instruction specialists will provide support and training to the principal should there be a need after examination of all the data points being

collected, monitored and evaluated as part of the LEADERS initiative. The principal's supervisor will use the data to provide a final evaluation of how effectively the principal carried out the responsibility of creating a culture for learning in the school.

LEADERS Component #5 – Summative Evaluation on Implementation of the Teaching Standards to Participating Teacher

While much effort is devoted to helping teachers hone their craft to support students learning, there are also specific markers of accountability in place to determine and document if teachers are meeting expectations. The district instructional directors, curriculum and instruction specialists and school principal will conduct quarterly formal classroom observations using the observation rubric to determine the quality of implementation of the identified PQR standards.

The data collected will be compared with the teacher's individual professional growth plan to determine the level of implementation and growth. These quarterly reports, along with the walk-through data and artifacts collected by the principal and the student learning targets will be used to provide the final evaluation of the teacher.

LEADERS Component #6 – Teachers and Principals Receiving Differentiated Financial Incentive

Teacher and principal performance-based incentive compensation will be determined by two factors, the implementation of the focused PQR teaching standards in the classroom and the specific student learning outcomes as a result of the value-added work of the teacher with the student in the classroom. LEADERS component no. 6 addresses the portion of the performance-based incentive that is tied to implementation of the teaching standards.

For teachers, the summative evaluation will assess their growth toward the target of implementing the teaching standards. If, through the summative evaluation, the teacher is recognized as having 100 percent implementation of the standards, he/she will receive incentive compensation of [REDACTED]. If less than 100 percent implementation is noted on the summative

evaluation, the teacher will be eligible for that percentage of the [REDACTED] down to a base of 50 percent. If there is less than 50 percent implementation, the teacher will not receive any incentive compensation.

For principals, their supervisor will provide a summative evaluation that assesses the principal's ability to monitor and support teachers in the implementation of the teaching standards. These data will come from examination of the walk-through and lesson observation documents, observation reports of his/her skill in the post-observation conference process, and his/her teacher summative evaluation reports. Additionally, in the principal's summative evaluation will include their attainment of goals for attendance, discipline referrals, and perception survey results. If a principal meets 100 percent of the goals he/she will receive [REDACTED] in incentive compensation. If less than 100 percent goal attainment is noted in the summative evaluation, the principal will receive that percentage of the [REDACTED] down to a base of 50 percent. If the principal attains less than 50 percent goal attainment he/she will receive no incentive compensation.

LEADERS Component #7 – Setting Specific Goals for Student Learning and Professional Teaching:

The reason for strengthening teacher skills with specific teaching standards is to improve student learning. The LEADERS initiative links specific student achievement measures to teacher efforts to implement the teaching standards. Doing so is essential for determining the effectiveness and success of a teacher and a principal.

The teacher and principal focus groups held in Henrico to build this initiative made clear that multiple measures of student learning were necessary when determining a teacher's success in providing a value added student educational experience. Therefore, whenever possible, student learning targets will be established using the state standardized assessments and value-added

assessments. The value-added assessments will measure student learning growth over the school year as compared to students in the same age/grade range. The primary assessments to be used in determining teacher success in improving student learning are:

- 1. Virginia Standards of Learning Assessment (SOL)** These tests are administered at the end of each school year or course in all core content areas. They are a criterion referenced measure that test specific and discreet content and concepts outlined for the specific grade level and content area. However, in the areas of mathematics, reading and writing in grades K-8, the curricula are spiral in nature allowing the SOL to also show student learning over time. In high school mathematics and in all levels for science and social studies, the SOL tests are very specific to a discreet set of content and cannot be used as predictors of success on the next level test. Scores on the SOL tests fall into three categories; fail, pass proficient, and pass advance. These scoring categories allow teachers to set goals for student success on the SOL test based on their achievement in pervious courses in the same subject area and their average class pass rate. In addition, the Virginia Department of Education is developing a statistical process that will enable the SOL score in English and mathematics to be used to determine individual student growth in learning from year to year. This growth model will be used as part of the determination of goal attainment for the individual student learning contracts for each teacher's evaluation and compensation (described below).
- 2. Phonemic Awareness Literacy Screening (PALS)** This is a standardized state assessment used in grade K-2 to measure student learning progress in reading. It is an individually administered assessment that details student levels of progress in seven skill areas. The assessment is administered a minimum of twice per year in a pre-post test

structure. In addition, PALS offers quick check assessments that allow for progress monitoring throughout the year. In its proposed use for the *LEADERS initiative* the PALS assessment will be administered by Henrico County Public Schools reading coaches in grades K-2 to ensure consistently recorded data.

- 3. Measures of Academic Progress (MAPS)** This is a norm-referenced assessment, designed by the Northwest Evaluation Association (NWEA), that is a value-added measure and details an individual student's growth over the year compared to others in the same age/grade group. MAPS is a computerized adaptive assessment administered in the fall to establish the year's baseline with a mid-year administration to monitor progress and an end of year administration to determine learning growth for the year. Student learning is measured in Rausch Units referred to as RIT scores. This is an equal interval scale that can be added together to calculate accurate class and school averages. Henrico County Schools is currently using this assessment for mathematics and reading in grade 3, 4, 5, and 8 across the school district. The challenge schools participating in the *LEADERS initiative* will use this assessment in grade levels 3-12 for mathematics and reading. This assessment will help determine the value added by the individual teacher's instruction.
- 4. Kindergarten through 2nd Grade Math Concept Assessment (AMC).** This is a new assessment developed by the nationally renowned mathematics education consultant, Kathy Richardson. Like the PALs assessment for reading, this is an individually administered assessment of skills and concepts in mathematics. The data reports establish a baseline of student knowledge in the fall and ongoing tracking of student learning throughout the school year. Henrico County Schools will pilot this assessment

in selected schools. The challenge schools participating in the *LEADERS initiative* will have access to this assessment.

See table B.1 for a listing of the assessments to be used at each grade level and for each content area and with the default learning contract goal.

Table B.1 A Listing of Assessments to be used for Student Learning Measures by Grade and Content Area with the Default Goal for the Student Learning Contract			
Grade level	Content Area	Assessment	Default Goal
K, 1, and 2	Reading	PALS	Mastery of each Tested Literacy Feature
K, 1, and 2	Math	<i>AMC</i>	Mastery at grade level of concepts.
3-12	Reading and Math	MAPS- Value Added Assessment	One year's growth in RIT score.
3, 4, 5, 6, 7, 8	Reading and Math	Virginia SOL Test	Pass proficient score.
9-12	Math	Virginia SOL End of Course Test	Pass proficient score.
11	Reading	Virginia SOL English Test.	Pass proficient score.
6-12	Social Studies and Science	Virginia SOL End of Course Test	Passing proficient score.

During the first year of LEADERS, teachers will focus their instructional practices on the teaching standards.

Student Learning Contracts: Teachers. Beginning in the second year, teachers will create a learning contract with their principal for each student in their class. Teachers will examine the student's learning history by reviewing assessment data from the school district data warehouse. He/she will then determine an appropriate annual growth target for the student by using the default goals listed for the specific assessment. (See table B.1 for the default goal targets.) The teacher may negotiate with the principal to modify the default goal measures noted on table B.1. For example, the teacher and principal may choose to raise the goal from the default target,

setting a goal for a student as pass advance on an SOL rather than the default goal of the pass proficient.

Student Learning Contracts: Principals. Principals will also establish student-learning goals for the year. These goals will be school-wide pass rates on the SOL tests including targets for increasing the percent of student passing at the advanced level. School-wide student learning targets will also include average growth rates for students on MAPS, PALs, and the K-2 Math Assessment. While the principal will work with each participating teacher to set student learning goals, the school supervisor will work with the principal to set the school-wide measures of student achievement. All goals for teachers and principals will be reviewed by the management teams (detailed in section C) to ensure rigor and consistency across all sites.

LEADERS Component #8 – Teacher and Principal Differentiated Incentive Compensation for Meeting Student Learning Goals:

At the end of each school year student learning goals will be reviewed. Teachers will receive incentive compensation of [REDACTED] if they meet 100 percent of their learning contracts. If there is less than 100 percent attainment of the student learning goals, the teachers will receive a percentage of the incentive compensation commensurate with the goal attainment. If goal attainment is at less than 50 percent there will be no incentive compensation paid.

Principals will receive incentive compensation of [REDACTED] if they meet 100 percent of their school-wide achievement targets. If there is less than 100 percent goal attainment they will receive a percent of the incentive compensation commensurate with the goal attainment. If goal attainment is at less than 50 percent there will be no incentive compensation paid.

Teacher effectiveness depends on management effectiveness (Slotnik, 2009). The principal's primary responsibility is to help teachers be successful, including meeting their student learning goals. Therefore, principals will be eligible for up to an additional [REDACTED] in incentive

compensation if the teachers they supervise meet 100 percent of their student learning goals. If less than 100 percent of the goals are attained, the principal will be eligible for a percentage of the incentive compensation commensurate with the percent of goal attainment. If less than 50 percent of the student learning goals is attained, the principal will not be eligible for this incentive compensation.

LEADERS Component #9 – Providing Additional Incentive Compensation for Hard-to-Staff Content Areas.

According to the teams of principals and teachers that helped develop the incentive compensation in LEADERS, the compensation levels detailed in the proposal are significant enough to attract and retain teachers in all content areas and grade levels. However, because there is a trend in our challenge secondary schools to have less experienced teachers in the areas of math, science and special education, a one time signing bonus of [REDACTED] will be offered to attract experienced and highly qualified teachers in the subject areas to the challenge schools. This signing bonus will be in addition to the incentive compensation structure established through LEADERS.

Learning Leaders Initiative Summary of Incentive Compensation

The incentive compensation in LEADERS is substantial enough to attract and retain high quality teachers to the challenge schools. Teachers currently assigned to the pilot schools will be invited to opt-in to the initiative. Those who chose not to participate will still be held accountable to the Henrico evaluation process based on implementation of the Professional Qualities and Responsibilities mapped to the Rigor/Relevance and Danielson Teaching Framework. They may also be asked to participate in the professional development academy to improve their teaching skills should they need the support. The ultimate goal of LEADERS is improved instruction for higher levels of student learning.

Table B.2 details the overall differentiated incentive compensation plan for teacher and principals.

Table B.2 Description of Indicators and Dollar Amounts for Differentiated Incentive Pay for the Learning Leaders Initiative for Teachers and Principals.			
Teachers		Principals	
Teachers will receive an incentive for meeting *100 % of their implementation of the *PQRs. This will be determined by walk-through and classroom observation data.	██████	Principals will receive an incentive for meeting *100% of their targets for supporting teacher growth in implementation of the PQRs. This will be determined by examination of walk-through and observation data collected and their documented post-observation conferencing skills	██████
Teachers will receive an incentive for meeting *100% of their student learning goals for each student on their roster. Student learning targets will be based on state test scores and value-added growth measure assessments.	██████	Principals will receive An incentive for meeting identified school-wide student achievement targets. These will be set by the principals supervisor and include state test pass rate, attendance, discipline referrals, parent involvement, and stakeholder perception survey results.	██████
Total Possible Teacher Incentive Compensation	*██████	Principals will receive an incentive if the teachers they supervise make *100% of their student learning targets for each individual student on their roster. Since the principal’s role is to ensure teachers and students are successful, this target will be tied to teacher success.	██████
Total Possible Principal Incentive Compensation			██████
<p>*Table Notes:</p> <ol style="list-style-type: none"> 1. PQRs are the teaching standards that, when implemented well, create an effective learning environment for teaching and learning. 2. The incentive amounts are for 100% goal attainment. The incentive amounts will be adjusted to match the percentage of goal attainment. For example, 80% goal attainment will garner 80% of the incentive amount. No incentive will be paid for goal attainment below 50%. 3. These incentives will be paid annually upon calculation of goal attainment. 4. In addition to up to \$██████ in incentive pay, secondary math, science and special education teachers will receive a one time signing bonus of \$██████ 			

Foundation for the LEADERS Initiative and Building Stakeholder Support

When planning began for the LEADERS initiative, the Hard-to-Staff schools committee began by identifying the magnitude of the problem. The committee identified characteristics associated with hard to staff schools. High community poverty as represented by the number of students in a school receiving free and reduced price lunch, low student achievement rates measured by state assessments, high numbers of students retained at grade, high drop-out rates, low attendance rates, high numbers of discipline referrals, and high numbers of minority students are present in schools where teacher retention rates are low.

Henrico County currently has 23 schools that have two or more of these characteristics. These characteristics are aligned with indicators in research on schools with high levels of teacher turn-over. Studies show that teachers are more likely to leave schools that have lower test scores, lower income, or higher proportions of minority students (Allensworth, Ponisciak, Mazzeo, 2009; Scafidia, Sjoquist, & Stinebrickner, 2007). In fact, one study found that, although teachers are more likely to leave high poverty schools, they are doing so for reasons unrelated to compensation. The researchers found that teachers are more likely to leave a particular type of poor school - one with a majority-minority population (Scafidia et al, 2007).

Determining Performance Awards that will Attract and Retain Teachers- Teacher Interviews

In spite of these research findings, there are schools in Henrico with these characteristics that are able to retain high numbers of effective teachers. The committee gathered additional information about why teachers leave some schools and not others. Committee members identified schools with patterns of teachers requesting transfers. Principals of these schools identified skilled teachers they would like to retain, who had requested transfers, or had already

transferred to another school. Committee members then interviewed these teachers using a semi-structured interview protocol. Their responses were aggregated to look for trends. The results of the interview response analysis can be found in table B.3

Table B.3 Trends in Responses of Teachers about Why They Leave Challenge Schools		
Themes of Teacher Reports of Reasons for Requesting Transfers from Challenge Schools	Number reporting	Percent of all reports
The desire to teach in a school closer to home	<i>N</i> =23	16.9 %
The culture of the school does not encourage or support teachers- Looking for a better working environment.	<i>N</i> =48	35.2%
Discipline issues with students and an administration that does not support teachers.	<i>N</i> =30	21.9%
Students are not motivated to learn.	<i>N</i> =10	7.3%
Opening a new school, moving to teach another subject or grade level, taking a leadership position in another school	<i>N</i> =17	18.7%

The results indicate that school culture, and specifically developing a collegial culture of teaching and learning, is critical to creating an environment in which teachers want to work. Teachers want to feel appreciated for their work. They want to feel supported by their principal. They also want the opportunity to work with their colleagues on honing the craft of teaching. This theme of school culture is also reflected in the themes referring to student discipline and lack of motivation to learn. A school with a true culture of teaching and learning excellence empowers the students to take responsibility for their learning. The discipline issues and apathy toward learning do not exist in such a school culture.

Teachers in the hard-to-staff schools further identify needs to transform the cultures in these schools, or what educational scholar Michael Fullan refers to as “re-culturing.” Fullan states that

the real challenge of re-culturing is activating and deepening the moral purpose in the school where “Staffs work collaboratively with respect for individual differences and a level of trust that enables the continual building and testing of knowledge against measurable results.” (2001, p. 44). Many of the interviewed teachers appreciated the moral purpose of working in the challenge schools. They simply did not think the structures exist for supporting their work. The link between a collaborative school culture and student achievement is found in the early effective schools literature. In fact, Purkey and Smith (1983) found a close correlation between school culture and academic success. They wrote, “A school-level culture press in the direction of academic achievement helps create an environment in which the student learns.” (p.427).

While the committee specifically asked teachers about monetary incentives to retain staff at challenge schools, the Henrico teachers interviewed by the superintendent’s committee indicated that it is not money alone that would entice them to remain at a challenge school. This fact is aligned with the research conducted by Scafidia et al (2007). For the Henrico teachers a strong supportive, collaborative culture was more important than the money alone. However, at a certain threshold, money did become a factor in a teacher’s decision to remain at a school. The amount that was found to be the most enticing for teachers ranged between \$ [REDACTED] and \$ [REDACTED] the incentive compensation proposed in LEADERS.

Soliciting Teacher and Principal Ideas for the Initiative Design

The committee interview findings determined that a bold plan would be necessary to retain highly effective teachers in the challenge schools. The committee determined that a comprehensive long-range plan to build a school learning culture, in combination with some type of financial incentive of [REDACTED] to \$ [REDACTED], would attract and retain teachers.

In July of 2009, 87 teachers and principals participated in a forum with committee members to discuss what incentive plan would attract and retain teachers in challenge schools. Three themes evolved from the group discussion:

1. Teachers wanted a measure that showed growth in student learning beyond the state criterion-referenced test. They felt that financial incentives should not be based only on one student pass rates on the state test.
2. Teachers wanted the incentive based on teacher instructional expertise in the classroom. They wanted to reward teachers who create classrooms where students want to learn and are learning well.
3. Teachers wanted a plan that allowed teachers to take an active leadership role in developing the instructional program.

With this information from teachers, the HCPS committee designed the LEADERS initiative for which Teacher Incentive Funds are sought. Performance-based compensation must be done with teachers and principals, not to them (Slotnik, 2009). This participatory approach has been the hallmark of LEADERS' development and will continue to be so throughout its implementation.

Data Management Systems for the Learning Leader Initiative

Henrico County Public Schools is a technology rich school district. The *LEADERS initiative* will take advantage of the robust data systems already available as well as provide new systems to maximize the flow of data to support decision-making for the initiative. The following data systems will be integrated for the Initiative:

1. Oracle Human Resources System – This data system provides information on teacher licensure, years of experience, teaching assignments, and salary. It will be used to track

trends in teach turn-over at the challenge school over the life of the initiative and beyond as well as be a record of teacher compensation.

2. Henrico Data Warehouse and Student Information System (SIS) – These systems will house the student demographic and achievement data that teachers will use to build the student learning goals and track progress toward meeting the goals. These data will be imported into the other systems to create a record of goal attainment to determine teacher compensation.
3. The Classroom Observation Data System – This data system will be implemented in the Initiative schools as part of this project. A request for proposals has been prepared with specifications for a system that will create a record of the teacher professional growth plan, track and aggregate observational data gathered using the system observation tools, and will store all post-observation conference reports and summative teacher evaluation documents. The data in this system will be used to determine the level of teacher and principal compensation based on implementation of the teaching standards.
4. Response to Intervention Tracking Data-base – This data system will be used by the district to track student intervention assignments and individual response to the intervention. It will also have a module where individual student learning goals can be detailed. This system will import data from the data warehouse and SIS to show growth toward the goal and determine ultimate attainment of the goal at the end of the school year. A request for proposals for this system has been posted with the intent of using school district ARRA funds for its purchase.
5. Learning Management System – The LMS will be used as an electronic community allowing the pilot schools to connect through bulletin boards, chat rooms, blogs and

wikis. The LMS will provide a virtual community where LEADERS participants can share documents and other project artifacts.

The information from the merging of these data systems will provide the basis for teacher and principal compensation. It will also be used for the evaluation of the LEADERS initiative.

C. The Learning Leaders Initiative – Adequacy of Support

Structures to Implement the Initiative with Fidelity

A bold and comprehensive initiative requires a strong organizational foundation to ensure fidelity of implementation. Henrico County Public Schools has assembled a group of professional educators with the skill set and experience as well as the energy and enthusiasm to ensure that LEADERS is successfully implemented. The importance of LEADERS to the future of Henrico Schools and the promise it holds for the educational community at large requires active support from the highest level decision-makers, including the Superintendent of Schools the School Board and the District Leadership Team.

Steering Committee. LEADERS will be governed by a steering committee consisting of the School Division Superintendent, the Assistant Superintendent of Finance, the Executive Director for Secondary Education, the Executive Director for Elementary Education, the Director for Human Resources, the President of the Henrico Education Association and two active association members (representing teachers), one participating secondary principal, and one participating elementary principal.

Drawing from its national track record and expertise in compensation reform, and CTAC's formative evaluation of LEADERS, evidence of results will regularly inform the work of the Steering Committee.

The purpose of the Steering Committee is to oversee and shape the further development and implementation of LEADERS. The Steering Committee will begin meeting monthly in October 2010.

The Steering Committee will cut through issues of turf and jurisdiction so that the impact of LEADERS is substantive and extensive. It will focus on strategies to:

- Analyze and strengthen the alignment across school and classroom goals, the planning and delivery of instruction, assessments, professional development and compensation
- Build understanding of mid-course corrections and results of the initiative
- Identify and mobilize institutional supports needed to undergird implementation
- Guide the full range of development steps, including the timetable for implementation, monitoring, communications and evaluation
- Ensure constituent input throughout the process
- Oversee and support the efforts of the work groups
- Develop effective inter-departmental strategies
- Train teachers and principals in the use and interpretation of student achievement data focusing on growth of individual students and student cohorts, school trends, and measures of teacher and principal effectiveness
- Respond rapidly to clarify any major areas of confusion regarding the initiative

The Executive Director for Organizational Development, Quality and Innovation (ODQI) will facilitate the Steering Committee and will supervise the project director. This Steering Committee, consisting of the highest-level decision-makers in the school system, will send a clear message about the importance of this initiative. It will also ensure that any roadblocks to implementation can be quickly removed.

Superintendent and School Board. On a monthly basis, the Executive Director of ODQI, the Project Director and CTAC will have direct working access to the Superintendent of Schools to examine all requirements for implementing LEADERS effectively and to ascertain progress. Further, the School Board will assign one member to serve as board liaison to the initiative who will meet regularly with these same parties. This support of both elected and executive policy makers will be pivotal to LEADERS' implementation.

In addition to this influential steering committee and the institutional ownership of the initiative by executive and policy leaders, LEADERS includes a group of work teams that will develop, implement and manage specific parts of the initiative. The work teams will include supervisors, content specialist and front line educators. CTAC will share evaluative data and technical expertise with each of the work groups.

The following individuals and work teams will report to the management team at least monthly on the progress of implementation and to solicit assistance to solve any problems that arise:

Project Director. The director will oversee the day-to-day operation of the initiative. He/she will be responsible for maintaining the initiative budget and working with our fiscal agent, CTAC, to ensure all expenditures are within the scope of the initiative plan and approved budget. The director will also work with the project teams to ensure smooth implementation of the initiative.

LEADERS Principals. The principals in the participating schools will meet regularly to share best practice and support implementation of the initiative in their schools. This group will report monthly to the management team and share data on all aspects of the initiative.

Professional Development Team. The Assistant Director for Organizational Development and Staff Development will lead this team. He/she, along with the Learning Leaders Coaches from the schools, other staff development instructors, and specialists will ensure the smooth operation of the Learning Leaders Academy. This team will work with the other teams to ensure the professional growth needs of the participating teachers are met. This group will also manage the budget for the Academy and train and monitor the work of the Teacher Leader Coaches in the participating schools.

Instructional Team. This team will be led by the project director and will include the Director for Elementary Instruction, the Director of Secondary Instruction (who supervise the principals), curriculum and instruction specialists and the specialist for leadership development. This group will lead the professional development activities in the Learning Leaders Academy. They will also provide support to the principals in reviewing teacher professional growth plans and student learning contracts. This team will do walk-through and full lesson observations as part of the data gathering to improve practice. The directors on this team, as supervisors, will set the principal's goals for incentive compensation and monitor progress to meeting the goal.

Communications Team. The Executive Director of Public Relations and Community Outreach will lead this team. The team role will be to create and execute a robust communication plan. Information about the initiative must remain open and clear and be easily accessible to all stakeholder groups.

Learning Leaders Coaches. These are the teachers identified in each of the initiative schools as having strong instructional skills as measured by implementation of the PQRs and determined by walk-through and full lesson observations. The coaches will provide support to teachers in the classroom as they implement the learning from the professional development

academy. The coaches will also provide support to the principal in conducting walk-throughs and classroom observations.

Data Management Team. The Director of Research and Planning will lead this team. Also on this team will be the District Testing Coordinator, and the central office Coordinators for Assessment and Remediation. This team will be responsible for organizing the administration of the State Tests and all value-added growth assessments used to measure student learning. This team will also train LEADERS’ participants and staff in the use of the various data support systems. The Data Management Team will work closely with the project evaluator to ensure access to participants and all the data needed for the evaluation.

Table C.1 details the various working teams that will manage implementation of the Initiative.

Table C.1 Description of the Management Structures for Learning Leaders Initiative		
Initiative Management Structure	Staff for the Structure	Purpose of the Structure
Management Team	Superintendent, Assistant Superintendent for Finance Executive Directors of Secondary and Elementary Education, Director of Human Resources, President of the Henrico Education Association, Two Learning Leader Principals, Director of the Community Training and Assistance Center, and the Executive Director for Organizational Development, Quality and Innovation	<ol style="list-style-type: none"> 1. Monitor implementation of the project. 2. Review reports of progress 3. Make all key decisions about implementation of the project. 4. Review and approve all student learning contracts and final incentive compensation levels.
Project Director	New staff position included in the Learning Leaders Initiative budget. The Director will report to the Management Team and will be directly supervised by the Executive Director for Organizational Development, Quality and Innovation	<ol style="list-style-type: none"> 1. Supervise the day-to-day operations of the initiative 2. Organize the monthly meetings of the management team. 3. Facilitate the work of the evaluation team to ensure access the program and data.

<p>LEADERS Project Principals</p>	<p>Principals from the project participating challenge schools.</p>	<ol style="list-style-type: none"> 1. Coordinate site implementation of the Initiative. 2. Share ideas to improve and support implementation of the initiative.
<p>Instructional Team</p>	<p>Directors of Elementary Education, Director of Secondary Education, Eight curriculum and instruction specialists representing the four core content areas of English, mathematics, social studies and science at the elementary and secondary levels.</p>	<ol style="list-style-type: none"> 1. Serve as content and pedagogy experts for the initiative. 2. Organize Learning Leader Teacher Coach training 3. Provide job embedded support to individual teachers for implementation of their individual professional growth plan. 4. Conduct walk-through and clinical cycle observations. 5. Consults with the principal on the initiative implementation. 6. Provides data to supervisors to determine principal's incentive compensation level.
<p>Professional Development Team</p>	<p>The Assistant Director in charge of staff development, Staff Development Specialist for Leadership, Staff Development Specialist for Instructional Development</p>	<ol style="list-style-type: none"> 1. Develop the Learning Leaders Academy structures needed to support the growth plans. 2. Provide support to the principal on their use of the walk-through tools and electronic data systems. 3. Work with the Instructional Team and Teacher Coaches on embedded staff development.
<p>Communications Team</p>	<p>The Executive Director of Public Relations and Community Outreach will lead this team</p>	<ol style="list-style-type: none"> 1. Build and maintain the communication plan for the Initiative.
<p>Learning Leaders Coaches</p>	<p>Teacher leaders identified at the Initiative sites through walk-through and lesson observation data as being fully implementing the PQRs through the Charlotte Danielson Framework for Teachers and the International Education Leadership Institute's Rigor/Relevance Framework.</p>	<ol style="list-style-type: none"> 1. Provide job-embedded support to individual teachers in implementing their <i>Staff</i> growth plan. 2. Assist the principal and instructional team in conducting walk-through observations.

Data Management Team	The Director of Research and Planning, Coordinator of Testing, Coordinator of Assessment and remediation	<ol style="list-style-type: none"> 1. Train all participants in use of the data systems. 2. Organize administration of the state tests as well as value-added growth assessments for students. 3. Work with the project evaluator by providing access to data.
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Data Systems Support

Several electronic data systems will be used to manage information and track progress of the initiative. The Henrico County Oracle System will be used to house and organize teacher information regarding teacher licensure status, faculty attendance, re-certification points for participation in the Learning Leaders Academy and other data specific to the participating teachers. The school district data warehouse and student information system will be used to house data specific to student performance on the learning contract assessments. The data warehouse enables teachers an easy and efficient review of a student’s past learning performance.

Henrico County Public Schools will request proposals for an Observation Data System for the LEADERS schools as an electronic repository of teacher walk-through data, classroom observations, staff growth plans, instructional artifacts, and student learning contracts. The Observation Data System will interface with the data warehouse to make compilation of various data points efficient and effective. The Henrico Response to Intervention data system will be used to record the student learning goals. All the systems will work together to allow the merging of data for use in decision-making, recording quality of implementation, measuring outcomes, and evaluating the effectiveness of the Initiative. Additionally, the Henrico Schools’ learning management system will to create a dynamic electronic community for Learning Leader

participants where teachers and principals can locate resources, share successes, seek advice from others, and post their stories.

With the high-level management team, strong and focused work teams in place and the support of several interfacing data systems, the timeline for implementation detailed in Table C.2 will be implemented.

Table C.2 Timeline for Implementation of Initiative Activities		
<i>LEADERS</i> Initiative Activity	Timeline	Management Responsibilities
Announce the grant award and advertise the website for tracking implementation and outcomes	August/September 2010	Communication Team leader
Request proposals from vendors on the Observation Data System	August/September 2010	Executive Director for Organizational Development
Convene the management team weekly to monitor implementation and receive progress reports.	August/September 2010	Executive Director for Organizational Development and Management team
Hire the Project Director	August /September 2010	Executive Director for Organizational Development and Management team
Provide three-day Learning Leaders Academy for participating teachers to be trained in the PQR instructional framework and learn to operate the data systems. Teachers will then be given the official opportunity to enter the Learning leaders Initiative.	August 2010- (<i>This will occur annually for teachers new to the initiative</i>)	Staff Development Team, Project Director, Instructional team
Begin walk-through and full lesson observations of teachers to establish a base-line of PQR Implementation for each teacher and identify high performers as Learning Leader Coaches.	September 2010 (<i>Annual thereafter</i>)	Principals, Instructional Team
Meet with participating principals to set individual school-wide student achievement goals and other culture indicators as incentive target.	September 2010 (<i>Annually thereafter</i>)	Principal Supervisors
Administered MAPS assessment to students to record baseline achievement level to determine value added.	September 2010 (<i>Annually thereafter</i>)	Data Team

Train identified Learning Leaders Teacher Coaches in observation, conferencing, and coaching skills to support teachers	October 2010 <i>(Annual Task for new Coaches)</i>	Staff Development Team, Instructional Team.
Meet with teachers to build their professional growth plan based on the September Observation of PQR Implementation. The Data Team will assist teachers and principals in recording their growth plans in the KDS data system.	October 2010 <i>(In years 2-5 this activity will be for teachers new to the initiative or those who have not yet fully and successfully implemented PQR.)</i>	Principals, Data Team, Teachers
Meet with teachers to build their professional growth plan based on the September Observation of PQR Implementation. The Data Team will assist teachers and principals in recording their growth plans in the KDS data system.	October 2010 <i>(In years two-five of the project this activity will be for teachers new to the initiative or those who have not yet fully and successfully implemented the PQR framework)</i>	Principals, Data Team, Teachers
Organize teachers into study groups for the continuation of Learning Leaders Academy and begin planning Academy sessions according to the needs outlined in the professional growth plans	October 2010 <i>(Annually thereafter for teachers participating in the academy)</i>	Staff Development Team
Establishes a monthly meeting schedule of the Management time for reports from the teams.	October 2010 <i>(Annually thereafter)</i>	Management team
Begin Learning Leaders Academy sessions for teachers based on their individual needs. They will engage in up to three three-hour sessions each month	November-May 2010 <i>(Annual, for those needing the academy)</i>	Staff Development Team, Instructional Team
Support provided to teachers for implementing their learning from the Academy in the classroom. Coaches and principals will conduct observation provide feedback, collect walk-through data, and co-teach when needed.	November-May 2010 <i>(Annual task for those needing the academy)</i>	Principals and Coaches
Review principal's walk-through and observation data and reports. Supervisors will periodically observe post-observation conferencing and provide feedback to the principal on his/her performance and provide professional development when needed. Data from this review will be entered into the principal's KDS folder.	November-May 2010 <i>(Annually thereafter)</i>	Supervisors, Instructional Team

Conduct second quarter formal observations of participating teachers to determine level of PQR implementation. All data from observations will be entered in KDS.	December 2010 <i>(Quarterly thereafter)</i>	Principals and the Instructional Team
Meet with participating teachers to give the mid-year evaluation on their implementation of the PQRs	January 2011 <i>(Annually thereafter)</i>	Principals
Meet with Principals to provide a mid-year evaluation on his/her skill at supporting teacher growth and to review current state of school-wide-achievement targets.	January 2011 <i>(Annually thereafter)</i>	Supervisors
Administer state test benchmarks and MAPS assessments to provide mid-year check on student progress. Student assessment results are entered in data warehouse.	February 2011 <i>(Annually thereafter)</i>	Data Team
Conduct third quarter observations of teachers to determine implementation of PRQ framework. All observation data will be entered in KDS.	March 2011 <i>(Quarterly thereafter)</i>	Principals, Instructional Team, Data team
Reviews observation data collected by the principal, provide feedback on the principal's conferencing skills. Supervisor reviews school-wide data points to monitor progress toward meeting the principal's goals.	March 2011 <i>(Annually thereafter)</i>	Supervisors
Administer simulation test for State Test given to students and data put in the data warehouse.	May 2011 <i>(Annually thereafter)</i>	Data Team
Conduct final round of evaluation observations of all participating teachers to document implementation of the PQRs. All data from the observations will be entered into the KDS database.	May 2011 <i>(Annually thereafter)</i>	Principals, Instructional Team
Administered the State Test to determine pass rates and MAPS assessment to determine value added by the teacher for the year.	June 2011 <i>(Annually thereafter)</i>	Data Team
Calculate the incentive compensation for each participating teacher based on the data collected specific to implementation of the PQRs. The management team will approve the draft compensation reports.	June 2011 <i>(Annual Task)</i>	Principal and Instruction
Meet with individual teachers to review progress toward implementing the PQR framework and discussing student achievement scores in relation to the instructional program. The compensation report approved by the management team will be shared with the teacher. The professional growth plan will be	June 2011 <i>(Annually thereafter)</i>	Principal

reviewed to determine if academy sessions will be needed the next school year to improve PQR implementation		
Post Learning Leader Teacher Positions for any open positions.	June 2011 <i>(Annually thereafter)</i>	Principals and Management Team
Meet to review all data specific to the principal's support of teachers implementing the PQR. Supervisors will also review preliminary data points for school-wide achievement targets. Supervisors will create a draft report of incentive compensation based on the review of the data. The compensation report will be reviewed by the management team for approval.	June/July 2011 <i>(Annually thereafter)</i>	Supervisors and Instructional team
Meet with the principal to review the compensation report and set targets for next school year.	July 2011 <i>(Annually thereafter)</i>	Supervisors and Principals
Hold a planning retreat for the management team to review implementation, review data and plan for year two. The team will present a report of implementation and outcomes for the first year to the school board.	July 2011 <i>(Annually thereafter)</i>	Management Team
Year Two of the Learning Leaders Initiative		
Report to the public the outcomes of the first year of Initiative Implementation	August 2011 <i>(Annually thereafter)</i>	Communication team
Review student data and develop student learning goals for each student in participating teacher's classes	September <i>(Annually thereafter)</i>	Teachers, Coaches, and Data Team
Meet with teachers to review student learning plans and approve goals	October <i>(Annually thereafter)</i>	Principals and Teachers
Review student goals and learning plans	November <i>(Annually thereafter)</i>	Instructional Team
Note: For years two through five of the plan, all steps from year one identified as an annual task will be completed. The difference between year one and years two through five is that student-learning goals are established and the discussion about teacher performance includes student progress toward the goals.		

LEADERS Communications Strategy. Extensive two-way communication has been an anchor of LEADERS from the very beginning of the initiative’s planning. It will continue to be so throughout implementation.

When implementing a new compensation system, the forces of accurate information need to be stronger than the forces of misinformation (Slotnik, 2009); a comprehensive communications strategy is a requisite for success. The LEADERS communications strategy therefore targets three audiences: the educators and community at the LEADERS schools, the district overall including educators at all other schools and the community at large, and key policy makers in the division and state as well as the media.

The communications strategy consists of both internal and external components. It includes school level meetings, ongoing sessions with the teachers association, community forums, and briefings with policy makers and the media. The communications strategy will also be informed by CTAC’s experience in assisting Denver to gain widespread support of its PBCS from teachers district-wide and from the broader Denver community.

By talking this multi-faceted approach, LEADERS’ communications strategy will: build district- and community-wide understanding of the initiative; provide avenues for regular constituent input, participation and responses; train constituent groups (board members, teachers, site administrators, association officials, central administrators, parents and other community members) in understanding the design, implementation and evaluative phases of the initiative; and develop and maintain a two-way sharing of information that is both current and accurate.

Processes for Two-Way Information Sharing and Continuous Improvement. The management plan includes the following methods for ensuring that the voices of the Henrico schools and the community are heard throughout the initiative: (1) opportunities for participation

in the management structure described above; (2) annual surveys of all teachers and principals and random selection of surveys of parents and students. CTAC will conduct the surveys and protect confidentiality; (3) annual interviewing of more than 120 people in the schools, district and community. CTAC will conduct the interviews and protect confidentiality; (4) community forums to provide transparency of results and to heighten community awareness and involvement; (5) meetings with the principals and teachers at the LEADERS schools to ascertain progress and organizational support needed to ensure increasingly better results; and (6) anonymous feedback from employees/community through the district's website.

Qualifications of Key Management Personnel

A robust system of work teams operating under a high-level management team has been set up to manage the LEADERS initiative. The project director will monitor and manage implementation of the Initiative by implementing the timeline and work plan. The leaders and participants on the work team are very qualified to fully implement the LEADERS initiative.

Bios of Key Team Leaders

Henrico County Public Schools

Christopher Corallo, Ed.D. is the Executive Director of Organizational Development, Quality, and Innovation for Henrico County Schools in Richmond, Virginia. He has been an educator for twenty-seven years as a teacher, school principal, director of staff development and assistant superintendent for instruction in public schools in New York and Virginia. He has also had extensive experience with the Virginia Department of Education and the Appalachian Education Laboratory on improving student achievement. Dr. Corallo holds a Doctor of Education Degree from Virginia Polytechnic Institute and State University. He has extensive experience in the development and mentoring of school principals and teacher leaders. Other areas of expertise include curriculum and instructional delivery and design with an emphasis on technology applications and strategic planning. Dr. Corallo is a direct report to the Superintendent of Schools.

Eric Jones, Executive Director of Secondary Education for Henrico County Public Schools, supervises 22 schools with over 26,000 students. Over his 20 year career, he has served as a middle school teacher, high school principal, and as Director of High School Education. He was recognized as the Henrico County Instructional Leader of the Year in 2002. He has also presented at numerous regional and national conferences on innovative instructional programs within Henrico County. Mr. Jones has also published articles in national journals on effective use of instructional technology in secondary classrooms.

Pam Bell is the Executive Director of Elementary Education for Henrico County Public Schools. In her current role, Ms. Bell supervises 45 schools with over 26,000 students. Over her 17 year career, she has served as a middle and high school teacher, middle and high school assistant principal, elementary school principal, and assistant to the superintendent. Ms. Bell was recognized with the R.E.B. Distinguished Educational Leadership Award in 2005.

Linda Thompson is the Assistant Director of Staff Development in Henrico County Public Schools in Richmond, Virginia. She has been in Staff Development for the last 14 years and served as Staff Development Instructor and Educational Specialist. She has served as the Secretary and Finance Chair with the Virginia Staff Development Council, an affiliate of the National Staff Development Council.

Currently the focus of her work is on assuring a quality mentor program for all new teachers, monitoring and approving teacher licensure and oversight of district initiatives for all staff.

Phil Jepson Ed. D., Director of Human Resources for Henrico County Public Schools, previously served twenty seven years in principal positions. As a middle school principal in Roanoke, VA., he participated in a national study on differentiated instruction with Dr. Carol Tomlinson, UVA. In his current role he served on the planning and implementation team for the VA Department of Education Teacher Recruiting Events designed to assist all VA school districts in attracting the best candidates from around the nation. In Henrico County, Phil heads a team that hires up to 550 teachers a year for 68 schools. His expertise centers on enhancing team dynamics and developing creative approaches to teacher recruiting and increasing diversity in teaching and administrative positions.

Community Training and Assistance Center (CTAC)

CTAC's evaluation, professional development Audit, and work group technical team includes:

William Slotnik, Executive Director, is the Founder and Executive Director of the Community Training and Assistance Center (CTAC). For the past thirty-one years, he has overseen the growth of the Center into one of the nation's foremost providers of technical assistance, research and evaluation services, and policy support in education. CTAC annually assists more than 90 organizations, school districts and state departments of education. He has provided extensive assistance to superintendents, boards of education, unions and leadership teams throughout the United States. Slotnik has led technical assistance and evaluation initiatives nationally which address such issues as systemic reform, performance-based compensation, professional development, state-to-school and state-to-district interventions, and transforming underperforming schools.

He has been the lead or co-lead author of numerous evaluations, including *Pathway to Results*, and *Catalyst for Change*, the first comprehensive, longitudinal evaluative studies of the impact of performance-based compensation on student achievement, teacher effectiveness and systems change) and articles on systemic reform, and provides briefings to members of the U.S. Congress, state legislatures and departments of education, and the media.

Maribeth Smith, Senior Project Director, Professional Development, Curriculum and Instruction, serves as lead evaluator and technical assistance provider. She previously served as Associate Superintendent for Educational Planning and Development in Fremont Union High School District (CA). She has provided assistance to school districts at the school, district, union and board levels. She was the co-lead author of *Tying Earning to Learning: The Link Between Teacher Compensation and Student Learning Objectives*; *Focus on Literacy: Professional Development Audit*; *Catalyst for Change* (the summative Denver report on Pay for Performance); and *New Directions in Christina* (the summative report on systemic reform in Delaware's largest district). She has extensive experience in professional development, curriculum and instruction, and turning around underperforming schools and districts. She is one of the nation's leading experts on high school reform and redesign, pedagogy, and instructional strategies to improve the student achievement of high needs learners. She was honored as Curriculum and Instruction Administrator of the Year in California.

James Wyckoff, Ph.D., Senior Evaluation Scientist, CTAC is a Professor in the Curry School of Education, and Director of the Center for Education Policy and Workforce Competitiveness at the University of Virginia. He has published on a variety of topics in education policy including issues of teacher labor markets and school resource allocation. His current research focuses on the attributes of New York City teachers and their preparation that are effective in increasing the performance of their students. He currently serves on the National Academy of Sciences Committee on Children Eligible for School Nutrition Programs, the Scientific Review Panel of the US Department of Education, and the editorial board of Education Finance and Policy.

Donald B. Gratz, Ph.D., Senior Associate and Director, National School Reform, is Director of Graduate Programs in Education at Curry College. He previously served as Director of National School Reform at CTAC and as Executive Director of the Alliance for Education. He is one of the nation's leading experts on performance-based compensation. He coordinated the first phase of CTAC's evaluation of Denver's pay for performance initiative and guided the implementation of systemic reform initiatives in large districts throughout the United States. He is widely published in the area of performance-based compensation, including the recently issued [The Peril and Promise of Performance Pay: Making Education Compensation Work](#).

Lynn Stinnette-Barbour, District-Site Coordinator, has led numerous initiatives at CTAC including the implementation of the Standard Bearer Schools process in multiple districts throughout the nation. She also served as the Director of Urban Education and Director for School and Community Development for the North Central Regional Educational Laboratory, and Senior Associate for the National Center on Education and the Economy. Previously, she served as an award-winning school principal in the Chicago Public Schools. She is a leading expert in urban education, curriculum alignment, standards-based instruction, and data-informed decision-making.

Drew Gitomer, Senior Evaluation Scientist, is an ETS Distinguished Researcher and Senior Director of Understanding Teaching Quality Center. His research interests include policy and evaluation issues related to teacher education, licensure, induction and professional development. His studies have focused on enhancing the validity base for teacher licensure assessments (*Praxis*[™]) and advanced certification of teacher assessments (National Board for Professional Teaching Standards). Gitomer was Senior Vice President for Research and Development at ETS from 1999 to 2004. He co-edited *Educational Evaluation and Policy Analysis* from 2006-2009 and is editor of the volume *Measurement Issues and Assessment for Teacher Quality*. He is currently the principal investigator for research efforts sponsored by the Bill and Melinda Gates Foundation and the WT Grant and Spencer Foundations targeted at developing potential measures for understanding teaching quality.

William Eglinton, Director, Management, Finance and Policy, CTAC, previously served as Chief Operating Officer of Public Service Company of New Mexico (PNM: a Fortune 200 company), and Chairman of the Board for all corporate subsidiaries. Under his leadership, PNM introduced performance-based compensation. In addition to being a key-team member for many of CTAC's partnerships, Bill has served as CTAC's co-project director for the TIF-supported Leadership for Educators' Advanced Performance Initiative (LEAP) with the Charlotte-Mecklenburg Schools, directed CTAC's National Urban Reform Network, led site research and evaluations teams in Christina, DE (systemic reform), Denver (Collaborative Decision-Making) and Newark, New Jersey (state interventions) and trained district leadership teams, community collaboratives, corporate leadership groups and policy making bodies at local, state and national levels. His areas of expertise include school/corporate collaboration, performance-based compensation, executive assistance to superintendents and boards of education, and education policy.

Martin Orland, Ph.D. Senior Evaluation Scientist, CTAC is Director of Evaluation and Policy Research at WestEd. He is a national leader in developing evidence-based knowledge for educators and directs a nationwide staff of methodologists, research scientists, content experts, and evaluators whose goal is to help address critical needs in the fields of education and human development. The Evaluation Research program houses studies of projects at the elementary, secondary, collegiate, and graduate levels covering a breadth of topic areas including school reform; administrative, teaching, and curricular interventions; and children at risk of academic failure.

Richard Larrabee, Senior Associate, National School Reform, CTAC, has facilitated the implementation of the Standard Bearer Schools process at school and district levels in Duval County, Florida and led CTAC's field services team that conducted the groundbreaking professional development audit of the Schultz Center for Teaching and Leadership and the Duval County Public Schools. He previously served as Supervising Superintendent (overseeing all district regional superintendents), principal of a distinguished school (one of the nation's first CTAC-assisted Standard Bearer Schools), and as Director of Information Services during 30 years of service to the Cleveland Public Schools (Ohio). His areas of expertise include using data to drive instructional improvements, school and district improvement, and data-driven accountability.

Peggie Brown, Senior Associate, National School Reform, CTAC previously served as an award-winning Principal and Vice President of the Administrators Association in the Cleveland Public Schools. Her areas of expertise include school improvement planning and implementation, curriculum development, and union-management relations. She also has expertise in reading theory and practice, including the alignment of standards, instructional materials, and assessments. She led CTAC's interview team for Denver's landmark pay for performance initiative. She has served as a facilitator of school planning, working with district leaders, principals, teachers, and parents to make data-based decisions. She is the Center's expert on parent and community involvement. She is also an adjunct faculty member at Kent State and Ashland University.

Judith Clary, Ph.D., Senior Associate, National School Reform, CTAC, previously served as the Assistant Superintendent for Human Resources and as Assistant Superintendent for Research, Development and Accountability in Albuquerque Public Schools (NM). She has extensively developed policies and procedures to meet education regulations, and state and federal regulations and laws. In addition to cultivating relationships with community organizations, business communities and universities, she has been responsible for research, technical assistance, accountability, and restructuring frameworks for schools. She also serves as a mediator for Alternative Dispute Resolution, and as an Educational Diagnostician.

Barbara J. Helms, Ph.D., Senior Associate, Evaluation and Accountability, has guided CTAC's landmark work in the area of data driven decision-making and the impact of performance management. She is the research and evaluation expert on the instruments and methodologies that CTAC uses to gauge student achievement and other indicators of school progress, and provides professional development to districts using CTAC's data analysis instruments. She previously served as Coordinator, Demographics and Assessment, for the East Hartford Public Schools in Connecticut. She has also served as President of the Northeast Educational Research Association. Dr. Helms has also conducted multi-year evaluations of state and federally funded grants awarded to urban school districts, and was a Switzer Distinguished Research Fellow. She has extensive experience in student achievement data analysis, design and implementation of district data systems, statistical methodologies, and the creation and use of relational databases in performance-based compensation reform.

Local Funding Support for the Project.

Henrico County Public Schools is committed to implementing this initiative and introducing it to other challenge schools in the district. The superintendent and school board have demonstrated their commitment to this project by funding grant activities in the schools district budget. In the first two years of the grant the school district will commit to providing \$327,024 in funds and in-kind services. This will include funding for the operation of the Learning Leaders Academy including the stipends for teachers to attend after work hours.

In addition the district is committing to increasing funding for the initiative. In years one and two, 100% of the incentive compensation will be requested from grant funds. In year three, the school district will commit funds in the budget to pay for 25% of the incentive compensation with the grant award paying for 75%. In year four, the school division will pay 50% of the incentive compensation with 50% being requested from grant funding. In the fifth and final year of the grant, the school district will pay 75 % of the incentive compensation with 25% being requested from the grant award. This shifting of financial responsibility to the school district will pave the way for expanding and sustaining the performance-based compensation system plan in Henrico.

Requested Grant Funds

Henrico County Public Schools is proposing a budget of [REDACTED] over five years. We are requesting [REDACTED] in support from the Teacher Incentive Fund and the Henrico County Public Schools has committed [REDACTED] in funds and in-kind contributions. While the project is comprehensive in scope, careful attention has been paid to the details of the management plan. The planning committee used the implementation timeline to carefully calculate costs of the project over the five years and beyond. The incentive compensation has been analyzed by

teachers and principals and determined to be substantial enough to attract and retain teacher. Any additional costs of the project beyond the incentive compensation have been calculated based on a thorough scan of the field to determine the average cost of products and services and competitive salaries for personnel. The cost of providing professional development support for the project has been detailed to include personnel salaries and stipends as well as materials, supplies and services.

Because sustainability of LEADERS is of paramount importance to meet the terms of Henrico School's strategic plan and the grant, as well as to demonstrate institutional commitment to performance compensation to teachers, principals and the broader community, all costs have been mapped to potential cost centers for budget planning beyond the life of the Teacher Incentive Fund grant. The budget detail and narrative for this plan clearly demonstrate the thoughtful and meticulous planning that has characterized this proposal.

D. The Learning Leaders Initiative – Project Evaluation

Overview

Serious efforts to improve student achievement and compensation systems must be guided by evidence and analysis of what is working and what changes need to be made to continually improve the district. The evaluation, managed by CTAC, will be ongoing during the initiative—mid -year as information and data are available and annually—and will include a final evaluation at the end of the 5-year grant period to measure progress on the stated goals and objectives of the initiative.

The effects of LEADERS will be evaluated employing a combination of quantitative and qualitative methods. The primary goal of these efforts is to provide district and school leaders

with formative assessments in the early years of the initiative's implementation to guide policy and implementation adjustments.

The LEADERS initiative seeks to improve student achievement in targeted schools through the improvement of teacher and principal effectiveness. For purposes of the evaluation, teacher effectiveness will be measured by improvements in teacher value-added and principal effectiveness will be measured by the improvements in teacher value-added for all teachers in the building and the retention of effective teachers. LEADERS has three distinct components:

- An assessment of teachers' strengths and weaknesses relative to the professional teaching standards and the provision of tailored professional development to address weaknesses,
- differential compensation for teachers and principals related to their ability to demonstrate implementation of professional teaching standards,
- differential compensation to individual teachers and principals in relation to student achievement improvement.

Teachers in LEADERS schools are responding to individual incentives, and thus teachers are the appropriate unit of analysis, while for principals schools are the unit of analysis.

Quantitative Analyses

The evaluation will use value-added statistical methodologies to examine the impact of LEADERS. As described above, 8 of 23 TIF eligible schools have been chosen to pilot the Learning Leaders Initiative based primarily on the low level of performance by the students in the schools, but also by relatively high transfer and attrition of teachers and school leaders. The remaining Title 1 schools will serve as a comparison group. Table D.1 provides a summary of the characteristics of LEADERS schools and the schools that will be employed as their

comparisons. Given the way in which LEADERS schools are chosen, their characteristics differ from comparison schools somewhat. For example, LEADERS schools typically having somewhat high percentages of free and reduced price lunch students, lower pass rates on the Virginia Standard of Learning achievement tests, more inexperienced (provisional) teachers, higher transfer and attrition rates for teachers, and shorter principal tenure.

Quantitative Assessment

The quantitative evaluation of the effects of LEADERS will employ a comparative interrupted time series analysis (also referred to as a difference-in-difference estimator). This analysis will compare the difference in outcome measures between treatment and comparison groups pre and post-implementation. This approach controls for general trends in treatment schools pre-implementation and for effects that influence outcomes in both treatment and controls during the post-implementation. We evaluate LEADERS against the measurable performance objectives of improved student achievement and increased teacher retention.

Equation 1 provides an illustration of the types of models we will employ to examine the effect of the Initiative, in this instance for student achievement. Here Y_{icgst} is the math achievement of student i in class c , grade g , school s at time t is a function of that student’s math achievement in the previous grade and year, a set of characteristics of the student and her/his family, X , attributes of the other students in the class, C , and attributes of the school, S . The effect of the Initiative is identified by first controlling for any

$$Y_{icgst} = \beta Y_{ig-1,t-1} + X_{it}\varphi + C_{cgst}\alpha + S_{st}\theta + \delta TIF_t + \gamma LL_s + \delta(TIF_t * LL_s) + \varepsilon_{icgst} \quad (1)$$

systematic factors that influence all schools post-implementation, TIF . This could include any federal, state or district policies applied across schools. We also control for any time invariant differences between LEADERS schools and the comparison schools, LL . These might include

attributes of the LEADERS schools not already identified in X , C and S that differentiates them from the comparison schools pre and post-implementation. Finally, the effect of the Initiative is measured by δ , which identifies the average effect on student achievement (or teacher retention) in LEADERS schools following the implementation of the LEADERS initiative. Similar formulations will be employed to examine teacher retention using hazard models to explore whether implementing LEADERS influenced teacher attrition and transfers.

Value-added models will be estimated employing a couple of different measures of student outcomes, as set out in Table B.1. In particular, we will employ the MAPS and SOL tests as different measures of student achievement in reading and math and when available science and social studies in models similar to equation 1. For early grades we will employ the PALS and AMC to examine the effects on reading and math respectively.

The approach described in equation 1 provides Henrico district and school administrators with a reasonable overall assessment of the success of the LEADERS initiative. We should note that given the method employed for selecting schools to the Initiative, it does not provide strong identification of the causal effects of the Initiative on student achievement and teacher retention outcomes. Moreover, it provides only limited guidance on how the implementation of initiative can be adjusted to improve outcomes. To address the latter issue, we will estimate individual teacher value-added model.¹ These estimates will then be employed as the dependent variable in a regression model similar equation 1 where we explore a variety of comparisons between teachers in treatment schools to similar teachers in comparison schools (e.g., using a propensity matching approach) or relatively more and less effective teachers within LEADERS schools.

¹ We will employ standard value-added models to estimate teacher by year estimates of effectiveness with Empirical Bayes adjustments for measurement error (see, for example, McCaffrey, 2004; Rockoff, 2004).

This allows us to identify particularly teachers who make particularly strong gains in student achievement consistent with positive effects for the LEADERS initiative.

Although this analysis will not establish a causal link between LEADERS and differential teacher outcomes, it will usefully guide our qualitative analysis to better understand why some teachers and schools have differentially benefited from the Initiative. What we learn about why some teachers and schools may have differentially benefited from the LEADERS initiative will be fed back to administrators to make real time adjustments in the professional development and implementation of the program.

Qualitative Analyses

The qualitative analyses will deepen the understanding of the impact of the initiative, identify factors that assist district leaders and teachers in understanding under what conditions and why the Initiative is more or less successful in improving student achievement outcomes. In particular survey and interviews with district administrators, principals and teachers will probe the details of implementation of LEADERS and perceptions regarding its strengths and weaknesses. These surveys and interviews will be conducted annually beginning during the first project year.

School, Teacher and Student Factors

There are site level factors, in addition to compensation, that influence student achievement. Therefore, the qualitative evaluation will explore whether the incentives have varying degrees of success in schools with particular conditions or attributes—such as school programs; leadership mobility; size or population; whose teachers have different attributes—such as the number of years they have taught, level of licensure, subject taught or grade level; and whose students are of different ages, backgrounds, socioeconomic status or initial academic status.

Impact of Changing Systems on Student Achievement

The evaluation will examine the relationship between systems changes and actual results in student achievement. The evaluation will examine how the changes in data quality and access, professional development, curricular and instructional supports, and assessments affect student achievement in the schools; and, whether these changes affect some schools, classes or students more than others. By so doing, this component of the evaluation will provide a detailed analysis of how changing systems affects student achievement and the impact of incentives in the district.

Broader Institutional and Community Factors

This initiative also exists in a broader district context. The institutional capacity to implement major new strategies greatly affects the results of the initiative. The actions of a range of participants can substantially influence the implementation of the initiative. The evaluation will examine: policy and operational decisions, support structures and assignments, mid-course corrections and related interventions; the perceptions of different constituencies—at the central, site and community levels—of these decisions and actions; which efforts are perceived by various constituencies as supporting or impeding the progress of performance-based compensation; which learnings have emerged for the district, and the implications of those learnings for the district and states in terms of the ability to improve student achievement. The LEADERS initiative has significant systemic implications. The evaluation will analyze those institutional factors that have had the most marked impact on results.

Feedback and Continuous Improvement

The constituencies affected by the new compensation system need to have regular opportunities to respond to and shape the plan. CTAC will provide evaluation services that support feedback and continuous improvement while also developing HCPS capacities to:

- Enable pivotal constituent groups to shape the compensation system
- Conduct surveys and focus groups as appropriate
- Integrate constituent responses into continued development of compensation system
- Develop mechanisms which ensure continued constituent assessments and critiques in the post-grant period.

Two primary sources of feedback throughout the project will be surveys and interviews. Each year principals, teachers, parents and samples of students and external constituents will be surveyed to ascertain the effectiveness of the initiative. Confidential interviews will be conducted by CTAC with policy makers, key senior staff, union leaders, external community leaders and school site participants) to explore deeper issues that surface during each year and to identify areas where mid-course corrections are warranted.

Surveys

CTAC will survey all principals and teachers, and representative parent/caretaker households, as well as a representative sample of students (grade 6 and higher) and external constituencies using a variety of surveys. These surveys will be produced, disseminated and analyzed during each year of the initiative. The results of these surveys will be analyzed both quantitatively (e.g., chi-square, ANOVA) and qualitatively.

Principal Survey. Each principal in LEADERS and comparison schools will be surveyed on a variety of factors relating to the nature and extent of professional development and supports provided to teachers to improve student outcomes. In LEADERS schools, the survey will also explore the attributes of the learning environment that principals believe will make it most likely that LEADERS is successful. An important component of these annual surveys is to assess how

principals perceptions and practices change over the course of the project. What are they learning that improves the success of the Initiative?

Teacher Survey. Similarly, we will conduct an annual survey of all teachers in Leader and comparison schools. We will solicit teacher perceptions of the learning climate in their schools and how they believe the school staff can best improve student achievement. What professional development are they receiving? How effective do they believe it is? What supports do they receive from school leaders? What else could be done? In LEADERS schools, we will also explore their perceptions of LEADERS. How effective is the professional development? Could it be more effectively delivered or supported? Do the assessments of student achievement help guide their teaching practice? If so, how? What else could be done? We are also interested in their perceptions of the cohesiveness of the school staff. Again, we are very interested in how teachers perceptions of all of these dimensions change over time and the factors that contribute to the success of the initiative.

Interviews

Focused interviews will be used to explore deeper issues which surface in surveys and other feedback mechanisms during each year of the initiative. More than 120 confidential interviews will be conducted annually in the district with policy makers, key senior staff, union leaders, external community leaders and school site participants (principals, teachers, students and parents). Responses will be analyzed using thematic analysis as well as nonparametric statistics such as chi-square, where appropriate.

The results of the surveys and interviews will be provided to the Steering Committee and work groups. CTAC will assist the Steering Committee and work groups to understand and analyze the results with respect to project impact and implications for making mid-course

corrections. In addition, the initiative structure, described in the Management Plan and Key Personnel section, is designed to promote constituent engagement and leadership, providing ample opportunities for ongoing feedback and continuous improvement through the direct engagement and partnership with teachers, administrators, community members, and parents.

Table D.1 Comparison of Learning Leader Initiative Schools and Comparison Schools

School Characteristics	High Schools		Middle Schools		Elementary Schools	
	Learning Leaders (N=1)	Comparison (N=1)	Learning Leaders (N=2)	Comparison (N=1)	Learning Leaders (N=5)	Comparison (N=13)
Free and Reduced Price Lunch Eligible (proportion)	0.763	0.590	0.650	0.500	0.531	0.461
Pass Reading (percent)	76.539	82.397	80.206	82.413	83.651	87.692
Pass Math (percent)	72.618	78.755	59.612	67.021	74.197	77.511
Pass History (percent)	78.120	86.954	76.120	73.510	89.814	87.250
Pass Science (percent)	76.069	82.170	90.909	87.623	73.313	80.420
Students with disabilities (proportion)	0.142	0.124	0.167	0.161	0.190	0.165
English as Second Language (proportion)	0.045	0.112	0.034	0.068	0.014	0.041
Homeless (proportion)	0.037	0.026	0.029	0.016	0.012	0.019
Children in poverty (Census proportion)	0.246	0.126	0.185	0.085	0.120	0.250
Principal experience in school (years)	2.800	4.500	4.500	4.000	3.000	.
Core Probationary Teachers (proportion)	0.409	0.402	0.530	0.413	0.506	0.416
Transfer requests 2010	3.400	1.200	6.000	9.500	0.000	5.000
Attrition 2009	3.200	1.000	10.500	6.500	15.000	12.000

Conclusion: The Three Priorities, Three Preferences and Five Core Elements

Throughout this proposal, the three absolute priorities and three competitive preferences have been addressed. Below is a summary description of how they are embedded in the *LEADERS* initiative:

Priority 1 (Absolute): Differentiated Levels of Compensation for Effective Teachers and Principals:

The LEADERS initiative provides a structure and opportunity for teachers and principals to earn incentive compensation based on specific goals for implementing teaching standards and meeting individual student learning targets. Compensation is differentiated based on individual teacher's and principal's goal attainment and is based on data from observation-based assessments of teachers and principals as well as student outcomes on state tests and value added assessments.

Priority 2 (Absolute): Fiscal Sustainability of the Performance-Based Compensation System:

In Section C, Adequacy of Support, there is a detailed description of how the school district will assume a greater share of the cost for the incentive compensation. By the end of the grant, the school division will have built all costs into the district budget. This project is part of the district long-range strategic plan; LEADERS is a budget priority and there is an organizational and financial commitment to sustaining the initiative long after the grant funding period.

Priority 3 (Absolute): Comprehensive Approaches to the Performance-Based Compensation System:

The LEADERS initiative is built on creating a culture for learning in every classroom and every school. To create such a culture, LEADERS emphasizes professional development through the Learning Leaders Academy and creates reflective practitioners in both teachers and

principals through clinical observation cycles and walk-throughs. These observations are followed by conferencing with teachers to reflect on their practice. LEADERS directly addresses and integrates the pivotal elements of professional development, evaluation and excellence in pedagogy. The result is to improve teacher and principal practice and retention in order to ensure high levels of student achievement at the schools in greatest need.

Priority 4 (Competitive Preference): Use of Value-Added Measures of Student Achievement:

The LEADERS initiative will use student scores on the state tests as a measure of student learning and will pilot a student growth calculation for the state as part of these tests. Student learning target will also be set using the value added assessment *Measures of Academic Progress (MAPS)*. This assessment measures individual student growth and allows for the determination of the value-added by the teacher for the student's learning.

Priority 5 (Competitive Preference): Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools.

The LEADERS initiative will be piloted in the schools with the highest teacher attrition rates and the lowest student performance on the Virginia Standards of Learning tests. Additionally, LEADERS has identified middle school mathematics, high school science and special education as high need areas that will garner an additional signing bonus along with the incentive compensation.

Priority 6 (Competitive Preference): New Applicants to the Teacher Incentive Fund:

The partnership of the Community Training and Assistance Center and the Henrico County Public Schools is a new applicant to the Teacher Incentive Fund Grant.

In addition to these absolute and competitive priorities, the five core elements have been included in the proposal as follows:

Core Element 1: A plan for effectively communicating with teachers, principals and stakeholder groups.

The LEADERS initiative has been nearly two years in the making. Over that time, teachers and principals have been involved in providing data through extensive interviews to identify the core problems the performance-based compensation system must address and the core elements of the project design. This includes sharing ideas through discussion forums about incentives as well as what teachers should do to earn the incentive. There is also a communications team as part of the management plan to ensure that all communication is open, two-way and honest.

Core Element 2: The involvement and support of principals, teachers and the support of unions.

There has been broad-based participation in the design of the LEADERS initiative beginning with interviewing teachers to identify the issues to be addressed specific to hard-to-staff schools and followed by soliciting ideas from teams of teachers and principals to determine how best to address the issues. Over the past 18 months, the design committee has interviewed teachers and held forums to discuss this initiative. Through this process the support of the Henrico Education Association (HEA) representing teachers has been won. In fact, the HEA president and two Henrico teachers will be members of the LEADERS Steering Committee.

Core Element 3: Rigorous, transparent and fair consistent evaluation systems.

Henrico County Schools has an unusually strong evaluation system in place based on the Professional Qualities and Standards (PQRs). Teachers will focus much effort on implementing the PQRs in the classroom. Teachers and principals will receive a mid-year and end of year

summative evaluation every year. Rigor, transparency and fidelity of implementation are cornerstones of the evaluation system.

Core Element 4: A Data Management System.

The LEADERS initiative in Henrico will rely on several data systems that work together to provide a seamless linking of information for decision-making about student learning and incentive compensation. LEADERS will make use of the data warehouse for student learning goals, an observation data base to collect information on teacher implementation of the teaching standards, the Oracle HR data base to track teacher compensation, and the district learning management system to maintain cross communication. The linkage between and integration of student achievement, human resources and financial data will provide necessary to successfully implement and sustain performance-based compensation.

Core Element 5: A Plan for Ensuring that Teachers and Principals Understand the Incentive Compensation Plan.

As part of the initiative, there will be a LEADERS Professional Development Academy where participating teachers and principals will gather at the start of each school year for new learning. At each of these academy sessions, the staff will work with teachers and principals to explain the incentive compensation process and provide time for teachers to see and use the project databases. Teachers and principals will also learn how to develop incentive compensation goals. Through the communications strategy, the same information will be shared district- and county-wide.

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Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **High Need Schools** Pages: **1** Uploaded File: **High Need Schools.pdf**

**Henrico County Public Schools
High-Need Schools**

**Summary of Student Demographic in Eligible Schools
The eight participating schools are in the shaded areas.**

School	Student Population	F/R Lunch	Minority Rate	Student with Disabilities	ESL Students	Homeless Students
Adams ES	459	65%	97%	14%	5%	4%
Fair Oaks ES	288	71%	80%	20%	2%	3%
Fairfield MS	822	61%	97%	17%	1%	3%
Glen Lea ES	513	84%	98%	12%	5%	3%
Highland Springs ES	476	80%	97%	15%	0%	3%
Highland Springs HS	1764	53%	90%	19%	1%	1%
Laburnum ES	515	82%	98%	9%	10%	4%
Wilder MS	881	69%	97%	17%	6%	3%
Ashe ES	435	61%	98%	8%	7%	3%
Baker ES	443	55%	98%	15%	1%	2%
Brookland MS	1117	51%	66%	15%	12%	2%
Donahoe ES	469	65%	75%	13%	4%	4%
Dumbarton ES	651	65%	74%	11%	29%	4%
Harvie ES	524	54%	98%	13%	1%	2%
Holladay ES	490	61%	59%	13%	20%	3%
Johnson ES	450	64%	73%	11%	33%	2%
Lakeside ES	427	62%	52%	13%	14%	3%
Longdale ES	431	52%	77%	13%	7%	2%
Montrose ES	442	72%	84%	12%	2%	3%
Ratliffe ES	495	73%	99%	14%	1%	5%
Ridge ES	485	58%	48%	8%	37%	3%
Sandston ES	191	61%	31%	18%	4%	7%
Ward ES	456	50%	57%	14%	1%	4%

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **TIF Letters of Support** Pages: 7 Uploaded File: **TIF Letters of Support.pdf**



COMMONWEALTH of VIRGINIA

Patricia I. Wright, Ed.D.
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VA 23218-2120

Office: (804) 225-2023
Fax: (804) 371-2099

July 1, 2010

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

Dear Secretary Duncan:

I am writing to support the grant application for the Teacher Incentive Fund Grant (CFDA #84.385) submitted by the Community Training and Assistance Center in partnership with Henrico County Public Schools. This grant will fund Henrico's Learning Leaders Initiative to provide incentive pay for highly qualified teachers and principals for "challenge schools" in Henrico County. This initiative from the Community Training and Assistance Center and Henrico County Public Schools boldly addresses the issues of attracting and retaining quality teachers and principals in these schools.

The Virginia Department of Education (VDOE) is interested in Henrico's Learning Leaders Initiative and in reviewing the evaluation data. The VDOE is exploring models for linking teacher evaluation to student outcomes and the Learning Leaders Initiative includes both of these components in the incentive plan. As the VDOE researches the development of student growth measures using the *Standards of Learning*, the Learning Leaders Initiative can inform that research since Henrico's Initiative includes student learning and the implementation of professional teaching standards. The two components of the initiative together provide additional data that will assist in the development of a Virginia growth model for teaching and learning.

All components of the Learning Leaders Initiative are supported by the VDOE initiative of best practices for school improvement through the Center for Innovation and Improvement. Several of the Henrico "challenge schools" already participate with the VDOE on school improvement, and the success of this initiative also will inform the VDOE's efforts for school improvement in other school divisions.

The Honorable Arne Duncan
July 1, 2010
Page Two

I support the Community Training and Assistance Center and Henrico County Public Schools' grant application for funding from the Teacher Incentive Fund in order to benefit the academic needs of the students in Henrico County. I believe that the results of the initiative will be value-added input to the VDOE initiatives.

Sincerely,

A handwritten signature in cursive script that reads "Patricia I. Wright".

Patricia I. Wright, Ed.D.
Superintendent of Public Instruction

PIW/jwl

Linda L. McBride
Brookland District

July 1, 2010

Lamont Bagby
Fairfield District

Diana D. Winston
Three Chopt District

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

Lisa A. Marshall
Tuckahoe District

John W. Montgomery Jr.
Varina District

Dear Secretary Duncan:

I am writing to support the grant application for the Teacher Incentive Fund Grant (CFDA #84.385) submitted by the Community Training and Assistance Center in partnership with Henrico County Public Schools. This grant will fund Henrico's Learning Leaders Initiative to provide incentive pay to highly qualified teachers and principals to eight "challenge schools" in Henrico County. As chair of the Henrico County School Board, I support the efforts of our staff to address the academic needs of students through a plan to attract and retain highly qualified teachers and principals to these schools.

The Henrico school division is committed to providing the resources necessary for all students to be successful. This means that the students who are in most need of academic success will have highly qualified teachers and administrators who excel in teaching and learning and who will set high learning goals for all students. The Learning Leaders Initiative will provide funding for incentive pay for teachers and principals who meet professional teaching standards and who attain student learning goals. The School Board is interested in continuous improvement and will sustain all efforts to keep the best teachers and principals for our most at-risk students.

I support the Community Training and Assistance Center and our school division's grant application for funding from the Teacher Incentive Fund in order to benefit the academic needs of the students in Henrico County.

Sincerely,



**Lisa A. Marshall
Chair, Henrico County School Board**

HENRICO COUNTY PUBLIC SCHOOLS

DR. PATRICK RUSSO
SUPERINTENDENT OF SCHOOLS



POST OFFICE BOX 23120
HENRICO, VIRGINIA 23223-0420
(804) 652-3600

July 1, 2010

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

Dear Secretary Duncan:

I am writing to support the grant application for the Teacher Incentive Fund Grant (CFDA #84.385) submitted by the Community Training and Assistance Center in partnership with Henrico County Public Schools. This grant will support our Learning Leaders Initiative. The initiative provides incentive pay to attract and retain highly qualified teachers and principals to eight of our identified "challenge schools". The schools identified have a high level of economic deprivation, low student performance on Virginia's Standards of Learning, high student retention rates of students, poor attendance, and high dropout rates. This collaborative initiative can provide the matching funds required by the grant because of the involvement of Henrico County's Departments of Elementary and Secondary Instruction, the Department of Organizational Development, Innovation and Quality and the Department of Human Resources.

Several years ago Henrico identified a number of county schools as hard-to-staff schools. An administrative committee researched ways of overcoming the hard-to-staff issues for our students most at risk of not being academically successful. The committee found that these schools had the highest percentages of teachers with 0-3 years of experience. The committee interviewed teachers and administrators at these hard-to-staff schools to determine what incentives would entice teachers and principals to stay in these schools. The Learning Leaders Initiative is a result of the data collected through the interviews. The Learning Leaders Initiative provides incentive pay for teachers and principals who are willing to become leaders in developing cultures for quality teaching and learning through professional teaching standards and attainment of student learning goals. Both the division's strategic plan and the budget process will support the Learning Leaders Initiative.

I support the Community Training and Assistance Center and the school division's grant application for funding from the Teacher Incentive Fund in order to benefit the academic needs of the students in Henrico County.

Sincerely,

Patrick J. Russo, Ed.D.



Dominion UniServ
8001 Franklin Farms Drive #114
Henrico, Virginia 23229
DominionVEA@cavtel.net
Phone 804.282.6692 Fax 804.282.8748

June 25, 2010

Dr. Patrick Russo
Henrico County Public Schools
P.O. Box 23120
Henrico, Virginia 23223

Dear Dr. Russo:

The Henrico Education Association Executive Committee has met to discuss the request to support the Learning Leaders Initiative Application for Teacher Incentive Funds.

The Henrico Education Association commits to work with Henrico and their school district strategic plan ensuring that all students graduate upon completion of the Henrico County Public Schools curriculum, which already exceeds state and national standards.

We request that the HEA President, Past President, and Uniserv Director, on behalf of our membership, have a voice on this Project Management team in the development and implementation. We expect more information and data from you, and continuous updates on the progress of the grant.

We agree that recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most, is important. We also support building data systems that measure student growth and success, and inform teachers and principals about instructional improvement.

If the grant is funded, we will work in good faith and collaboration with Henrico County and other partners to improve teaching and learning.

Sincerely,



President

c: Dr. Patrick Kinlaw
Dr. Chris Corallo ✓

United States Senate

WASHINGTON, DC 20510-4606

July 1, 2010

COMMITTEES:
BANKING, HOUSING, AND
URBAN AFFAIRS
COMMERCE, SCIENCE, AND
TRANSPORTATION
BUDGET
RULES AND ADMINISTRATION
JOINT ECONOMIC COMMITTEE

Secretary Arne Duncan
US Secretary of Education
Us Department Of Education
400 Maryland Avenue, Sw
Washington, DC 20202-0001

Dear Secretary Duncan,

I am writing to express my support for the grant application being submitted by the Community Training and Assistance Center in partnership with Henrico County Public Schools for the Department of Education Teacher Incentive Fund Grant (CFDA #84.385). I understand this grant will fund Henrico's Learning Leaders Initiative, which aim to bring highly qualified teachers to low-performing schools in the Henrico area.

I am told that the Henrico schools that would be participating in the Initiative would be identified based on the level of economic status of the students, the low performance of students on Virginia's Standards of Learning, high retention rates of students, poor attendance percentages, and high dropout rates. I understand these schools are currently characterized by consistently low student performance data, partly as a result of inconsistency in leadership and instructional staff. Henrico's Learning Leaders Initiative, proposed by the Community Training and Assistance Center and Henrico County Public Schools, aims to use an incentive program to attract and retain quality teachers and principals in order to provide continuity of teaching and learning in these low-achieving Henrico County public schools.

Thank you for your consideration of this application. If my office can provide you with any further information, please don't hesitate to contact Catie Finley at 703-442-0670 or catie_finley@warner.senate.gov.

Sincerely,



MARK R. WARNER
United States Senator

MRW/ar

180 WEST MAIN STREET
ABINGDON, VA 24210
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FAX: (703) 442-0408

<http://warner.senate.gov>

PRINTED ON RECYCLED PAPER

JIM WEBB

VIRGINIA

COMMITTEE ON
ARMED SERVICES

COMMITTEE ON
FOREIGN RELATIONS

COMMITTEE ON
VETERANS' AFFAIRS

JOINT ECONOMIC COMMITTEE

WASHINGTON OFFICE:

WASHINGTON, DC 20510
(202) 224-4024

United States Senate

WASHINGTON, DC 20510-4605

June 30, 2010

Ms. Gabriella Gomez
Assistant Secretary for Legislative and Congressional Affairs
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-3100

Dear Ms. Gomez:

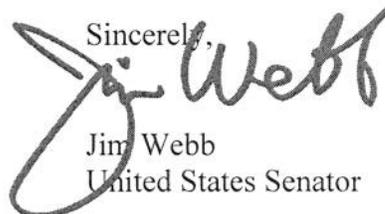
I am writing to express my support for an application submitted by the Community Training and Assistance Center and Henrico County Public Schools to the U.S. Department of Education's Teacher Incentive Fund grant program.

Representatives from Henrico County Public Schools have indicated to my office that "challenge schools" in Henrico County are identified based on a variety of factors that could potentially compromise some students' academic success. It is my understanding that resources provided through the Teacher Incentive Fund grant program would be used to help fund Henrico's Learning Leaders Initiative, which is aimed at providing incentive pay to attract and retain experienced educators in these schools.

It appears that the Community Training and Assistance Center and Henrico County Public Schools are well-positioned to meet the goals of the Teacher Incentive Fund grant program and, to that end, I ask that you give this application every fair and favorable consideration in keeping with established federal laws and guidelines governing your program. I further ask that you keep me informed of the status of this proposal by contacting Mr. Conaway Haskins in my Richmond office at 507 East Franklin Street, Richmond, Virginia 23219. Mr. Haskins may also be reached via telephone at (804) 771-8310.

With warm regards, I am

Sincerely,



Jim Webb
United States Senator

JW: mm

Project Narrative

Other Attachments

Attachment 1:

Title: **Biographies** Pages: **8** Uploaded File: **Biographies.pdf**

Biographies of Learning Leaders Initiative Key Personnel

Henrico County Public Schools

Christopher Corallo, Ed.D. is the Executive Director of Organizational Development, Quality, and Innovation for Henrico County Schools in Richmond, Virginia. He has been an educator for twenty-seven years as a teacher, school principal, director of staff development and assistant superintendent for instruction in public schools in New York and Virginia. He has also had extensive experience with the Virginia Department of Education and the Appalachian Education Laboratory on improving student achievement. Dr. Corallo holds a Doctor of Education Degree from Virginia Polytechnic Institute and State University. He has extensive experience in the development and mentoring of school principals and teacher leaders. Other areas of expertise include curriculum and instructional delivery and design with an emphasis on technology applications and strategic planning. Dr. Corallo is a direct report to the Superintendent of Schools.

Eric Jones, Executive Director of Secondary Education for Henrico County Public Schools, supervises 22 schools with over 26,000 students. Over his 20 year career, he has served as a middle school teacher, high school principal, and as Director of High School Education. He was recognized as the Henrico County Instructional Leader of the Year in 2002. He has also presented at numerous regional and national conferences on innovative instructional programs within Henrico County. Mr. Jones has also published articles in national journals on effective use of instructional technology in secondary classrooms.

Pam Bell is the Executive Director of Elementary Education for Henrico County Public Schools. In her current role, Ms. Bell supervises 45 schools with over 26,000 students. Over her

17 year career, she has served as a middle and high school teacher, middle and high school assistant principal, elementary school principal, and assistant to the superintendent. Ms. Bell was recognized with the R.E.B. Distinguished Educational Leadership Award in 2005.

Linda Thompson is the Assistant Director of Staff Development in Henrico County Public Schools in Richmond, Virginia. She has been in Staff Development for the last 14 years and served as Staff Development Instructor and Educational Specialist. She has served as the Secretary and Finance Chair with the Virginia Staff Development Council, an affiliate of the National Staff Development Council. Currently the focus of her work is on assuring a quality mentor program for all new teachers, monitoring and approving teacher licensure and oversight of district initiatives for all staff.

Wendy Krickovic, Ph.D., is currently an Educational Specialist in the Department of Staff Development in Henrico County Schools in Richmond, Virginia. A National Board Certified Teacher, Dr. Krickovic has worked for the past 20 years as a classroom teacher, an assistant principal, and an elementary school principal in a Title I school. Her doctoral work at the College of William and Mary examined the National Staff Development standards as they relate to current practice. She currently works in the area of leadership development with extensive knowledge around teacher evaluations that are based on reflective practice.

Phil Jepson Ed. D., Director of Human Resources for Henrico County Public Schools, previously served twenty seven years in principal positions. As a middle school principal in Roanoke, VA., he participated in a national study on differentiated instruction with Dr. Carol Tomlinson, UVA. In his current role he served on the planning and implementation team for the VA Department of Education Teacher Recruiting Events designed to assist all VA school districts in attracting the best candidates from around the nation. In Henrico County, Phil heads

a team that hires up to 550 teachers a year for 68 schools. His expertise centers on enhancing team dynamics and developing creative approaches to teacher recruiting and increasing diversity in teaching and administrative positions.

Community Training and Assistance Center (CTAC)

CTAC's evaluation, professional development Audit, and work group technical team includes:

William Slotnik, Executive Director, is the Founder and Executive Director of the Community Training and Assistance Center (CTAC). For the past thirty-one years, he has overseen the growth of the Center into one of the nation's foremost providers of technical assistance, research and evaluation services, and policy support in education. CTAC annually assists more than 90 organizations, school districts and state departments of education. He has provided extensive assistance to superintendents, boards of education, unions and leadership teams throughout the United States. Slotnik has led technical assistance and evaluation initiatives nationally which address such issues as systemic reform, performance-based compensation, professional development, state-to-school and state-to-district interventions, and transforming underperforming schools.

He has been the lead or co-lead author of numerous evaluations, including *Pathway to Results*, and *Catalyst for Change*, the first comprehensive, longitudinal evaluative studies of the impact of performance-based compensation on student achievement, teacher effectiveness and systems change) and articles on systemic reform, and provides briefings to members of the U.S. Congress, state legislatures and departments of education, and the media.

Maribeth Smith, Senior Project Director, Professional Development, Curriculum and Instruction, serves as lead evaluator and technical assistance provider. She previously served as Associate Superintendent for Educational Planning and Development in Fremont Union High School District (CA). She has provided assistance to school districts at the school, district, union and board levels. She was the co-lead author of *Tying Earning to Learning: The Link Between Teacher Compensation and Student Learning Objectives*; *Focus on Literacy: Professional Development Audit*; *Catalyst for Change* (the summative Denver report on Pay for Performance); and *New Directions in Christina* (the summative report on systemic reform in Delaware's largest district). She has extensive experience in professional development, curriculum and instruction, and turning around underperforming schools and districts. She is one of the nation's leading experts on high school reform and redesign, pedagogy, and instructional strategies to improve the student achievement of high needs learners. She was honored as Curriculum and Instruction Administrator of the Year in California.

James Wyckoff, Ph.D., Senior Evaluation Scientist, CTAC is a Professor in the Curry School of Education, and Director of the Center for Education Policy and Workforce Competitiveness at the University of Virginia. He has published on a variety of topics in education policy including issues of teacher labor markets and school resource allocation. His current research focuses on the attributes of New York City teachers and their preparation that are effective in increasing the performance of their students. He currently serves on the National Academy of Sciences Committee on Children Eligible for School Nutrition Programs, the Scientific Review Panel of the US Department of Education, and the editorial board of *Education Finance and Policy*.

Donald B. Gratz, Ph.D., Senior Associate and Director, National School Reform, is Director of Graduate Programs in Education at Curry College. He previously served as Director of National School Reform at CTAC and as Executive Director of the Alliance for Education. He is one of the nation's leading experts on performance-based compensation. He coordinated the first phase of CTAC's evaluation of Denver's pay for performance initiative and guided the implementation of systemic reform initiatives in large districts throughout the United States. He is widely published in the area of performance-based compensation, including the recently issued *The Peril and Promise of Performance Pay: Making Education Compensation Work.*

Lynn Stinnette-Barbour, District-Site Coordinator, has led numerous initiatives at CTAC including the implementation of the Standard Bearer Schools process in multiple districts throughout the nation. She also served as the Director of Urban Education and Director for School and Community Development for the North Central Regional Educational Laboratory, and Senior Associate for the National Center on Education and the Economy. Previously, she served as an award-winning school principal in the Chicago Public Schools. She is a leading expert in urban education, curriculum alignment, standards-based instruction, and data-informed decision-making.

Drew Gitomer, Senior Evaluation Scientist, is an ETS Distinguished Researcher and Senior Director of Understanding Teaching Quality Center. His research interests include policy and evaluation issues related to teacher education, licensure, induction and professional development. His studies have focused on enhancing the validity base for teacher licensure assessments (*Praxis*[™]) and advanced certification of teacher assessments (National Board for Professional Teaching Standards). Gitomer was Senior Vice President for Research and Development at ETS from 1999 to 2004. He co-edited *Educational Evaluation and Policy*

Analysis from 2006-2009 and is editor of the volume *Measurement Issues and Assessment for Teacher Quality*. He is currently the principal investigator for research efforts sponsored by the Bill and Melinda Gates Foundation and the WT Grant and Spencer Foundations targeted at developing potential measures for understanding teaching quality.

William Eglinton, Director, Management, Finance and Policy, CTAC, previously served as Chief Operating Officer of Public Service Company of New Mexico (PNM: a Fortune 200 company), and Chairman of the Board for all corporate subsidiaries. Under his leadership, PNM introduced performance-based compensation. In addition to being a key-team member for many of CTAC's partnerships, Bill has served as CTAC's co-project director for the TIF-supported Leadership for Educators' Advanced Performance Initiative (LEAP) with the Charlotte-Mecklenburg Schools, directed CTAC's National Urban Reform Network, led site research and evaluations teams in Christina, DE (systemic reform), Denver (Collaborative Decision-Making) and Newark, New Jersey (state interventions) and trained district leadership teams, community collaboratives, corporate leadership groups and policy making bodies at local, state and national levels. His areas of expertise include school/corporate collaboration, performance-based compensation, executive assistance to superintendents and boards of education, and education policy.

Martin Orland, Ph.D. Senior Evaluation Scientist, CTAC is Director of Evaluation and Policy Research at WestEd. He is a national leader in developing evidence-based knowledge for educators and directs a nationwide staff of methodologists, research scientists, content experts, and evaluators whose goal is to help address critical needs in the fields of education and human development. The Evaluation Research program houses studies of projects at the elementary, secondary, collegiate, and graduate levels covering a breadth of topic areas including

school reform; administrative, teaching, and curricular interventions; and children at risk of academic failure.

Richard Larrabee, Senior Associate, CTAC, National School Reform, has facilitated the implementation of the Standard Bearer Schools process at school and district levels in Duval County, Florida and led CTAC's field services team that conducted the groundbreaking professional development audit of the Schultz Center for Teaching and Leadership and the Duval County Public Schools. He previously served as Supervising Superintendent (overseeing all district regional superintendents), principal of a distinguished school (one of the nation's first CTAC-assisted Standard Bearer Schools), and as Director of Information Services during 30 years of service to the Cleveland Public Schools (Ohio). His areas of expertise include using data to drive instructional improvements, school and district improvement, and data-driven accountability.

Peggie Brown, Senior Associate, National School Reform, CTAC previously served as an award-winning Principal and Vice President of the Administrators Association in the Cleveland Public Schools. Her areas of expertise include school improvement planning and implementation, curriculum development, and union-management relations. She also has expertise in reading theory and practice, including the alignment of standards, instructional materials, and assessments. She led CTAC's interview team for Denver's landmark pay for performance initiative. She has served as a facilitator of school planning, working with district leaders, principals, teachers, and parents to make data-based decisions. She is the Center's expert on parent and community involvement. She is also an adjunct faculty member at Kent State and Ashland University.

Judith Clary, Ph.D., Senior Associate, National School Reform, CTAC, previously served as the Assistant Superintendent for Human Resources and as Assistant Superintendent for Research, Development and Accountability in Albuquerque Public Schools (NM). She has extensively developed policies and procedures to meet education regulations, and state and federal regulations and laws. In addition to cultivating relationships with community organizations, business communities and universities, she has been responsible for research, technical assistance, accountability, and restructuring frameworks for schools. She also serves as a mediator for Alternative Dispute Resolution, and as an Educational Diagnostician.

Barbara J. Helms, Ph.D., Senior Associate, Evaluation and Accountability, has guided CTAC's landmark work in the area of data driven decision-making and the impact of performance management. She is the research and evaluation expert on the instruments and methodologies that CTAC uses to gauge student achievement and other indicators of school progress, and provides professional development to districts using CTAC's data analysis instruments. She previously served as Coordinator, Demographics and Assessment, for the East Hartford Public Schools in Connecticut. She has also served as President of the Northeast Educational Research Association. Dr. Helms has also conducted multi-year evaluations of state and federally funded grants awarded to urban school districts, and was a Switzer Distinguished Research Fellow. She has extensive experience in student achievement data analysis, design and implementation of district data systems, statistical methodologies, and the creation and use of relational databases in performance-based compensation reform.

Budget Narrative

Budget Narrative

Attachment 1:

Title: **LEADERS Budget Narrative Pages: 23** Uploaded File: **LEADERS Budget Narrative.pdf**

BUDGET NARRATIVE AND COSTS

Henrico County Public Schools in partnership with the Community Training and Assistance Center seeks a five year request of federal support from the Teacher Incentive Fund (Main Competition) for [REDACTED] with a local contribution of [REDACTED] equaling 25.4 percent of total budgeted project costs of [REDACTED]. Specifically, Henrico County Public Schools has committed [REDACTED] in matching LEADERS incentive and training funds as well as [REDACTED] in-kind for staff management and implementation of this project. The performance-based staff development and differentiated compensation plan will be implemented over the five year grant period at a total of [REDACTED]. TIF funding will support the incentive plan at 100% during the first two years, with HCPS providing 25%, 50%, and 75% of district funding in subsequent years (3-5). Funding beyond the grant period will be sustained by the district within the eight high-poverty schools with the anticipation of expanding the LEADERS initiative to other challenge schools in future years.

The Detailed Budget Narrative below reflects a project start date of October 1, 2010 given the anticipated award notification timeframe. In the table with detailed budget descriptions that follows, descriptions and amounts in italics and in shaded boxes represents local contributions to the project. Non-italicized font in unshaded boxes describes amounts requested from the Department of Education's Teacher Incentive Fund program. Budget Summaries and Project Objectives follow this narrative.

LEADERS
Detailed Budget Narrative

Description Federal Contribution <i>Local Contribution (shaded italicized)</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel						
Project Director will be hired on a full-time basis with Henrico County Public Schools under the classification of “Educational Specialist” [Grade 32]. He/she will devote 100% of his/her time to overall leadership and management of the LEADERS Initiative. Qualifications and duties related to this position are found on pages 33 & 35 of the project narrative.	██████	██████	██████	██████	██████	██████28
<i>Executive Director for Organizational Development, Quality and Innovation will devote 10% of his time, compensated in year one at a base salary of ██████ to facilitate the management team and supervise the Project Director. Base salary increases are budgeted at 5% per year for years 2 – 5. See pages 32 & 35 in application for more detail.</i>	██████	██████	██████	██████	██████	██████

<p><i>Assistant Director of Staff Development will provide 10% of her time, compensated at a base salary of [REDACTED], to provide project implementation support as described on pages 34-36.</i></p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p><i>Curriculum and Instruction Support Specialist will provide 10% of her time, compensated at a base salary of [REDACTED], to provide project implementation support as described on pages 34-36.</i></p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p>Teacher Incentive Compensation will provide a maximum incentive of [REDACTED] during Year 1 based on evaluation of classroom observation data with an additional [REDACTED] maximum incentive beginning in Year 2 based on student learning goals for a total maximum incentive of [REDACTED] in Years 2-5, as described on pages 18-19, and 23-25. The pilot will serve 323 core subject teachers. TIF funds will support 100% of incentive pay in Years 1 & 2, with 75% in Year 3, 50% in Year 4, and 25% in Year 5.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p><i>Teacher Incentive Compensation will be funded by HCPS in Year 3 at 25%, Year 4 at 50% and Year 5 at 75%. HCPS will fund incentive pay at 100% in Year 6 and forward.</i></p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p>Total Teacher Incentive Compensation</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

<p>Principal Incentive Compensation will provide a maximum incentive of [REDACTED] during Year 1 based on implementation of effective teaching practices and school-wide achievement and data goals. An additional [REDACTED] maximum incentive beginning in Year 2 will be awarded based on teacher attainment of student learning goals for a total maximum incentive of [REDACTED] in Years 2-5, as described on pages 18-19, and 23- 25. The pilot will serve a combination of 22 principals and assistant principals. TIF funds will support 100% of incentive pay in Years 1 & 2, with 75% in Year 3, 50% in Year 4 and 25% in Year 5.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p><i>Principal Incentive Compensation will be provided by HCPS in Year 3 at 25%, Year 4 at 50% and Year 5 at 75%. HCPS will fund incentive pay at 100% from Year 6 and forward.</i></p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p>Total Principal Incentive Compensation</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p>Hard to Staff Signing Bonuses of [REDACTED] per teacher will be provided in Year 1 to attract quality teachers in secondary schools in the areas of math, science and special education as described on page 24 of the project narrative. A total of 109 hard to staff secondary teachers would be eligible for this bonus.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

<p>Learning Leader Coach Stipends will be paid to teachers serving as professional development mentors as described on pages 12-13 in the project narrative. One teacher per each of the 8 pilot schools will spend 5 hours per month providing training and support in at a rate of [REDACTED]/hour. TIF funds will support 100% of incentive pay in Years 1 & 2, with 75% in Year 3, 50% in Year 4 and 25% in Year 5.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p><i>Learning Leader Coach Stipends will be provided by HCPS in Year 3 at 25%, Year 4 at 50% and Year 5 at 75%. HCPS will fund stipend pay at 100% from Year 6 and forward.</i></p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p>Total Learning Leader Coach Stipends</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p><i>Teacher Learning Academy Stipends at a rate of [REDACTED]/hour for 3 hours a month in Year 1 (12 months) will be paid to 323 core subject teachers participating in learning academy courses.</i></p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p>CTAC Executive Director is budgeted for 25% of his time during year one with a base salary of [REDACTED]. Increases are budgeted at 5% per year thereafter. He will provide overall project management, serve as liaison to division policy and executive leaders in developing and evaluating the performance-based compensation system, and professional</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

<p>development audits. He will develop and maintain relationships with diverse agencies on the status of compensation reform, participate in initiative evaluations, audits and presentations. He is also responsible for fiscal oversight. Time is budgeted at 25% for years 2 and 3, and reduced to 15% years 4 and 5.</p>						
<p>CTAC Project Director will be full time during years 1 – 3. Year one base salary is [REDACTED]. Increases are budgeted at 5% per year thereafter. The Project Director provides overall management for the grant. Serves as primary point of contact to the U.S. Department of Education. Prepares and submits reports to the Department as required, and serves as liaison for the project. Provides technical assistance to the superintendent, board, teacher association leadership, community and parent leaders, Steering Committee, working groups and other critical HCPS staff and community leaders. Communicates and collaborates in related policy discussions and decision-making processes at the local and state level. Designs, implements and oversees capacity building and accountability tasks. Participates in data analysis and integration of findings into division operations and improvements to the compensation system. Years 4 and 5 the project director is budgeted at 75%.</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>

<p>Senior Associate, Evaluation, Assessment and Accountability will be 75% during years 1 – 5. Base salary for year one is [REDACTED] with 5% increases budgeted in years 2 – 5. The Senior Associate builds the capacity of the division to design, develop and integrate student achievement, human resources and instructional management data systems. This includes assembling records on teachers and administrators, and developing appropriate relational databases to allow teachers, administrators and schools to be linked to students for the purposes of associating student achievement with school and classroom factors and practices. Coordinates evaluation and feedback mechanisms of initiative – including student achievement data, surveys, interviews and other components. Develops research strands, organizes and deploys staff during intensive evaluation phases. Conducts quantitative and qualitative data analysis, statistical analyses and modeling. Prepares annual evaluation reports and presentations. Supports the Steering Committee and Working Groups with evaluative results and analyses.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
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Fringes						
Project Director fringes are based on FICA, Retirement, and Life Insurance, initial rate of 17.46% in Year 1 and growing 1.23% per year thereafter, plus a flat-rate Hospitalization district average of [REDACTED] per employee in Year 1; 7% per year increase thereafter.	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<i>Executive Director fringes are based on 10% of Director's time based on annual salary of [REDACTED] and include FICA, Retirement, Life Insurance and Hospitalization as described for Project Manager.</i>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<i>Assistant Director of Staff Development fringes are based on 10% of Assistant Director's time based on annual salary of [REDACTED] and include FICA, Retirement, Life Insurance and Hospitalization as described for Project Manager.</i>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<i>Curriculum and Instruction Support Specialists fringes are based on 10% of Specialists' time based on a combined annual salary of \$[REDACTED] and include FICA, Retirement, Life Insurance and Hospitalization as describe for the Project Director.</i>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Teacher Incentive Compensation fringes include FICA, Retirement, and Life Insurance at an initial rate of 17.46% and growing 1.23% per year thereafter.	██████	██████	██████	██████	██████	██████
<i>Teacher Incentive Compensation fringes include FICA, Retirement, and Life Insurance at an initial rate of 17.46% and growing 1.23% per year thereafter.</i>	█	█	██████	██████	██████	██████
Total Teacher Incentive Compensation	\$██████	██████	██████	██████	██████	██████
Principal Incentive Compensation fringes include FICA, Retirement, and Life Insurance at an initial rate of 17.46% and growing 1.23% per year thereafter.	██████	██████	██████	██████	██████	██████
<i>Principal Incentive Compensation fringes include FICA, Retirement, and Life Insurance at an initial rate of 17.46% and growing 1.23% per year thereafter.</i>	█	█	██████	██████	██████	██████
Total Principal Incentive Compensation	██████	██████	██████	██████	██████	██████
Hard to Staff Signing Bonus fringe includes FICA (7.65%) and Life Insurance (.28%).	██████	█	█	█	█	██████

Learning Leader Coach Stipends fringe includes FICA, Retirement, and Life Insurance at a rate of 17.46% in Year 1 and 18.69% in Year 2.	██████	██████	██████	██████	██████	██████
<i>Learning Leader Coach Stipends fringe includes FICA, Retirement, and Life Insurance at a rate of 17.46% in Year 1 and 18.69% in Year 2.</i>	\$██████	██████	██████	██████	██████	██████
Total Learning Leader Coach Stipends	██████	██████	██████	██████	██████	██████
<i>Teacher Learning Academy Stipend fringe includes only FICA (7.65%).</i>	██████	██████	██████	██████	██████	██████
CTAC Personnel Fringe Benefits factored at 30% include: FICA at 7.65%, retirement at 5%, worker’s compensation insurance, and health insurance premiums at a blended rate between individual and family rates.	██████	██████	██████	██████	██████	██████
Travel						
Grantee Meeting Travel includes lodging (██████ night *2 nights * 2 rooms), per diem (██████ day * 2 days *2 staff), and mileage (240 miles *██████/mile) for the HCPS Project Director and Executive Director to attend annually a 1.5 day grantor required meeting in Washington D.C.	██████	██████	██████	██████	██████	██████

<p>Topical Meeting Travel includes lodging (█ night *2 nights * 2 rooms), per diem (█ day * 2 days *2 staff), and mileage (240 miles * █/mile) for the Project Director and Executive Director to attend annually a 1.5 day grantor required meeting in Washington D.C.</p>	█	█	█	█	█	█
<p>CTAC Travel is for onsite technical assistance, project meetings and evaluation. CTAC is based in Boston with staff located at various office locations throughout the county. Travel is budgeted for three weeks of on-site assistance per month factored at 36 multi-day trips @ █ per trip for airfare, hotel, meals and local transportation.</p>	█	█	█	█	█	█
<p>Contractual</p>						
<p>Observation Data System Services will include digital learning academy coursework as well as the building of a digital data collection system for observation and evaluation tracking. Charlotte Danielson course framework will be provided to 323 teachers, 22 principals and 10 administrators at an estimated █ per user. The same principals and administrators will receive Robyn Jackson coursework at █ per user. All courses will be provided in Year 1. Digital observation and appraisal tools will be used at an annual rate of █ per each of the 8 pilot schools for all years of funding.</p>	\$ █	█	█	█	█	█

<p>Consulting and support fees are estimated at [REDACTED] and anticipated to incur in Year 1. Scope of services is detailed on pages 11, 12, and 14.</p>						
<p>Assessing Math Concepts (AMC) in 5 pilot elementary schools for grades K, 1, and 2 will include web-based software licensing, assessment books, training and implementation fees. Costs are estimated at a rate of [REDACTED] per year for 1,500 K-2 students. Details on use of AMC are found on page 21.</p>	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p>MAPS Assessment to measure student growth for Grades 3-12 as detailed on page 29-30 is estimated at an annual rate of [REDACTED] per student for 4,500 students.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p>Value-Added PBCS Assessment includes quantitative and qualitative evaluation using regression discontinuity design (RDD), difference-in-difference analyses, surveys, interviews, focus groups provide a detailed analysis of how changing systems affect student achievement and the impact of incentives in the division. Each year, principals, teachers, parents and samples of students and external constituents will be surveyed to ascertain the effectiveness of the initiative. A complete description begins on page 48.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

<p>Professional Development Audit - A comprehensive professional development audit will be completed by CTAC during Year 2 and Year 4. The elements to the methodology for the professional development audit include: interviews (both individual interviews and group focus groups), surveys, classroom observations (at multiple points over the school year), the examination of protocols, artifacts and curricula materials, and the development and analysis of a relational database to examine the relationship between the data on student achievement, human resources, finances and professional development services. Additional details begin on page 15.</p>	█	█	█	█	█	█
<p>Senior Associate, Professional Development is 65% during years 1 – 4 and 50% during year 5. Year one compensation is based on █ annually with 5% increases budgeted annually thereafter. He/she provides expertise in the areas of human resources and professional development to the initiative. Assists HCPS to plan, conduct and evaluate human resource systems and professional development to promote the alignment of student achievement objectives, teacher practices and compensation/incentive systems. Provides content expertise to the Professional Development Working Group, and develops the capacity of members of the group to sustain improvement efforts during the initiative and in subsequent years.</p>	█	█	█	█	█	█

<p>Senior Associate, Teacher and Principal Evaluations is budgeted at 25% for year one and compensation is based on [REDACTED] annually. The Senior Associate examines range of assessment usage at the participating schools. Reviews teacher and principal evaluation policies and practices to examine alignment and linkages to compensation and builds alignment among instruction, assessments, standards and the compensation systems. Provides content expertise to the Working Groups on Student Achievement Measures and Teacher/Principal Evaluations and develops the capacity of members of the groups to sustain improvement efforts during the initiative and in subsequent years. In subsequent years, the Senior Associate will be 25% for years 2 – 4 and 15% during year 5. 5% annual increases are factored into the budget.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p>Senior Associate, Data Systems will be 50% during years 1 – 4 and 15% during year 5. Compensation is based on [REDACTED] annually with 5% budgeted increases thereafter. He/she will examine links between student achievement, human resources and financial systems. And also, Examine costs related to organizational and financial sustainability; examine recruitment and retention data for the project evaluation; assess the skills of principals in data analyses and the use of evidence in teacher evaluation.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Parent and Community Surveys the budget is for survey administrative costs including development, design, production, printing and scanning of surveys for parents and the community, as part of evaluation services.	██████	██████	██████	██████	██████	██████
Printing and Report Dissemination includes the cost of printing the comprehensive evaluation (1300 copies) and disseminating the report locally, statewide and nationally.	██████	██████	██████	██████	██████	██████
Total Direct Costs	██████████	██████████	██████████	██████████	██████████	██████████
Indirect Costs	██████	██████	██████	██████	██████	██████
TOTAL PROJECT COSTS	██████████	██████████	██████████	██████████	██████████	██████████

Budget Summary: Federal Contributions

BUDGET CATEGORIES	Year 1	Year 2	Year 3	Year 4	Year 5	Total
PERSONNEL						
Teacher Incentives						
Principal Incentives						
Signing Bonuses						
Learning Coach Stipends						
LEADERS Project Director						
CTAC Executive Director						
CTAC Project Director						
Senior Associate, Evaluation, Assessment and Accountability						
Total Personnel						
FRINGE						
Teacher Incentives						
Principal Incentives						
Signing Bonuses						
Learning Coach Stipends						
LEADERS Project Director						
CTAC Fringe Benefits						
Total Fringe						
TRAVEL						
Grantee Meeting Travel						
Topical Meeting Travel						
CTAC travel to HCPS						
Total Travel						
CONTRACTUAL						
Observational Data System Services (Knowledge Delivery System) Assessing Math Concepts (Didax Education) MAPS Assessment- Northwest Evaluation Association						

Value-Added PBCS
 Assessment
 Professional Development
 Audit
 Senior Associate,
 Professional Development
 Senior Associate, Teacher
 and Principal Evaluation
 Senior Associate, Data
 Systems

Total Contractual

OTHER

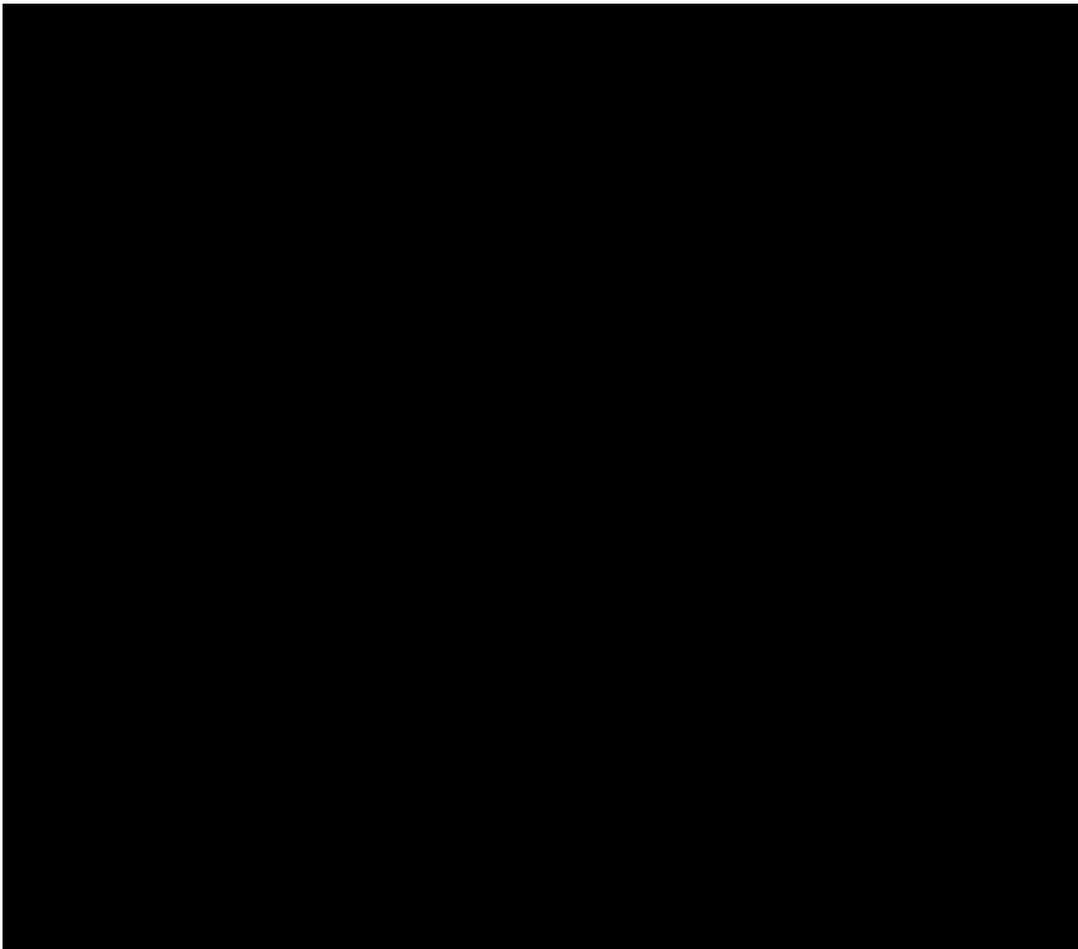
Parent and Community
 Survey
 Printing and Report
 Dissemination

Total Other

Total Direct Costs

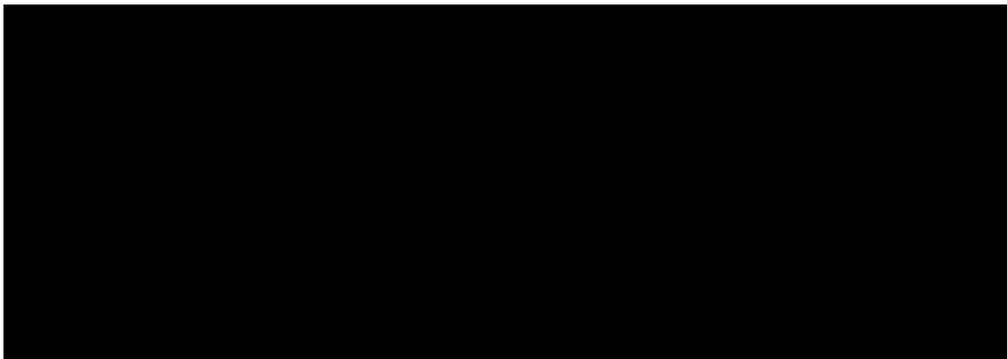
INDIRECT COST

TOTAL COSTS



Budget Summary: Local Contributions

BUDGET CATEGORIES	Year 1	Year 2	Year 3	Year 4	Year 5	Total
PERSONNEL						
Teacher Incentives						
Principal Incentives						
Learning Coach Stipends						
Teacher Learning Academy Stipends						
Executive Director						



Assistant Director of Staff
Development
Curriculum and Instruction
Support Specialist

Total Personnel

FRINGE

Teacher Incentives

Principal Incentives

Learning Coach Stipends

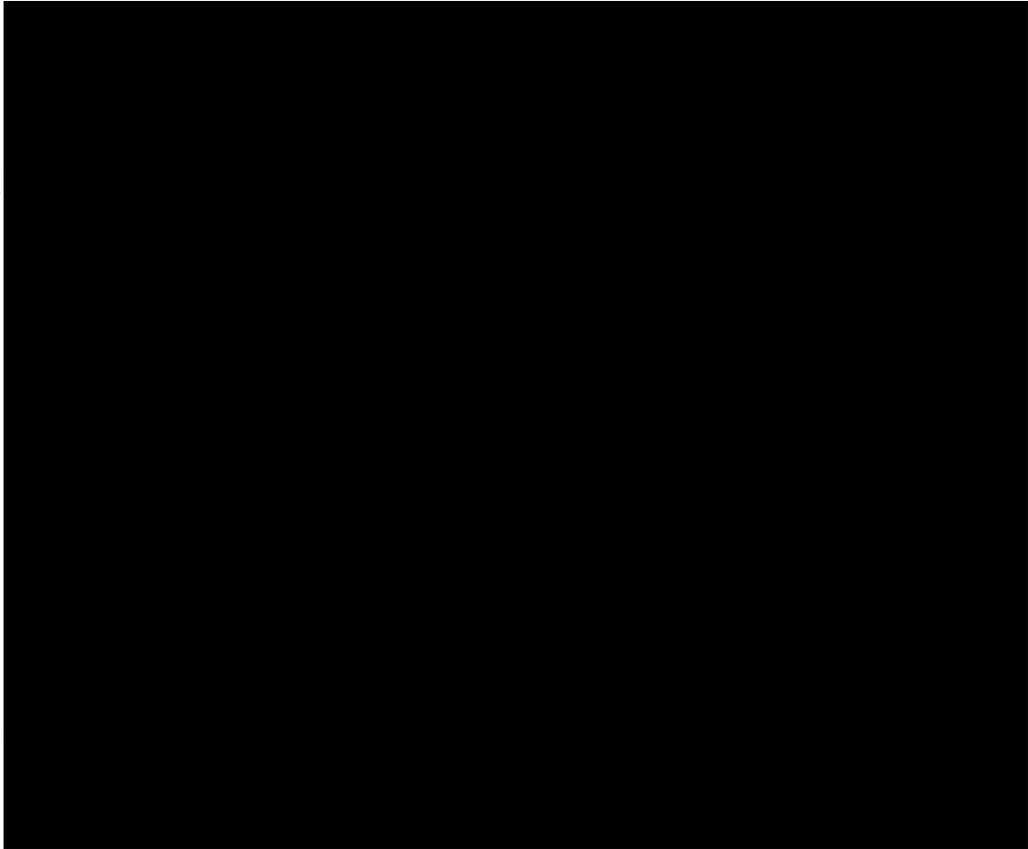
Teacher Training Stipends

Executive Director

Assistant Director of Staff
Development
Curriculum and Instruction
Support Specialist

Total Fringe

TOTAL CONTRIBUTION



PROJECT OBJECTIVES

The specific goals of LEADERS are to (1) build teacher and principal capacity to increase student achievement by aligning and improving implementation of teaching standards to ensure effective teaching; (2) develop district capacity to implement, scale-up, evaluate and fiscally sustain a performance-based compensation system based on measurable impact of a combination of direct and value-added measures of student achievement; and (3) retain a community of high-performing educators to drive academic achievement in the short and long-term. This will be accomplished through high quality professional development focused on effective teaching and measuring student growth using both the State Standard of Learning tests and value-added growth assessments. Toward this end, the following outcomes are planned within the five-year project period and will directly contribute to the achievement of the project goals.

The partnership with the Community Training and Assistance Center will provide the LEADERS initiative the opportunity to draw from national lessons learned in performance based compensation systems. CTAC will provide the project evaluation, conduct comprehensive professional development audits, and provide technical counsel to ensure that LEADERS is carried out with quality, integrity and fidelity of implementation so the process and results can be effectively evaluated.

Year 1: October 1, 2010 to September 31, 2011

Upon receipt of award notification, the Project Director will be hired within 6 weeks and will schedule the initial management team meeting to develop and review systems for managing project scope, schedule, costs and communications. Procurement of vendors for the observation data management system and evaluation of Assessing Math Concepts and MAPS assessment will take place over a 45-day period.

Additionally, upon award notification, the three-day Learning Leaders Academy for participating teachers to be trained in PQR instructional framework and in operating the data systems will be scheduled. The Executive Director and Staff Development specialists will provide administrative support during this training event. These tasks will ideally take place in August or September 2010 to allow for staff development before or immediately upon the start of the 2010-2011 school year. This training activity will be held annually thereafter for teachers new to the initiative. Participating teachers will continue Learning Leaders Academy training sessions based on their individual needs and will engage in up to three hour sessions each month for the remainder of the project. Henrico Schools will compensate teachers at an hourly rate for their time related to training beyond the normal school day hours.

After the completion of the initial Learning Leaders Academy, teachers will be given the official opportunity to opt into the Learning Leaders Initiative. For teachers in the secondary pilot schools that teach math, science, or special education, a one-time signing bonus of \$1,000 will be offered at that time to attract experienced and highly qualified teachers in these hard-to-staff subject areas. Following initiative opt-in, principals and instructional teams will begin walk-throughs and full lesson plan observations of teachers to establish a base-line of PQR Implementation for each teacher and to identify high performers as Learning Leader Coaches. One coach from each of the pilot schools will be designated and will spend up to 5 hours a month mentoring fellow teachers. Stipends will be provided to coaches for the extended duties and will be funded through grants funds at 100% during the first and second year of the project; thereafter, HCPS will fund 25%, 50% and 75% of the costs respectively in years 3-5. Staff Development specialists will train identified Coaches in observation, conferencing and coaching skills to support teachers.

Quarterly formal observations of participating teachers will be conducted beginning in December 2010 to determine the level of PQR implementation. All data collected from observations will be entered into the observation data management system. Between January 2011 and June 2011, student test benchmarks and MAPS assessments will be administered to determine value added by the teacher for the year. Incentive compensation will be calculated for each participating teacher based on the data collected specific to implementation of the PQRs. The management team will approve the draft compensation reports and principals will review report findings with teachers. Teacher incentive compensation up to [REDACTED] and fringe will be paid 100% through grants funds during the first year. Principal data relating to school-wide achievement targets and supporting teacher growth in implementation of the PQRs will be

reviewed June-July 2011 by their respective supervisors with incentive compensation reports reviewed by the management team thereafter. Supervisors will meet with principals in July to share compensation reports. Principal incentive compensation up to [REDACTED] and fringe will also be paid 100% through grant funds during the first year.

Years 2-5: October 1, 2011 to September 31, 2015

For years two through five of the plan, all steps relating to frequency and timing of training, observations, assessments, and performance review will continue as outlined in the project's first year. However, in years 2-5, teacher incentive compensation will include student-learning goals which will provide the opportunity to receive an additional [REDACTED] incentive. The maximum incentive of [REDACTED] a teacher, plus fringe, will be 100% grant funded in year 2. Henrico Schools will sustain this effort gradually by contributing 25% in year 3, 50% in year 4, 75% in year 5, and 100% in subsequent years. Principal incentive compensation will also include a differentiated level beginning in year 2. Principals will receive an additional incentive up to \$3,000 if the teachers they supervise make 100% of their student learning targets for each individual student on their roster. Since the principal's role is to ensure teachers and students are successful, this target will be tied to teacher success. The maximum incentive of [REDACTED] plus fringe, a principal can receive will be 100% grant funded in year 2. Henrico Schools will sustain this incentive compensation based on the same contribution rate as the teacher incentive compensation.



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

OMB Control Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

Community Training and Assistance Center, Incorporated

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

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

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

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: _____ To: _____ (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 11.78 %

(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 _____ %

Name of Institution/Organization Community Training and Assistance Center, Incorporated	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.
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C – BUDGET NARRATIVE (see instructions)