

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 # S385A100137

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: New York City Department of Education

| | |
|---|---------------------------|
| * 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: |
| Teacher Recruitment and Quality | Division of Human Resources |

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

| | | |
|--------------|---------------|-------|
| Prefix: | * First Name: | Vicki |
| Middle Name: | | |

* Last Name: Bernstein

Suffix:

Title: Executive Director of Teacher Recruitment & Quality

Organizational Affiliation:

* Telephone Number:



Fax Number:

* Email:



Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

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

84.385

13. Competition Identification Number:

Title:

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

New York City

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

Urban Excellence 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: 5-17

* b. Program/Project: 5-17

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

Attachment:

Title : Congressional Districts

File : Congressional Districts.doc

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

| | | |
|----------------------|----|--------|
| a. Federal | \$ | ██████ |
| b. Applicant | \$ | 0 |
| c. State | \$ | 0 |
| d. Local | \$ | 0 |
| e. Other | \$ | 0 |
| f. Program Income | \$ | |
| g. TOTAL | \$ | ██████ |

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

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

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

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

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

Yes No

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name: Vicki
Middle Name:
* Last Name: Bernstein
Suffix:

Title: Executive Director of Teacher Recruitment & Quality

* Telephone Number: [REDACTED] Fax Number:

* Email: [REDACTED]

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

City of New York Congressional Districts





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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 New York City Department of Educ...

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 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 12. Total Costs (lines 9-11) | █ | █ | █ | █ | █ | █ |

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

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

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

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

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

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 12.1%

(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 3.3%



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
New York City Department of Educ...

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

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Vicki Bernstein

Title: Executive Director

Date Submitted: 07/01/2010

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: Address: City: State: Zip Code + 4: - | 5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known: | |
| 6. Federal Department/Agency: | 7. Federal Program Name/Description: CFDA Number, if applicable: | |
| 8. Federal Action Number, if known: | 9. Award Amount, if known: \$0 | |
| 10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: - | b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: - | |
| 11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. | Name: Vicki Bernstein Title: Executive Director Applicant: New York City Department of Education Date: 07/01/2010 | |
| 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 |
|---------------------------------|

| |
|---------------------------------------|
| New York City Department of Education |
|---------------------------------------|

| |
|--|
| PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE |
|--|

| | | |
|---------------------------|-------------------|--------------|
| Prefix: | First Name: Vicki | Middle Name: |
| Last Name: Bernstein | | Suffix: |
| Title: Executive Director | | |

| | |
|------------|------------|
| Signature: | Date: |
| _____ | 07/01/2010 |

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA

File : [TIF GEPA.doc](#)

New York City Department of Education (NYCDOE)
Teacher Incentive Fund Grant
Information Addressing the Department of Education's General Education Provisions Act
(GEPA)

In compliance with Section 427 of GEPA, it is the policy of the New York City Department of Education (NYCDOE) to provide educational opportunities without regard to race, color, religion, creed, ethnicity/national origin, alienage and citizenship status, age, marital status, disability, sexual orientation, and gender (sex), and to maintain an environment free of unlawful harassment, including sexual harassment, and retaliation. This policy is in accordance with Title VI and Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 503 and Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act of 1990, as amended; the Civil Rights Act of 1991; and the New York State and New York City Human Rights Laws. In addition to adhering to these legal mandates, the NYCDOE's Teacher Incentive Fund project will address the GEPA provisions as follows:

- The schools selected to participate in the proposed TIF program are among the lowest-performing and highest-need schools in New York City. A total of 75 schools have been targeted for participation in the project, including 21 elementary schools (K-5), 41 middle schools (6-8), five K-8 schools and eight high schools (9-12). Each of the 75 schools has been identified for restructuring, including 54 at the *advanced restructuring* phase (i.e., have not met AYP benchmarks for at least seven years). All of the targeted schools serve populations in which more than 50% of students are eligible for free or reduced-price lunch, and 58 of the 75 schools have student poverty rates of 80% or more. In addition, students receiving special education services account for between 4% and 23% of the student populations in these schools, and on average 12% (versus a 9.5% citywide average). Anywhere from 3% to 53% of students in the target schools are English Language Learners (ELLs), for an average of 25%, compared to the citywide average of 15%.
- A major goal of the proposed TIF project is to provide financial rewards to some of the city's most effective educators, in a manner that motivates them to contribute their skills to the highest-need schools. The NYCDOE TIF project seeks to provide a significant number of our struggling schools a package of interventions that focus heavily on improving school leader and teacher effectiveness and in so doing avoid the necessity to close and replace the school, which so often can have negative consequences for students who are already struggling to meet performance standards. The will broaden the number of NYCDOE schools that can avoid the most profound structural changes, e.g. closing, through thoughtful and targeted workforce-based interventions aimed at improving the effectiveness of its educators and, ultimately, increasing the academic achievement of its students.
- The candidates selected for the Master Teacher, Turnaround Teacher, Executive Principal and Assistant Executive Principal will be selected based on a rigorous process that includes observations as well as valid measures of student growth. This selection process will also adhere to NYC DOE's policies for non-discrimination in its hiring practices, as articulated and safeguarded by its Office of Equal Opportunity.

Project Narrative

Project Abstract

Attachment 1:

Title: **Proposal Abstract** Pages: **1** Uploaded File: **TIF Proposal Abstract.pdf**

**THE URBAN EXCELLENCE INITIATIVE
NYC DEPARTMENT OF EDUCATION - TEACHER INCENTIVE FUND PROJECT**

Proposal Abstract

The New York City Department of Education (NYCDOE) is applying to the US Department of Education for funding under the Evaluation Competition of the Teacher Incentive Fund (TIF) grant program to implement the Urban Excellence Initiative project.

The NYCDOE is the largest school district in the country, serving over one million students in 1,600 schools, of whom approximately 70% are eligible for Title I. In 2003, NYC Mayor Bloomberg and NYCDOE Chancellor Joel I. Klein introduced Children First, a multiyear education reform effort designed to significantly improve New York City's public schools through sweeping academic and structural reforms. Over the past seven years, the school system has earned national recognition for successes gained in terms of student achievement, earning it the coveted Broad Prize for Urban Education in 2007. Although important strides have been made in recent years to improve the quality of instruction, the NYCDOE continues to serve students in schools that are in need of improvement. In total, 292 of all city schools have been identified as low-performing under Title I of the ESEA because they have not met Adequate Yearly Progress (AYP) benchmarks for at least two consecutive years. Of these schools, 154 have failed to meet AYP for five or more years, placing them in the *restructuring* phase. The 75 schools selected to participate in the proposed TIF project are among the lowest-performing and highest-need schools in New York City. Each of the 75 schools has been identified for restructuring, including 54 at the *advanced restructuring* phase (i.e., have not met AYP benchmarks for at least seven years).

Under the leadership of Bloomberg and Klein, NYC has pioneered a cultural shift toward increased accountability and empowerment for principals by establishing student outcome-driven metrics and linking principal evaluation and compensation to them. The next phase of reforms will focus on extending and deepening the cultural shift toward performance-based talent management for *teachers*. As teachers have the most direct, sustained, and intimate connection to students, a key strategy in the effort to increase student achievement is to move the concept of educator accountability and empowerment more fully into the teacher ranks. Just like principals, teachers need to be supported, developed, evaluated and rewarded through a system that recognizes individual differences, links performance to student outcomes, and directs resources to targeted development.

The basic principles underlying the UEC initiative reflect the NYCDOE's theory of change that a critical mass of talent – not just one great leader or teacher – is needed to affect real change in persistently low-achieving schools. The overarching mission of the TIF project is to significantly raise student achievement in NYC's persistently low performing schools. This mission will be realized through the attainment of four project goals: 1) To develop, implement and sustain a differentiated compensation system that has all of the core elements identified by the USDOE and is fully aligned with city, state and national standards, and that identifies and rewards highly effective educators who take on assignments in designated high-need schools; 2) To incentivize exemplary educators to work in designated high-need schools in school leader and teacher leader roles; 3) To improve the performance of all teachers in designated high-need schools; and 4) To transform some of the city's persistently low-performing schools so that they do not require the more disruptive and expensive option of closure.

Project Narrative

Application Narrative

Attachment 1:

Title: **TIF Narrative** Pages: **53** Uploaded File: **TIF Narrative.pdf**

New York City Department of Education
2010–15 Teacher Incentive Fund Grant Program

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THE URBAN EXCELLENCE INITIATIVE
NYC DEPARTMENT OF EDUCATION - TEACHER INCENTIVE FUND PROJECT

Proposal Narrative

SELECTION CRITERIA

A. Need for the Project

The New York City Department of Education (NYCDOE) is the largest school district in the country, serving over one million students in 1,600 schools. Approximately 70% of NYCDOE students are eligible for Title I. Over the past seven years, the school system has earned national recognition for the remarkable successes gained in terms of student achievement. For example, the four-year graduation rate among high school students has risen by 15 percentage points since 2002 (from 48% to 63%) after years of stagnation and NYCDOE schools are closing the performance gap between high-poverty urban students and their more affluent suburban neighbors. Based on these and other achievements, in 2007 the NYCDOE won the coveted Broad Prize for Urban Education, an award that honors the urban school district that demonstrates the greatest overall performance and improvement in student achievement while reducing the achievement gap among poor and minority students.

Although important strides have been made in recent years to improve the quality of instruction in the NYC public schools, the NYCDOE continues to serve students in schools that are in need of improvement. In total, 292 of all NYCDOE schools have been identified as low-performing under Title I of the ESEA because they have not met Adequate Yearly Progress (AYP) benchmarks for at least two consecutive years. Of these schools, 154 have failed to meet AYP for five or more years, placing them in the *restructuring* phase.

The schools selected to participate in the proposed Teacher Incentive Fund (TIF) project are among the lowest-performing and highest-need schools in New York City (see high-needs documentation in Part 6 – Other Attachments Form). A total of 75 schools have been targeted for participation in the project, including 21 elementary schools (K-5), 41 middle schools (6-8), five K-8 schools and eight high schools (9-12). From this pool, the NYCDOE will select 65 schools to receive differentiated effectiveness incentives through the proposed performance-based compensation system (PBCS) and—if selected for the TIF national evaluation—an additional eight schools to serve as control schools.

Each of the 75 schools has been identified for restructuring, including 54 at the *advanced restructuring* phase (i.e., have not met AYP benchmarks for at least seven years). On average, 89% of the students in these schools are from low-income families (based on eligibility for free or reduced-price lunch), as compared to 75% of students in NYCDOE schools citywide. All of the targeted schools serve populations in which more than 50% of students are eligible for free or reduced-price lunch, and 58 of the 75 schools have student poverty rates of 80% or more. In addition, students receiving special education services account for between 4% and 23% of the student populations in these schools, with an average of 12% (versus a 9.5% citywide average). Anywhere from 3% to 53% of students in the target schools are English Language Learners (ELLs), for an average of 25%, compared to the citywide average of 15%.

The NYCDOE has developed its own composite measure of school need, called the peer index. The peer index is calculated based on student demographics (e.g., ethnicity, income, special needs, etc.) for elementary and K-8 schools; on students' prior ELA and math proficiency levels for middle schools; and on both demographics and student proficiency at the high school level. The peer index ranges from 0-100%—the citywide average is 50%—so schools with

higher peer index values reflect higher need. The average peer index value for the TIF schools is 76%.

(1) The extent to which the high-need schools whose educators would be part of the PBCS have difficulty recruiting highly qualified or effective teachers, particularly in hard-to-staff subjects or specialty areas, such as mathematics, science, English language acquisition, and special education; and retaining highly qualified or effective teachers and principals.

The difficulty of recruiting and retaining qualified staff, both at the classroom and administrator levels, remains a primary concern of the NYCDOE, particularly in our high-need schools. In terms of classroom teachers, the need is particularly acute in shortage areas such as math and science, and bilingual and special education. Moreover, the ability to attract qualified teachers is especially challenging in schools such as those targeted by the TIF project that serve large numbers of low income and special needs (i.e., ELLs, homeless, special education) students, and that have been stigmatized by virtue of their “low performing” status.

Another factor that impacts our ability to recruit and retain qualified staff is school location. Nearly all of the 75 schools targeted for participation in the TIF project are located in some of New York City’s most challenged neighborhoods, and 52 are located in the boroughs of Brooklyn and the Bronx, which are consistently the hardest to staff boroughs in New York City. Many of the communities served by these schools are characterized by high poverty and crime rates, low levels of educational attainment, and limited levels of English proficiency—characteristics that make it difficult to attract the highest-quality educators to these schools.

The NYCDOE has made aggressive use of alternative certification programs in order to fill teacher vacancies in hard-to-staff subject areas and at schools with the highest rates of poverty and students with special needs. These programs, such as NYC Teaching Fellows, offer an

accelerated route into the classroom for career changers and recent college graduates who have subject area expertise but no formal education coursework or training. During the 2008-09 school year, 43% of new hires into the TIF target schools were new teachers from alternative certification pathways, compared with only 32% in other NYCDOE schools. In 28 of the TIF schools, new teachers from alternative certification pathways accounted for as many as 50%-100% of all new hires. Though graduates from alternative certification programs have to meet rigorous selection criteria and are highly-qualified, the reliance on these pathways is a clear indication of the hard-to-staff status of many of the schools selected for this program. Staff mobility is also a problem, as evidenced by the number of teachers who separate entirely from the school system (the turnover rate). The average staff turnover rate in the TIF schools during the 2007-08 school year was 9%, compared to 7% in other NYCDOE schools. In 22 of the TIF schools, the staff turnover rate ranged from 10%-25%. These percentages represent individuals who separated entirely from the NYCDOE; with transfers, the actual turnover rate in these high need schools is even higher.

(2) The extent to which student achievement in each of the schools whose educators would be part of the PBCS is lower than in what the applicant determines are comparable schools in the LEA, or another LEA in its State, in terms of key factors such as size, grade levels, and poverty levels.

As mentioned above, all schools targeted for participation in the TIF project are in the restructuring accountability phase for having failed to meet AYP benchmarks for at least five consecutive years. The table below shows the percentages of students meeting or exceeding state standards in English Language Arts (ELA) and mathematics in 2009. Data are presented for the targeted TIF schools, for the NYCDOE as a whole, and for high poverty schools within the

NYCDOE. Table 1 shows that students in the targeted TIF schools demonstrated ELA and math proficiency levels well below the citywide average across all grade levels as well as substantially below high poverty schools. The disparities in achievement were greatest in ELA.

Table 1. 2009 NYS ELA and Math Testing Results (Grades 3-8)*

Percent of Students Meeting or Exceeding Standards

TIF Schools versus All NYCDOE Schools and High Poverty NYCDOE Schools**

| Level | Subject | TIF Schools | All Schools | High-Poverty Schools |
|---------------------------------|----------------|--------------------|--------------------|-----------------------------|
| Elementary Schools (Grades 3-5) | ELA | 53% | 71% | 65% |
| | Math | 77% | 88% | 83% |
| Middle Schools (Grades 6-8) | ELA | 50% | 64% | 57% |
| | Math | 63% | 74% | 70% |

*Spring 2009 NYS ELA and Mathematics test results are shown for students in grades 3-8 (i.e., the percentage of students scoring at or above performance level 3).

** High-Poverty schools are those with 80% or more of students who qualify for free or reduced-price lunch.

(3) The extent to which a definition of what is considered a “comparable” school for the purposes of paragraph (2) of this selection criterion is established.

The table above shows the average ELA and math proficiency rates for the targeted TIF schools versus the citywide average as well as the average for high-poverty schools. Given the scope and diversity among the proposed TIF schools it is not possible to present comparable figures for each school; however the high-poverty schools serve as a proxy for comparable need. For the purposes of the local evaluation, comparison schools will be selected from non-

participating NYCDOE schools using propensity score matching (PSM) procedures to generate the comparison schools based on demographic and prior achievement variables (see Local Evaluation Section for more details on the comparison school selection process).

B. Project Design

(1) The extent to which the proposed PBCS is part of a proposed LEA or statewide strategy, as appropriate, for improving the process by which each participating LEA rewards teachers, principals, and other personnel in high-need schools based upon their effectiveness as determined in significant part by student growth.

NYCDOE Talent Management Strategy

In 2003, New York City Mayor Bloomberg and NYCDOE Chancellor Joel I. Klein introduced Children First, a multiyear education reform effort designed to significantly improve New York City's public schools through sweeping academic and structural reforms. The first phase of Children First (2003-2006) implemented a number of successful reforms, including: setting rigorous new academic standards; implementing a core curriculum in reading and mathematics; creating the NYC Leadership Academy, which delivers innovative leadership development and support programs to aspiring and acting principals; streamlining the management structure between schools and central NYCDOE offices; increasing parent and family engagement in schools; and introducing system-wide accountability measures. Together, these reforms brought coherence and stability to a formerly unbalanced school system, eliminated layers of bureaucracy, and set the stage for the second phase of Children First (2006-2009), which focused on instilling the following three principles across city schools: leadership, empowerment, and accountability. Core to this work was attracting and preparing the most talented principals to lead the schools (leadership), then equipping them and their teachers with

the decision-making authority, funding, and resources to excel in their jobs (empowerment), and building systems to ensure that principals and teachers were improving their students' academic achievement (accountability).

The NYCDOE built a robust set of accountability tools and reports—including Progress Reports, Quality Reviews, and School Surveys—to make its expectations for student learning outcomes clearer and more transparent, to help educators monitor and evaluate student progress toward those outcomes, and to hold all educators responsible for student achievement. Rewards and consequences are tied to these accountability tools:

- **Progress Reports** measure each school's contribution to student progress using quantitative measures of performance (numbers of students at or above proficiency on NYS tests in ELA and math); progress (average student improvement from year to year on NYS tests or, for high schools, credit accumulation and Regents completion and pass rates); and the school environment (e.g., attendance, safety, engagement in school life, and academic rigor and expectations). Annually, all schools receive a letter grade from A-F based on this information. School grades are made public on the Internet, and principals' performance ratings and compensation are tied to these grades. Schools that earn A's and B's on their Progress Reports are eligible for rewards and schools that receive low grades are eligible for additional NYCDOE support to help them improve. Schools that consistently earn low grades face consequences such as leadership changes or closure.
- **Quality Reviews** are annual on-site evaluations by experienced educators who analyze how well schools are organized to improve the achievement of every student. The goal of the Quality Review is to ensure that schools are consistently using information about student outcomes to guide teaching and learning and to set specific goals for improvement. Each school receives a

public Quality Review narrative report, which provides feedback to the school community and describes effective practices and areas for improvement. The report includes an overall Quality Score, which is reported on schools' Progress Reports. The results also factor into a principal's performance review. Consistently high-performing schools receive reviews less frequently than annually.

- **School Surveys** are administered annually to all parents, teachers, and secondary students in the NYCDOE to evaluate and provide feedback on the learning environment in their schools. Survey results are reported to school communities and the public through the NYCDOE's website, and the results count for 10% of schools' yearly Progress Report grades.

These accountability tools serve as the basis of the NYCDOE's differentiated principal evaluation system. Conducted annually by district superintendents, Principal Performance Reviews assess principals' achievement of their specific school and student performance targets. Principals are evaluated on a scale of 0-4 (i.e., *does not meet*, *partially meets*, *meets*, *exceeds*, or *substantially exceeds* expectations). Scores are calculated based on the Progress Report (32% of final score), achievement of individual goals (31%), Quality Reviews (22%), effectiveness in serving populations with special needs (5%), and compliance metrics (10%). Results from the principal review process are also used for principal tenure decisions, making this important milestone much more dependent upon job performance than simply the passage of time in the position (Absolute Priority 3).

The NYCDOE accountability tools also serve as the basis for existing performance-based compensation initiatives, through which principals who effectively improve student achievement at their schools are recognized and rewarded. Under the current Principal Bonus Program, which was launched in school year 2007-08, every principal is eligible for annual bonuses of up to

████████ based on student achievement results at their school. In addition, the Executive Principal Bonus Program was established in 2007 to award principals with outstanding track records an extra ██████████ per year for three years to transfer to a struggling school in need of a dramatic turnaround.

The linking of student outcomes to principal evaluation, compensation, reward and consequences has created a performance-driven culture in NYC schools. School leaders are held accountable for student learning outcomes, and are thereby motivated to be more focused on hiring, training, and selectively retaining teachers who demonstrate instructional effectiveness and who improve student outcomes. In order to support principals in their efforts, the NYCDOE has granted school leaders increased decision-making authority over instructional decisions, use of resources, and—to some degree—staffing in their schools. As such, Children First has created the conditions for system-wide talent innovation in which student and educator performance drives each stage of the talent management cycle (i.e., recruitment and selection, development, evaluation, and retention).

NYC has pioneered a cultural shift toward increased accountability and empowerment for principals by establishing student outcome-driven metrics and linking principal evaluation and compensation to them. The next phase of reforms will focus on extending and deepening the cultural shift toward performance-based talent management for *teachers*. As teachers have the most direct, sustained, and intimate connection to students, a key strategy in the effort to increase student achievement is to move the concept of educator accountability and empowerment more fully into the teacher ranks. Just like principals, teachers need to be supported, developed, evaluated and rewarded through a system that recognizes individual differences, links performance to student outcomes, and directs resources to targeted development.

The NYCDOE has already made important strides toward developing a more performance-based culture at the teacher level. For example, the NYCDOE and its teachers union—the United Federation of Teachers (UFT)—have developed several incentive programs to motivate educators to improve outcomes for high-need students. The Lead Teacher Program offers exemplary veteran teachers a [REDACTED] bonus to move to or remain in a high-need school and teach half-time and provide professional development and mentoring half-time. This position, established in 2004, was the first example in NYC of extra compensation awarded based on criteria other than seniority. The NYCDOE also rewarded teachers extra compensation through its School-Wide Performance Bonus Program, which provided select high-need schools with a bonus of [REDACTED] per teacher or more if the schools met their annual accountability targets for student achievement during the 2007-08 and 2008-09 school years. In addition, the Housing Support Program and the Teachers of Tomorrow Program offer incentives to attract certified teachers to shortage areas such as math, science, and special education and to promote service in high-need, hard-to-staff schools.

While these efforts are important steps toward a more performance-based teaching culture, they lack the critical element in which individual teacher effectiveness is assessed based on the ability to improve student outcomes. NYCDOE teachers are still evaluated annually using a binary system in which they are rated either “satisfactory” or “unsatisfactory,” a system that fails to recognize the varying degrees of effectiveness among teachers. Recent events, however, have provided opportunities for the NYCDOE to establish a more rigorous and meaningful teacher evaluation system and to create a teacher career ladder that rewards the most effective educators with more highly-compensated positions where they can use their skills for the benefit of some of NYC’s highest-need students.

In May 2010, New York State enacted historic legislation that established the guidelines for a new comprehensive evaluation system aimed at improving teacher and principal effectiveness based on performance. The legislation stipulates that, beginning in 2011-12, all annual performance reviews of teachers and principals in New York State must be differentiated and include measures of student achievement as a significant factor, and by 2013-14 must include a value-added growth model. Value-added models statistically control for students' individual backgrounds in order to quantify a teacher's contributions to student learning. The NYCDOE has already begun working with the UFT to develop a new teacher evaluation system through its Teacher Effectiveness Project. The pilot teacher evaluation system is a multi-faceted framework for evaluating teacher effectiveness, combining value-added data with other test and non-test evidence of student learning and relevant teacher skills and knowledge. As of the 2009-10 school year, value-added data is being used as one indicator used to provide guidance to principals and superintendents in support of their decisions about granting teacher tenure (Absolute Priority 3). In addition, in June 2010, the NYCDOE reached an agreement with the UFT to create two new teacher positions—Master Teachers and Turnaround Teachers—in 11 schools as part of a new “transformation” model for persistently low-performing schools that have been identified by the State as targets for School Improvement. Individuals for these positions will be selected based upon a rigorous review of their teaching performance so that only highly effective teachers will be eligible for these roles.

NYCDOE Portfolio Management Strategy

Many of the NYCDOE's recent achievements are based in the system's portfolio management approach for identifying and intervening in schools that are performing the most poorly. The NYCDOE has a dedicated office of school portfolio management whose job is to

monitor results in struggling schools (based on the NYCDOE accountability tools), work across the system to identify appropriate interventions, and implement the identified interventions as holistic school improvement strategies. The standard strategy used when confronted with a persistently low-performing school is to change the school structure (e.g., closure, phase-out, grade reconfiguration). However, the NYCDOE recently began to incorporate additional workforce data into the existing school portfolio process in order to support the potential expansion of the range of options when making decisions about which schools to close and which to keep open. By doing so, the NYCDOE’s intent is to select, target, and tailor individual strategies to meet the needs of specific school communities. For example, workforce-based interventions for the future could include changing the school leader and/or teachers, providing incentives to encourage high-performing educators to move to low-performing schools, and providing additional supports to school staff. The NYCDOE continues to add to the array of interventions available for struggling schools, including the recently-developed “transformation” model noted above. The proposed TIF project represents an additional strategy in the NYCDOE’s toolkit of school improvement interventions.

The NYCDOE TIF project seeks to provide a significant number of our struggling schools with a package of interventions that focus heavily on improving school leader and teacher effectiveness and in so doing avoid the necessity to close and replace the school. In this respect the proposed TIF project is the natural extension and merger of two of the key endeavors of the NYCDOE—talent management and school portfolio management.

Overview of Proposed PBCS

The mission of the proposed five-year TIF initiative is to significantly raise student achievement in NYC's persistently low-performing schools. This mission will be realized

through four goals of the TIF project: 1) To develop, implement and sustain a differentiated compensation system that identifies and rewards highly-effective educators who take on assignments in designated high-need schools; 2) To incentivize exemplary educators to work in designated high-need schools in school leader and teacher leader roles; 3) To improve the performance of all teachers in designated high-need schools; and 4) To transform some of the city's persistently low-performing schools so that they do not require the more disruptive and expensive option of closure. The following discussion provides an overview of the strategies the NYCDOE will use to accomplish these four overarching goals.

Goal 1: To develop, implement and sustain a differentiated compensation system that identifies and rewards highly-effective educators who take on assignments in designated high-need schools.

The first goal of the proposed TIF project, which is fully aligned with the Secretary's Absolute Priority 1, will be to develop and implement a differentiated PBCS to attract an elite cadre of highly-effective educators to work in some of the city's highest-need schools, particularly those at risk of closure due to persistently low student achievement rates.

The Urban Excellence Initiative will allow the NYCDOE to place an average of one Master Teacher and five Turnaround Teachers in 65 of the target restructuring schools. Master Teachers will be eligible to receive a 30% annual salary bonus over their base salary to serve as a highly effective teacher and teacher developer in the target schools and Turnaround Teachers will be eligible to receive a 15% salary bonus to serve as a highly effective and model teacher in target schools. The salary bonus will be contingent upon the receipt and maintenance of a "highly-effective" rating on his/her annual performance review.

In addition, the Urban Excellence Initiative will allow the NYCDOE to expand its Executive

Principal program into ten of the highest-need target schools and will enable these leaders to choose an “Executive Assistant Principal” to partner with them in the difficult work of turning around a struggling school. As in the Executive Principal Bonus Program, candidates with proven track records (based on Progress Reports and Quality Reviews) who transfer to a participating high-need school as an Executive Principal will be eligible to receive an additional salary enhancement of [REDACTED], contingent upon maintaining a performance review rating of “meets expectations” or higher in their new assignment. The Urban Excellence Initiative expands this model to include one Assistant Executive Principal selected by the Executive Principal who will be eligible for a stipend of [REDACTED], also contingent on maintaining expected performance. The inclusion of assistant principals reflects feedback from existing Executive Principals who feel they could have more impact more quickly in turnaround schools with at least one proven assistant of their choosing to enter the new school with them.

The Urban Excellence Initiative has multiple components, each with its own set of activities to be implemented during the grant period and each of which is focused on the attainment of the overarching goal of developing a performance-based compensation plan. These necessary components, or core elements, consist of the following:

- 1) A plan for effectively communicating the components of the PBCS to participating teachers and school leaders, and the community at-large;
- 2) The involvement and support of teachers, school leaders, and the unions that represent them;
- 3) Differentiated performance evaluation systems for school leaders and teachers that take into account student growth as a significant factor and include classroom observations;
- 4) A data-management system that can link student achievement data to teacher and school leader payroll and human resources systems; and

5) A plan for ensuring that participating educators understand the specific measures of teacher and school leader effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practice.

Though much of the groundwork has been laid for the proposed initiative, there are some components still under development that will need to be finalized prior to full implementation. Thus, the NYCDOE plans to implement a one-year planning period in order to develop these missing core elements (see the project timeline in section C for more details):

- While the teacher and school administrator unions have provided letters of support for this initiative, the terms of the educator evaluation and the performance-based career ladder positions are subject to collective bargaining that will have to be completed in the planning year (core element 2);
- The development of differentiated teacher and AP evaluation systems needs to be completed and the existing principal evaluation system may be modified (core element 3); and
- A system to support the data management and interface needs of the evaluation systems for principals, assistant principals and teachers needs to be developed (core element 4).

In addition, the NYCDOE will engage in efforts to assess its existing incentive and compensation programs and determine whether to keep them as is or modify them in order to make a more coherent portfolio of incentives. It is possible that during this work, additional changes or options will be negotiated with either or both of the unions representing educators.

The NYCDOE is applying under the TIF Evaluation Competition because, as the nation's largest school system and a leader in urban education reforms, we are uniquely poised to implement a transformational human capital model that can effectively address the student

achievement challenges faced by other school districts across the country. If the proposed project is funded under the Evaluation Competition, the NYCDOE is proposing that a total of 16 schools (i.e., eight pairs) from among the 75 target high-need schools be selected to participate in the national TIF evaluation.

There are sufficient numbers of schools among the target pool of 75 high-need schools that serve students in the tested grades (i.e., grades 3-8) and that have the same grade configuration (i.e., elementary or middle schools) to ensure that eight pairs of comparable schools can be assigned to the treatment or control groups through a random lottery process. In accordance with TIF Evaluation Competition requirements, the NYCDOE agrees to implement the differentiated effectiveness incentive component of the proposed PBCS in the schools randomly assigned to Group 1 (i.e., the treatment schools) and implement a 1% across-the-board annual bonus in the schools randomly assigned to Group 2 (i.e., the control schools). Additionally, staff in 57 of the target schools will also be eligible for the differentiated effectiveness incentive component, so that a total of 65 schools will participate in the NYCDOE's proposed PBCS.

If funded under the Evaluation Competition, the NYCDOE agrees to comply with all TIF national evaluation requirements. The attached letter of support from the NYCDOE's Research and Policy Support Group demonstrates evidence of this commitment (see letter in Part 6 – Other Attachments Form). As part of the school selection process to occur during the planning year, the NYCDOE will ensure that all schools identified for participation in the national evaluation, including the treatment and control schools, will agree to the implementation and evaluation requirements set forth by Mathematica Policy Research. Further, the NYCDOE will work with Mathematica to notify all schools participating in the TIF Evaluation at least two months prior to implementation of the PBCS in the Group 1 schools.

If funded under the Main TIF Competition, 65 of the 75 schools will be identified for participation in the proposed PBCS and comparison schools will be selected from the balance of non-participating NYCDOE schools using a rigorous quasi-experimental design (see Local Evaluation Section for more details on the comparison school selection process). It should be noted that none of the 75 schools selected for the target pool are included in the New York State Education Department's TIF proposal.

Goal 2: To incentivize exemplary educators to work in designated high-need schools in school leader and teacher leader roles.

A central goal of the proposed Urban Excellence Initiative is to provide financial rewards to some of the city's most effective educators in a manner that motivates them to contribute their knowledge and skills to the endeavor of improving student achievement in the city's highest-need schools.

Only the most qualified candidates will be recruited and retained for participation in the Urban Excellence Initiative. All interested principals and assistant principals will go through a rigorous selection process in which they will be required to provide evidence of their effectiveness in promoting student growth over a multi-year period. Successful applicants will be chosen based on pre-screen student achievement and school data, interviews, and the results from an unscheduled school walk-through. School leaders selected for the program will be placed on a central roster, from which hiring managers (e.g., a superintendent) select candidates to interview. Ultimate placement into a target restructuring school is contingent upon being selected by a hiring manager.

Master Teachers and Turnaround Teachers will be selected based upon their proven track record as highly effective teachers and evidence of student growth. In the first year of the grant,

an Eligibility Committee made up of UFT and NYCDOE representatives will review and score all teacher applications using a rubric that assesses evidence of student growth and other qualitative factors (including teacher classroom observations). Teacher candidates who perform above a pre-determined cut score will be placed in a pool of eligible candidates from which principals make hiring decisions. Executive Principals or retained school leaders will select those teacher candidates who have the best fit with their improvement model and school need (e.g., subject area, curricular expertise) as well as those that show the highest potential to work with their peers to improve their practice.

(i) The methodology the LEA or SEA proposes to use in its PBCS to determine the effectiveness of a school's teachers, principals, and other personnel includes valid and reliable measures of student growth.

Candidates for the Executive Principal, Assistant Executive Principal, Master Teacher and Turnaround Teacher positions will be selected based on evidence of their ability to impact student achievement. This will be assessed during the selection process described above and, subsequently, through the annual performance review process based on the extent of student growth (at the school- or classroom-level) on valid and reliable assessments of student learning (i.e., NYS ELA and Math tests). Currently, the use of value-added data is available for school leaders and teachers who work with students in the tested grades (i.e., 3-8), and these data will be factored into the selection and annual review processes whenever possible. The NYCDOE is working to expand the use of value-added data to other grades and subjects and will incorporate these measures into the annual performance review process for school leaders and teachers beginning in the 2011-12 school year. Additional information on the revised evaluation systems is included in section B(3) below.

(ii) *The participating LEA would use the proposed PBCS to provide performance awards to teachers, principals, and other personnel that are of sufficient size to affect the behaviors of teachers, principals, and other personnel and their decisions as to whether to go to, or remain working in, the high-need school.*

The incentive amounts of the proposed TIF program are substantial enough to motivate highly-qualified educators to take on the additional responsibilities required of these roles in order to ultimately promote increased student achievement in high-need schools. Research suggests that bonus awards of 5–8% of annual base salary should be large enough to influence teacher behavior.¹ Past incentive programs in the NYCDOE have typically ranged from [REDACTED] [REDACTED] annually, with most representing 5% or less of salary. While these programs provide resources and at least symbolic recognition of the challenges of specific schools or roles, they are not sufficient to motivate exemplary, experienced educators to move from their home school where they have a high comfort level to another school where there may be significantly less desirable working conditions and uncertainty. As a result, the proposed TIF program includes significant increases to the incentive amounts in order to entice proven educators take on these new roles in the most challenging schools. Executive Principals will be eligible for an additional stipend of [REDACTED] representing a 19% increase over the average principal salary of [REDACTED]. Assistant principals may receive an additional stipend of [REDACTED] which is approximately 11% of the average assistant principal salary of [REDACTED]. Participating Master Teachers will be eligible for additional incentive amounts equal to 30% of their base salary, whereas Turnaround Teachers may receive bonuses equal to 15% of their base salary. The incentive awards for each

¹ Odden, A. (2001). Rewarding Expertise. *Education Matters*, 1 (1), 16–25. Retrieved from <http://educationnext.org/rewarding-expertise/>

of these positions is well above the threshold identified by research studies to induce behavioral change in educators, and we are confident that the amounts are substantial enough to attract and retain the most qualified candidates to work in the identified high-needs schools as part of the TIF program.

(iii) The applicant provides a clear explanation of how teachers, principals, and other personnel are determined to be “effective” for the purposes of the proposed PBCS.

In a system where school leaders and teachers are held accountable for results, it is important to define the skills expected of them and support them in developing proficiency across all of the competencies. As such, the NYCDOE developed the research-based School Leadership Competencies in order to define the critical knowledge, behaviors, and skills that principals and assistant principals must demonstrate to effectively lead schools and increase student achievement. Currently, the NYCDOE uses the Professional Teaching Standards (PTS) to provide a common definition of the skills that all teachers need to develop in order to be effective in the classroom. The Professional Teaching Standards were created by the New Teacher Center at the University of Southern California and are used in approximately 30 other school districts across the country. The NYCDOE is working to integrate these educator competencies into all of its talent management practices – including the school leader and teacher evaluation systems.

As noted above, the effectiveness of participating school leaders and teachers will be determined in years 2-5 of the grant based on the results of the revised annual performance review systems. In accordance with recent New York State legislation, the NYCDOE is currently developing revised principal, assistant principal and teacher evaluation systems that are differentiated and include measures of student achievement as a significant factor. An assistant

principal evaluation system will be developed that measures the effectiveness of these school leaders in part by their achievement of specific performance goals, namely the extent of student growth on standardized assessments in their schools. The new teacher evaluation system will use research-validated means of assessing teacher effectiveness, including placing a 40% weight on measures of teacher impact on student learning based on state and local student learning assessments. While the NYCDOE's current principal evaluation system (described above) largely meets the requirements of the new law, it may also be modified to align more closely to state requirements. Additional information on the revised evaluation systems is included in section B(3) below.

It should be noted that the NYCDOE is currently participating in a two-year research study funded by the Bill & Melinda Gates Foundation on measures of teacher effectiveness. The Measures of Effective Teaching (MET) study seeks to develop a common understanding of effective teaching and fair, accurate, and consistent ways of measuring it. The NYCDOE and the UFT will be collaborating with independent researchers on the study in order to ensure that teachers' work is measured in fair and valid ways through the new teacher evaluation system. Furthermore, measures that identify effective teaching can be used to refine the NYCDOE's teacher applicant screening and selection processes, thereby helping to better identify applicants with the highest potential to be effective in the classroom. In addition, the NYCDOE is working to identify the characteristics of effective leaders.

Goal 3: To improve the performance of all teachers in designated high-need schools

The basic principles underlying the Urban Excellence Initiative reflect the NYCDOE's theory of change that a critical mass of talent – not just one great leader or teacher – is needed to effect real change in persistently low-achieving schools. A cohort of talent that is motivated and

rewarded to make a difference for the highest-need students has the potential to have an impact of a breadth and depth that is more than the sum of its parts.

Principals and assistant principals are the key human capital managers at their schools. Therefore, it is imperative that struggling schools have access to instructional leaders capable of driving innovation and improvement of teaching and learning at their schools. The Urban Excellence Initiative will further the goal of increasing school leader and teacher effectiveness by placing successful, veteran principals and assistant principals into selected high-need schools to act as effective teacher developers and key levers of school-wide improvement in teaching and learning.

Executive Principals and Assistant Executive Principals reflect our recognition of the importance of strong leadership to anchor a school's transformation effort—it is key to attracting, developing, and retaining outstanding teachers. Based on demonstrated track records of leading their schools to achieve high levels of performance, we believe that the individuals selected for this program understand what it takes to create lasting change within a low-performing school. The TIF grant will enable the NYCDOE to increase the number of Executive Principals in the system to at least double what it is today and introduce a new position of Assistant Executive Principal.

The contributions of participating Master Teachers and Turnaround Teachers will also help improve teacher effectiveness in the targeted schools. Research has shown that highly-effective teachers not only have a direct impact on increasing student achievement in their own classrooms, but also indirectly impact student achievement through the positive effects of peer

learning on increasing the knowledge and skills of their colleagues.² While much of this impact may happen through informal teacher networks, the proposed Urban Excellence Initiative seeks to maximize the positive peer impacts by providing time and definition to these new positions.

The Master Teacher will carry 80% of the regular teaching load and for at least two periods per day (professional period and reduced teaching load period) the Master Teacher will take on teacher development roles such as mentoring, coaching, inquiry work, team leader or facilitator. Master Teachers will also work an additional 100 hours per year with that time dedicated to teacher development activities as well as their own development in this role.

Turnaround Teachers will carry a full teaching load and will serve as model teacher for their peers in the targeted restructuring schools in part by having their classroom be open as a learning laboratory for at least one period per day. Turnaround Teachers will also work an additional 30 hours per year with that time dedicated to development of materials, lessons, strategies, etc. that can be shared with their peers as models for their own classrooms.

Goal 4: To transform some of the city's persistently low-performing schools so that they do not require the more disruptive and expensive option of closure.

The Urban Excellence Initiative will broaden the number of NYCDOE schools that can avoid the most profound structural changes (e.g., closing) through thoughtful and targeted workforce-based interventions aimed at improving the effectiveness of its educators and, ultimately, increasing the academic achievement of its students. As such, the NYCDOE will need to fully incorporate the Urban Excellence Initiative into the portfolio management process for

² Jackson, C.K. & Bruegmann, E. (2009). Teaching Students and Teaching Each Other: The Importance of Peer Learning for Teachers. *American Economic Journal: Applied Economics* 1 (4), 85-108. Retrieved from http://works.bepress.com/c_kirabo_jackson/13/

monitoring low-performing schools and designing appropriate whole-school improvement strategies.

(2)The extent to which the proposed PBCS has the involvement and support of teachers, principals, and other personnel, including input from teachers, and principals, and other personnel in the schools and LEAs to be served by the grant, and the involvement and support of unions in participating LEAs where they are the designated exclusive representatives for the purpose of collective bargaining that is needed to carry out the grant.

The NYCDOE recognizes that the key to ensuring the success of the proposed Urban Excellence Initiative is to garner the support of school personnel and the unions that represent them, and to actively involve these critical stakeholders in the development and implementation of the initiative. As such, one of the major tasks identified for the planning year will be to engage in significant discussions with the UFT and CSA to finalize all aspects of the Urban Excellence Initiative (e.g., roles, compensation, participating schools, etc.).

The NYCDOE has partnered successfully with the UFT and CSA on several recent initiatives aimed at redesigning compensation for teachers and principals in an effort to attract and retain talented educators to the city's schools. For example, negotiations with the CSA paved the way for the Principal Bonus Program and the Executive Principal Bonus Program to reward school leaders who demonstrate the ability to effect student achievement gains in their schools. A collective bargaining agreement between the NYCDOE and the UFT led to the development of the Lead Teacher Program in 2006 (following a pilot in one district the year before) to encourage exemplary veteran teachers to work as staff developers and coaches. The School-Wide Performance Bonus Program came about by joint agreement between the NYCDOE and the UFT to recognize principals, assistant principals, teachers and other UFT staff who work in high-need

schools where significant student progress is occurring. And most recently, the NYCDOE reached an agreement with the UFT on the development of new teacher roles in a set of persistently low-achieving schools (i.e., Master Teacher and Turnaround Teacher). As the proposed TIF model is essentially an adaptation of these CSA- and UFT-supported initiatives, we anticipate being able to secure the support of these organization for the Urban Excellence Initiative as well. In fact, both organizations have provided letters of support indicating their willingness to collaborate with the NYCDOE in the development of the project should it be funded (see attachments).

(3) The extent to which the proposed PBCS includes rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories that take into account data on student growth as a significant factor, as well as classroom observations conducted at least twice during the school year.

A key component of the Urban Excellence Initiative is the implementation of a fair and rigorous performance evaluation system for all school leaders and teachers. As noted above, the NYCDOE is currently developing revised principal, assistant principal and teacher evaluation systems that are differentiated and include measures of student achievement as a significant factor, in accordance with recent state legislation.

The current Principal Performance Review is a differentiated system that rates principals on a scale of 0-4 (i.e., *does not meet, partially meets, meets, exceeds, or substantially exceeds* expectations) based on their achievement of specific school and student performance targets. A significant portion of their score (32%) is calculated based on student growth (i.e., Progress Report data), as well as their achievement of individual goals related to the NYCDOE School Leadership Competencies (31%). The review scores are also determined through annual

observations, including Quality Reviews, on data collected on their effectiveness in serving populations with special needs, and compliance metrics. While the NYCDOE's current principal evaluation system largely meets the requirements of the new law, it may also be modified to align more closely to state requirements. Under the Urban Excellence Initiative, Executive Principals will receive additional compensation contingent upon maintaining a performance review rating of "meets expectations" or higher in their new assignment. However, it should be noted that this rating scale may change as a result of revisions to the principal evaluation system.

The assistant principal review process, which is currently a binary evaluation system in which assistant principals are rated as "satisfactory" or "unsatisfactory," will be revised during the 2010-11 school year to be in compliance with state law and to more closely mirror the rigorous principal review process. Like their Executive Principal counterparts, Assistant Executive Principals participating in the Urban Excellence Initiative will receive additional compensation contingent upon maintaining expected performance levels, as determined by the revised assistant principal performance review system.

The NYCDOE has already begun the work of developing a new teacher evaluation system that will be piloted in a sample of 31 schools across the NYCDOE beginning in September 2010, including 11 persistently low achieving schools. The final shape of the new teacher evaluation system will depend upon learning from the pilot, final state regulations, insight from the Gates-funded Measurement of Teacher Effectiveness study and negotiations with the UFT. However, the pilot serves as current thinking on where the NYCDOE would like to take this work. The paragraphs below describe the specific elements of the teacher evaluation system

The teacher effectiveness pilot institutes a multi-faceted framework for evaluating teacher effectiveness, combining value-added data with other test and non-test evidence of student

learning and relevant teacher skills and knowledge. Under the new system, each teacher will be evaluated annually by a single evaluator, who may be a principal, assistant principal or a department chair with “supervisor” designation. Potentially “master teachers” will contribute where applicable. The evaluator will work closely with the teachers in his/her caseload to establish performance goals, to collect and review evidence of teacher effectiveness across multiple measures, and then use those data to calculate a single effectiveness composite score that assigns teachers to one of four performance categories: *highly effective*, *effective*, *developing*, and *ineffective*. The composite score is based on measures of student growth (40%), teacher competency (50%), and other school-defined measures (10%). Under the Urban Excellence Initiative, Master Teachers and Turnaround Teachers will have to maintain ratings of “highly effective” in order to receive additional compensation.

Student Growth Measures

Measures of student growth include summative student assessment results to assess teacher impact on student learning, including value-added data whenever possible (i.e., ELA and math teachers of grades 4-8). These measures will count for 40% of a teacher’s rating in the pilot, consistent with the new New York State law. When not possible, a simple growth model or weighted score methodology will be used to assess student growth on existing assessments in other grade levels and subject areas, such as the NYS Regents exams. Teacher-created assessments will also be analyzed to evaluate the extent to which students have mastered specific standards, and group achievement data attaches teachers to existing measures of student growth at a school, grade, or subject level to encourage collaboration and shared accountability for school outcomes. All teachers, regardless of grade or subject area, will be assessed using at least two of these student growth measures, and each measure is weighted differently depending on

assessment availability and reliability. Teachers will receive a student growth score between 1.0 and 4.0 that will contribute to his/her summative effectiveness score.

As described in the Competitive Priorities section later in this narrative, the NYCDOE is exploring the power of value-added data in developing and evaluating teachers through the New York City Teacher Data Initiative (TDI). The data from this model were used to populate user-friendly reports about individual teacher impacts on their students' academic growth. In 2009-10, value-added data reports were distributed to 1,000 schools, reaching about 20,000 ELA and Math teachers in grades 4-8.

Teacher Competency Measures

Measures of teacher competencies in the teacher effectiveness pilot will be based on data collected through observations, walk-throughs, planning reviews and other sources. At least twice per year, evaluators will conduct announced, full-lesson classroom observations (including pre- and post-conferences) for each teacher in their caseload using Charlotte Danielson's *Framework for Teaching*³, a research-based teacher performance rubric aligned with both the Professional Teaching Standards and the International New Teacher Assessment and Support Consortium (INTASC) standards. Use of the Framework will allow evaluators to assess teachers' level of mastery (using a four-point scale) across a range of professional competencies, including planning and preparation, classroom environment, instruction, and professional responsibilities. An overall rubric score between 1.0 and 4.0 will be computed and factored into the effectiveness composite score.

School-Defined Measures

³ Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching*, 2nd edition.

Retrieved from <http://www.danielsongroup.org/Bookspubl.htm>

School-defined elements will make up the final 10% of a teacher's rating. They may include additional measures deemed important by individual schools, such as peer, student and parent feedback or contributions to the school community, or schools can choose to add weight to existing evaluation elements. All elements that are chosen must be accompanied by explicit criteria and transparent scoring.

Inter-rater Reliability

The process of aligning rating scale definitions and scoring methods across evaluators is critical to ensuring that the new teacher evaluation system is rigorous, fair and equitable. Therefore, a comprehensive program of training and calibration supports will be provided to all evaluators to promote their understanding of the new systems and to ensure a high degree of inter-rater reliability across evaluators. For example, Talent Coaches, selected for their track record in delivering student achievement results as administrators and their ability to coach other adults, will shadow evaluators on process elements (e.g., observations, reviews of student work) and discuss ratings, convene school-wide calibration meetings to align the scoring of multiple evaluators within the same school, and meet weekly with other Talent Coaches to ensure calibration across all pilot schools. Talent Coaches will each support a small number of schools, depending on the schools' size and level of performance. In addition, school-level evaluation data will roll up to system-level reports that can be examined for overall trends, such as evaluators who tend to rate all teachers high, low, or the same; teacher scores that seem incongruent with grade- or school-level student outcomes; teacher evaluations that have contrasting student outcomes and competency ratings; or evaluations that cite inadequate rationale for ratings or are missing components. Results from these data reports will be used to inform possible revisions to the evaluation model and to identify additional training and support

needs for schools and evaluators. A similar process of training and calibration supports will be implemented for evaluators of principals and assistant principals in order to promote their understanding of the new or revised evaluation systems and to ensure a high degree of inter-rater reliability across evaluators.

Communication Strategy

The NYCDOE will use a wide variety of strategies to disseminate information to educators in the impacted schools about the purpose of the TIF initiative and to inform school leaders and teachers in the larger educational community about the opportunities available to them through the TIF grant.

The communications offices of the NYCDOE, the UFT and the CSA will work with NYC's Talent Office and Office of Portfolio Management to craft a comprehensive communication strategy to promote the project and to encourage highly-qualified teachers and school leaders to serve in the participating high-need schools. Information about the initiative will be made available through the NYCDOE website, including the Principals' Portal and the Teacher Page, which provide one-stop access to a broad range of information, including hiring information and professional development tools and resources. As specific positions become open, they will be posted through the Open Market Transfer system, on the Division of Human Resources site, and at the schools themselves.

The NYCDOE will draw extensively on existing communication channels in order to inform staff in the participating schools about the goals, objectives and activities of the proposed Urban Excellence Initiative. For example, School Support Network staff—whose primary role is to help principals successfully achieve their school and student accountability targets—will be employed to communicate the purpose of the project to school administrators, who will then

disseminate the information to their staff. In addition, well-informed representatives from the NYCDOE and the UFT will visit schools to inform staff directly about the project in order to ensure that they are receiving accurate and consistent information regarding the project. Written materials explaining the project will also be distributed to participating schools, and ongoing webinars to answer questions about the program will be hosted on the NYCDOE website.

(4) The extent to which the proposed PBCS includes a data-management system, consistent with the LEA's proposed PBCS, that can link student achievement data to teacher and principal payroll and human resources systems.

The NYCDOE's current data systems capture a wide range of student-level, teacher-level and principal-level data, which are all linked together with unique identifiers.⁴ Introduced in 2007, the NYCDOE's Achievement Reporting and Information System (ARIS) delivers detailed student achievement data and profile information to teachers and principals. Behind ARIS, the legacy student information system—Automate the Schools (ATS)—uses student IDs which can then be linked to the course data system—the Scheduling, Transcripts and Academic Reporting System (STARS)—attributing students to unique course codes. Teachers are linked to courses in STARS by their unique teacher IDs, allowing for the linkage of student test results to teachers. Principals are linked to their schools and teachers. The NYCDOE is exploring using the same process and system to link assistant principals to specific students and teachers. Principals' and teachers' unique IDs are also linked to the payroll and human resources systems. Together, these

⁴ The NYCDOE ensures that all data management systems and procedures are maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) (34 CFR Part 99) and with Chancellor's regulation A-820 protecting the privacy of student educational records. <http://docs.nycenet.edu/docushare/dsweb/Get/Document-44/A-820.pdf>.

unique identifiers allow for the linking of student achievement data to teacher, assistant principal, and principal payroll systems. The NYCDOE's ability to accomplish these linkages exceeds that of most school districts, but will need to be strengthened as New York State requires state-wide reporting of student assessment results linked to teachers and principals as part of new State legislation.

Though critical system building blocks are in place in NYC, the NYCDOE will need further systems development work to support the teacher, assistant principal, and principal performance evaluation systems. Currently the collection of information for educator performance reviews is largely a manual effort in schools. The final evaluative ratings are entered into the Human Resources systems, but the new evaluation frameworks require automated user interfaces for different rating components, integration across systems and new development of certain functionality. In order to be sufficiently robust, the system must house historical data, capture observation ratings, and access state and local student achievement measures. Algorithms must calculate final summative ratings. All of these indicators must roll up into one unified system that allows the NYCDOE to report on the effectiveness of all educators on the four-point summative rating scale as well as to drill down and report out on any one or combination of variables, e.g. types of schools, experience of teachers, performance on specific competencies, snapshot in a certain period. Data from this system must also link to existing NYCDOE systems, including human resources and ARIS, through the use of unique identifiers. The performance management system will also serve as an interface that provides reports and other information to key stakeholders at the school, network, and central level to make data-driven, real time decisions about program implementation. A portion of TIF funds will be earmarked to support the development of this performance management system during the grant's planning year so

that it can be fully deployed in the 2011-12 school year as part of the proposed TIF project.

(5) The extent to which the proposed PBCS incorporates high-quality professional development activities that increase the capacity of teachers and principals to raise student achievement and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS.

The NYCDOE is committed to helping teachers and school leaders build the skills they need in order to have a positive impact on student learning. Developing teachers and school leaders to be most effective in their schools is central to improving student achievement. As part of its commitment to system-wide empowerment, the NYCDOE uses a decentralized professional development approach, giving more control and flexibility to schools in selecting development opportunities for their staff. These steps have helped to make sure that professional development is better connected to the student achievement goals of the school and to the specific professional development needs of each teacher.

As noted above, the proposed TIF project will employ the use of Master Teachers and Turnaround Teachers to support the professional development of their colleagues in the target schools, thereby acting as a key lever in promoting increased student achievement. In addition to carrying a full teaching load, the Turnaround Teacher's classroom will serve as a laboratory at least one period per day for best practices and for demonstrating new teaching strategies and curriculum. Master Teachers teach four periods out of a standard five-period day and dedicate two periods per day to school-defined Master Teacher responsibilities. These responsibilities may include coaching teachers one-on-one and in small groups; modeling demonstration lessons and co-teaching; assisting teachers with lesson planning and classroom management; assisting teachers in setting goals for their professional development; facilitating regular grade-level or

subject-area planning meetings and/or professional development workshops; leading study groups around standards, assessments, and instruction; serving as a “critical friend” to colleagues by providing coaching and feedback; leading action research projects with other teachers; and building trust and collegiality among teachers.

School leaders participating in the TIF project will also receive targeted professional development, including one-on-one coaching, group coaching with other Executive Principals and Assistant Executive Principals, and dedicated support from the Teacher Performance Unit to effectively manage teaching staff. Our current Executive Principals receive coaching from a NYC Leadership Academy coach, both one-on-one and as a cohort. These sessions cover topics targeted at the unique needs of turnaround schools, and provide the Executive Principals the opportunity to share strategies they have utilized successfully, and serve as a support network for one another.

In addition to support programs like mentoring and coaching, the implementation of the new teacher evaluation system will create new opportunities and capacity for targeted, effective professional development. The system will help school leaders and teams of teachers themselves to understand what high-quality teaching looks like and not just rely on idiosyncratic and ad hoc conjecture. School leaders will be able to use specific information generated from classroom observations, student data, and interim and summative evaluations to provide meaningful developmental feedback to teachers and create individualized developmental strategies for each teacher. The aggregate data will also inform larger system-wide efforts to ensure that teacher development needs are addressed including coordination with traditional and alternative route teacher preparation programs. All NYDOE staff will receive training on the new school leader and teacher evaluation systems in order to ensure that educators fully understand the

effectiveness measures included in the system and to increase their knowledge in using the data from the evaluation systems to improve their leadership and instructional practice.

The NYCDOE has invested in an adult “learning management system” entitled ARIS Learn that will store and organize a vast array of professional development tools, content, and resources. ARIS Learn will be linked to the principal, assistant principal and teacher evaluation systems so that data on educator performance can be used to develop individualized development plans based on strengths and weaknesses identified through the evaluation process (Absolute Priority 3). The system will enable the creation of powerful school-based and job-embedded developmental tools and learning experiences that school leaders and teachers can draw from to assess and develop their competencies (e.g., self-assessments, diagnostics, online courses, interactive case-based simulations, Webcasts, Webinars, video examples of practice, etc.). It will also help educators use key quantitative measures of development (e.g., teacher value-added data, student periodic assessment results) to assess where they are in terms of skill development and progress, enable tracking of impact on student learning over time, and continuously evolve in response to evidence of linkages between competency development and student achievement.

ARIS Learn will enable educators to take ownership of their own professional development by reviewing the strengths and weaknesses identified through the evaluation process and seeking professional development materials—via both online and traditional instructor-led courses—that address those individual needs. In addition, it will help school leaders manage the complexity of developing and managing individualized development plans for each staff member, and help central staff evaluate the impact of various professional development offerings on student outcomes. ARIS Learn will be launched in “beta” form to selected early users in the fall of 2010. It is an important building block toward establishing a performance culture in schools because it

will help every educator to have a differentiated plan for improving his/her skills in response to feedback from the evaluation system as it rolls out. TIF funds are not being used to support the development of ARIS Learn.

C. Adequacy of Support for the Proposed Project

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

Project Staffing. Oversight of the TIF project will be the responsibility of the **Project Director**, Vicki Bernstein. In this position, she will provide overall direction and guidance for the project, represent the NYCDOE in negotiations with the UFT and CSA, and monitor all project operations and expenditures to ensure compliance with all funder requirements and regulations. Supporting and reporting to the Project Director will be two **Project Coordinators**, Terry Bowman and Laura Maestas, who will oversee the development of all outreach and communications plans to explain the TIF project to both school personnel and the wider public and coordinate with staff from other central NYCDOE offices (e.g., portfolio management working groups) to align talent management initiatives with the TIF implementation plan. A full-time **Project Manager** will be employed to manage the TIF project on a day-to-day basis and will report to the Project Director, Vicki Bernstein. Together, these four staff members comprise the Project Management Team (PMT), and will meet on a regular basis during the grant period to ensure the efficient and effective oversight and management of the program.

Project Timeline. A detailed implementation time line for year 1 of the TIF grant (2010-11) is provided below, followed by an overview of project activities in years 2-5. The Project Management Team will be responsible for meeting these year 1 milestones and for developing

benchmarks of implementation progress for each subsequent year of the grant.

Table 2: Year 1 Implementation Timeline

| Major Activities by Component | Persons Responsible | Target Date |
|---|---------------------------------------|--------------------|
| Coordinate activities with the launch of the evaluation system pilot for teachers | Project Director | 9/1/10 |
| Recruit and hire Project Manager to conduct day-to-day grant management | Project Director | 11/1/10 |
| Negotiate with the UFT and the CSA to finalize TIF agreement (e.g., roles, compensation, participating schools) | Project Director | 12/31/10 |
| Finalize list of schools that will participate in TIF program as part of DOE overall strategy for turning around low performing schools | Project Coordinators | 2/1/11 |
| Create comprehensive engagement strategy for each TIF school | Project Coordinators, Project Manager | 2/1/11 |
| Launch TIF communication strategy | Project Coordinator (Bowman) | 1/1/11 |
| Coordinate activities with appropriate offices to finalize development of performance management system | Project Manager | 4/30/11 |
| Monitor and refine teacher evaluation pilot; apply findings to TIF implementation plans | Project Director, Project Manager | 9/1/10 – 6/30/11 |

| Major Activities by Component | Persons Responsible | Target Date |
|--|---|--------------------|
| Manage lottery process to select Group 1 and Group 2 schools | Project Manager | 3/15/11 |
| Make key HR and school programmatic changes to enable new roles and personnel in participating schools | Project Director | 4/1/11 |
| Recruit, screen and select highly-effective educators for TIF-funded roles | Project Coordinators (Maestas and Bowman) | 5/1/11 |
| Finalize components of training and communications plans | Project Coordinator (Bowman) | 8/1/11 |
| Launch TIF program in participating schools | Project Manager | 9/1/11 |
| Participate in grantee and topical meetings, as applicable | Project Director, Project Coordinators (Maestas and Bowman) | Ongoing |
| Collaborate with local evaluator (TBD) and Mathematica Policy Research to collect data and analyze findings ⁵ | Project Manager | Ongoing |

As shown in the preceding timeline, a large portion of the activities to be carried out during year 1 are of a planning nature, in order to ensure that all five of the core elements of the PCBS are in place prior to launching the initiative. We expect that the various stakeholders, including union representatives and personnel in the target schools, will need to engage in a significant

⁵ Contingent upon being selected for TIF grant.

amount of dialogue in order to solidify and fully embrace the mission of the initiative. In addition, the performance evaluation systems are in various stages of planning and development, therefore much of year 1 will be needed to continue to hone the designs of these components. It is possible that pilot efforts will lead to modifications in plans for years 2-5 of this program.

Beginning in year 2 (September 2011), while project planning and ongoing management of grant activities will continue at the same level, the main focus of the Project Management Team will be on getting the TIF program up and running in all participating schools. This will include tasks such as ensuring that all TIF-related positions are filled and addressing any issues that arise within the schools. In addition, staff will receive training on the new or revised evaluation systems to promote their understanding of the specific measures of educator effectiveness included in the evaluation systems, as well as training on how to use the data that emanate from the review process to develop individualized professional development plans aimed at improving their leadership or instructional practice.

Each year, the Project Management Team will develop an action plan that specifies the key milestones that need to be accomplished, and specify indicators of progress. These milestones and indicators of progress will be reviewed during every project management meeting in order to identify and troubleshoot issues as they arise and will be shared with the project's external evaluation team.

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

The proposed Project Director is **Vicki Bernstein**, who brings a wealth of experience, resources, and expertise to the position (see resume in Part 6–Other Attachments Form). Ms.

Bernstein is currently the Executive Director of Teacher Quality and Recruitment, reporting directly to the CEO of the Division of Human Resources, Larry Becker. Ms. Bernstein has worked in the NYCDOE since 1996, during which time she designed and initiated the innovative New York City Teaching Fellows Program to attract talented professionals into teaching in traditionally hard-to-staff subject areas and schools. Ms. Bernstein also manages all teacher recruitment and selection initiatives for the NYCDOE, filling 2,500 – 7,500 vacancies annually and ensuring the highest need children and schools have access to the highest quality educators. Ms. Bernstein will have overall programmatic and administrative responsibility for the TIF project and will commit 10% of her time to the initiative, at no cost to the project.

As noted above, the Project Manager to be hired for the TIF project will devote 100% of his/her time to the role. At the present time, the recruitment and hiring process has not been completed. However, the successful candidate will be responsible for carrying out the following tasks: oversee the recruit and selection of participating schools and comparison schools; train, support, and provide technical assistance to the participating schools in program implementation; work closely with NYCDOE staff to ensure the timely and effective implementation of all project components; represent the project at all TIF grantee meetings and actively participate in other dissemination activities to share lessons learned from the project; and serve as the liaison to the project (and national) evaluator, assisting in the collection of data and preparation of all performance and evaluation reports. The requisite qualifications for the full-time manager include previous experience managing multi-faceted, multi-year projects in large organizations; strong quantitative and analytical skills and abilities; excellent interpersonal and communications skills; and demonstrated expertise in a wide variety of software applications (Powerpoint, Visio, Excel, etc.). Candidates with 3-5 years of experience working in urban school systems or with

school reform policy, including demonstrated experience with unions and/or labor issues, will be preferred.

The proposed candidate for one of the two Project Coordinator positions is Terry Bowman, Senior Director of Teacher Quality and Recruitment (see resume in Part 6). Mr. Bowman initiates and supports the development of policy objectives and strategies regarding teacher and principal compensation, teacher effectiveness, and other labor and human capital issues. He was the primary architect and operations leader for the School-wide Performance Bonus Program and assisted in the development of more rigorous tenure standards and processes, including the removal of under-performing tenured teachers. Mr. Bowman will commit 50% of his time to the TIF initiative, at no cost to the project.

Laura Maestas, the Director of Strategy and Innovation in the Office of School Leadership, is the second proposed Project Coordinator (see resume in Part 6). In her current role, Ms. Maestas helps to develop the NYCDOE's strategy for attracting, selecting, evaluating, developing, and retaining school leaders. She manages the Principal Bonus Program and the Executive Principal Program. She also has experience managing staff in the development of teacher effectiveness strategies and the launch of a performance management system in another large urban district. Ms. Maestas will commit 50% of her time to the TIF initiative, at no cost to the project.

(3) The extent to which the applicant will support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources.

The NYCDOE is fully committed to providing all of the resources necessary for the successful implementation of the proposed TIF project, and is in fact contributing significant in-kind resources to carry out the administrative functions of the grant. In addition to the one grant-funded staff position, several central office and school-based administrators and staff members

will be supporting the design and implementation of the TIF initiative as an in-kind contribution to the project. In addition to Vicki Bernstein, Terry Bowman, and Laura Maestas (whose roles were highlighted above), the following NYCDOE staff will serve as key partners on the TIF project: Tracy Breslin, Executive Director of the Office of School Leadership; Kirsten Busch-Johnson, Executive Director of Teacher Effectiveness; Amy McIntosh, Chief of New Talent and Initiatives; Sandeep Chelani, Executive Director of Product Development; and Sandra Tacina, Director of Talent Analytics; and (see resumes in Part 6).

Moreover, the NYCDOE will take on an increasing share of the TIF project costs over time (Absolute Priority 2). Beginning in year 3, the second year of implementation, the NYCDOE will absorb costs associated with collective bargaining increases and/or step/longevity. It is estimated these incremental costs that will be assumed by the NYCDOE will be approximately \$ [REDACTED] in Year 3 growing to over \$ [REDACTED] in the final grant year. In addition, after Year 2, the NYCDOE will absorb costs associated with the Master Teacher release time, nearly \$1 million annually. Finally, the NYCDOE will cover 10% of the costs associated with the PCBS in Year 4 (an estimated [REDACTED]), which will increase to 25% in Year 5 (an estimated [REDACTED]). The NYCDOE anticipates evaluating tax levy sources to ensure sustainability after the duration of the grant (Absolute Priority 2). As part of this evaluation the NYCDOE will assess other performance incentives and compensation programs to determine the optimal use and alignment of all such initiatives.

In addition, the NYCDOE will leverage additional federal and non-federal resources in support of TIF activities, including:

- Funding from Title I under No Child Left Behind, which supports a wide range of direct service (e.g., targeted interventions) and professional development activities.

- School Improvement Grants will support implementation of these initiatives in turnaround schools throughout the school system;
- Funding from Title IID ARRA, along with tax levy and Contracts for Excellence funding, will provide support for ARIS Learn, which will be among the professional development resources available for the staff in the target schools;
- Funding from national corporate and private foundations, including the Bill & Melinda Gates Foundation, has supported the development of the teacher evaluation pilot.
- A grant from the Carnegie Corporation of New York will enable the NYCDOE to expand the use of value-added data to other grades and subjects.

(4) The extent to which the requested grant amount and project costs are sufficient to attain project goals and reasonable in relation to the objectives and design of the project.

The proposed expenditures are fully aligned with the priorities of the TIF grant: to seed a transformational human capital model that is designed to address student achievement challenges in the nation's largest school system. Furthermore, the system will be self-sustaining long after the grant expires. While the USDOE would be making a sizeable contribution to the development of the proposed performance-based compensation system, the return on investment will be substantial, both within NYC and for other large, urban school systems that may want to replicate the model.

Moreover, we believe that the funds requested are both reasonable and sufficient to realize the project's full potential for meeting its stated objectives and outcomes. All possible efforts have been made to minimize the costs of this project and we believe that the costs are reasonable in terms of the target population of students and staff to be served. At the same time, the project is designed so that the achievement of the objectives is promoted through comprehensive

planning and coordination of activities that will ensure the appropriate intensity of program effort.

D. Quality of Local Evaluation

The NYCDOE will contract with a research and evaluation consulting firm to carry out all relevant local evaluation activities for this project. The local evaluation will consist of a comprehensive design that will use multiple sources of quantitative and qualitative data and methods of analysis. Additionally, the NYCDOE and the local evaluator will cooperate with evaluation-related technical assistance or, if NYC is funded under the Evaluation Competition, with a cross-site national evaluation conducted by Mathematica Policy Research.

(1) The extent to which the evaluation plan includes the use of strong and measurable performance objectives (that are clearly related to the goals of the project) for raising student achievement, increasing the effectiveness of teachers, principals and other personnel, and retaining and recruiting effective teachers, principals, and other personnel.

The paragraphs below describe the goals and associated measurable objectives of the Urban Excellence Initiative.

Goal 1: To develop, implement and sustain a differentiated compensation system that identifies and rewards highly effective educators who take on assignments in designated high need schools.

Objective 1.1: In year 1, 65 schools will be identified for participation in the differentiated effectiveness incentive component of the proposed PBCS.

Objective 1.2: In year 1, the NYC teachers' and administrators' unions will demonstrate their support of the TIF project by reaching agreements through collective bargaining on the details of the initiative.

Objective 1.3: By the end of year 1, the requirements for the systems to support the new performance management system will be determined and the systems design completed, so that phase 1 will be ready for deployment in the academic year 2011-12.

Objective 1.4: The percentage of surveyed school leaders and teachers within the participating schools who report a sufficient understanding of the TIF project goals, objectives and activities will be at least 80% in year 2, 85% in year 3, 90% in year 4 and 95% in year 5.

Objective 1.5: The percentage of surveyed teachers within the participating TIF schools who report satisfaction with the professional development they receive will increase by 5 percentage points from the baseline (year 2) each year.

Objective 1.6: The percentage of the NYCDOE's personnel budget used for performance-related payments through the TIF project will increase to 10% in year 4 and 25% in year 5. (GPRA Indicator 2)

Goal 2: To incentivize exemplary educators to work in designated high-need schools in school leader and teacher leader roles.

Objective 2.1: In year 2, the NYCDOE will recruit and place a pair of highly-effective school leaders (i.e., one Executive Principal and one Assistant Executive Principals) in ten of the participating TIF schools.

Objective 2.2: Starting in year 2, the NYCDOE will recruit and place highly-effective teachers (i.e., an average of one Master Teacher and five Turnaround Teachers) in all 65 of the participating schools.

Objective 2.3: In years 3-5, at least 95% of the Executive Principals and Assistant Executive Principals will meet or exceed the performance level required to receive an incentive payment, based on ratings received through the annual performance review process.

Objective 2.4: In years 3-5, at least 85% of Master Teachers and Turnaround Teachers will meet or exceed the performance level required to receive an incentive payment, based on ratings received through the annual performance review process.

Goal 3: *To improve the performance of all teachers in designated high-need schools.*

Objective 3.1: The number of teachers in the participating schools determined to be effective or highly-effective (based on the annual performance review process) will increase by 5% from year 2 to year 3, and by 10% in each subsequent year. (GPRA Indicator 1)

Objective 3.2: The number of principals and assistant principals in the participating schools determined to be effective or highly effective (based on an equivalent rating through the annual performance review process) will increase by 5% from year 2 to year 3, and by 10% in each subsequent year. (GPRA Indicator 1)

Objective 3.3: By year 5, the average turnover rate for teachers in the participating schools receiving an “effective” or “highly-effective” rating on their annual performance review will be at least 10% less than that of the comparison schools.

Goal 4: *To transform some of the city's persistently low-performing schools so that they do not require the more disruptive and expensive option of closure.*

Objective 4.1: By the end of the project period, there will be a closing of the achievement gap in ELA between students in the participating schools students in the comparison schools.

Objective 4.2: By the end of the project period, there will be a closing of the achievement gap in mathematics between students in the participating schools students in the comparison schools.

(2) The extent to which the evaluation plan will produce evaluation data that are quantitative and qualitative.

To address the project objectives listed above, data will be collected through the following methods: 1) *review of documents* including but not limited to program background and implementation; 2) annual *analysis of archival school records*, such as student demographics, school attendance, behavioral records, courses, and student achievement data; 3) annual *surveys* that collect information on teacher, principal, assistant principal and other school personnel attitudes and perceptions of project implementation and its outcomes; 4) annual *interviews* to collect program process data from program designers, teachers, principals, network leaders, superintendents, school district officials, union officials, and other key partners; 5) *effectiveness ratings* from teacher, principal, and assistant principal annual performance reviews; 6) analysis of *School Surveys, Quality Reviews, and Progress Reports* for all schools; and 7) *school district data* on the recruitment and retention of teachers, principals, and assistant principals.

The target populations will be students, teachers, principals, and other personnel from 65 high-need schools participating in the TIF Initiative. Since the goals of the initiative are to increase the effectiveness of school leaders and teachers as well as enhance their recruitment and retention in order to improve student achievement, the unit of analysis in long-term outcome studies will be a nested design: individual students within teachers within schools.

To investigate the impact of the program, the local evaluator will use a rigorous quasi-experimental design that is capable of achieving a high level of internal validity. Specifically, the evaluator will identify a carefully matched comparison group of students and school personnel from comparable schools not implementing a PBCS for impact studies. High-need schools with comparable grade configurations, demographics, achievement levels, and teacher characteristics will be selected as comparison schools. As the NYCDOE TIF Project would only involve 65

schools and another 35 schools will be funded for a PBCS from other sources, there will be a large pool of available comparison schools among the NYCDOE's 1,400 other schools.

The rubric for matching schools will depend on the quality of the data. If the data are considered to be of good quality, the local evaluator will use propensity score matching (PSM) to generate the comparison schools. Under the PSM framework, any initial statistically significant imbalances on observed student covariates before the intervention (e.g., demographics, prior achievement) between treatment and comparison students can be removed so that any net differences in observed outcomes can be more confidently attributed to the intervention. If the data quality presents limitations and PSM cannot be used, then the local evaluator will use stratified sampling techniques to identify the comparison schools. The first year planning period will allow for the necessary data quality review to identify matching comparison schools and to develop a comprehensive evaluation plan.

In addition to descriptive and/or correlational analyses of quantitative data, the local evaluator will use appropriate inferential techniques as part of each year's impact study. Due to the multiple dimensions of the data structure in the study, hierarchical linear modeling (HLM) will serve as the major statistical technique for quantitative data analyses. Power considerations will be guided by research in the area of multi-level modeling and Institute of Education Sciences (IES) guidelines.

Measuring many of the most critical variables of project implementation through a mixed-method approach will further strengthen the integrity of the evaluation. This approach capitalizes on the relative advantages of both qualitative and quantitative methods and triangulates the findings from these parallel measures so as to maximize the study's internal validity.

(3) The extent to which the evaluation plan includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

The evaluator will be expected to meet with project staff on a quarterly basis to review formative evaluation data to monitor the progress of the program, identify problems or situations that may need immediate attention, identify project successes and potential effective strategies for replication, and generate recommendations for program improvement. The evaluator will assist project staff to prepare and submit annual performance reports each year to the USDOE that formally present and summarize findings from both formative and summative evaluation activities. In addition, the evaluator will prepare and submit to the NYCDOE a final report each year that will identify the program's strengths, obstacles to implementation, and include specific recommendations for program improvement.

COMPETITIVE PRIORITIES

Priority 4 - Use of Value-Added Measures of Student Achievement

The NYCDOE’s Urban Excellence Initiative addresses the fourth competitive priority for the TIF program by including a value-added measure of teachers’ impact on student growth as a significant factor in calculating differentiated levels of compensation provided to teachers under the proposed performance-based compensation plan.

The NYCDOE has recently moved to the system-wide adoption of value-added data for eligible schools and teachers through its Teacher Data Initiative (TDI). As part of this effort, the NYCDOE partnered with Battelle Memorial Institute to develop a sophisticated value-added statistical model of teacher effectiveness using New York State English Language Arts (ELA) and Math test data and relevant demographic data on students, classrooms and schools.

This model was based on one previously developed by notable education researchers Tom Kane, Jonah Rockoff, and Doug Staiger⁶, but was modified to meet the needs of New York City. Battelle Memorial Institute was contracted to build the model, and partnered with a cross-functional team of NYCDOE staff who provided project leadership, input and support. Battelle completed the data collection, analysis, and model building tasks; researchers recommended modifications to enhance the model’s validity prior to roll-out; and the NYCDOE conducted basic quality assurance tests to confirm that the model performed well and aligned with school-level accountability data provided in the NYCDOE’s Progress Reports. Once this work was

⁶ Kane, T., Rockoff, J. & Staiger, D. (2006). “What Does Certification Tell Us About Teacher Effectiveness: Evidence from New York City.” Retrieved from http://www.gse.harvard.edu/faculty_research/profiles/publications.shtml?vperson_id=71512#publications

complete, the data from the model were used to populate user-friendly reports about individual teacher impacts on their students' academic growth.

The TDI started as a pilot in 2007-08, providing reports to about 100 schools. Only one year later, in 2008-09, value-added data reports were distributed to 1,000 schools, reaching about 20,000 ELA and Math teachers in grades 4-8. All teachers and school leaders were given training on how to interpret the reports through existing support networks, and the NYCDOE also invested significant resources to verify data, redesign reports based on user feedback, develop websites for both teachers and principals, develop new training materials, and provide help desk support to principals.

In 2009-10, value-added data was one indicator used to provide guidance to principals and superintendents in support of their decisions about granting teacher tenure (Absolute Priority 3). Some teachers in the system were identified as “tenure likely” or “tenure in doubt.” The ultimate tenure decisions made after considering multiple other indicators showed that almost all high value-added teachers were granted tenure while 80% of the lowest value-added teachers were either denied or kept in probationary status for a fourth year. The research findings from the TDI also have important implications for teacher retention. The research tracked those teachers who received high value-added scores and those who received low value-added scores, and revealed that for both ELA and math, teachers in the bottom quartile of value-added were significantly more likely to exit the school if they were in schools receiving value-added reports. Bottom quartile teachers in both ELA and math were about twice as likely to leave if their school received value-added reports. In math, the exit probability declines steadily across the quartiles for the treatment group, but not for the control group.

The NYCDOE will use public funds to continue providing value-added data to teachers and

principals, and a grant from the Carnegie Corporation of New York will enable the NYCDOE to expand the use of value-added data to other grades and subjects. The DOE is working with University of Wisconsin on both the feasibility studies and, as appropriate, the launch of this work to expand coverage to more grades and subject areas. As a result of this work, the NYCDOE will be able to include value-added data as a measure of student growth in the revised school leader and teacher evaluation systems currently under development, as stipulated by New York State legislation.

The success and scope of the TDI demonstrates that the NYCDOE has the capacity to implement the value-added model at scale and to train teachers and principals in the interpretation and use of value-added data in order to improve classroom practices.

Priority 6 - New Applicants to the Teacher Incentive Fund

The NYCDOE meets the sixth competitive preference priority by being an eligible LEA that has not previously been awarded a grant under the TIF program.

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **High-Need Schools Documentation** Pages: **8** Uploaded File: **High Needs Documentation.pdf**

HIGH-NEED SCHOOLS DOCUMENTATION

**THE URBAN EXCELLENCE INITIATIVE
NYC DEPARTMENT OF EDUCATION - TEACHER INCENTIVE FUND PROJECT**

High-Needs Schools Documentation

| SCHOOL | FY11 % Eligible for Free or Reduced-Price Lunch | 2009-10 STATE ACCOUNTABILITY STATUS | School Level | Grades in 2009-10 | Projected FY11 Enrollment |
|---|--|--|---------------------------------|--------------------------|----------------------------------|
| M.S. 131 | 96% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 807 |
| MURRY BERGTRAUM HS FOR BUSINESS CAREERS | 68% | Restructuring (year 2) - Focused | High school | 09,10,11,12,SE | 2,296 |
| J.H.S. M045 JOHN S. ROBERTS | 95% | Restructuring (Advanced) - Comprehensive | Junior High-Intermediate-Middle | 06,07,08,SE | 345 |
| P.S. 125 RALPH BUNCHE | 88% | Restructuring (Advanced) - Focused | Elementary | 0K,01,02,03,04,05,06,SE | 225 |
| I.S. 195 ROBERTO CLEMENTE | 89% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 428 |
| P.S. 004 DUKE ELLINGTON | 92% | Restructuring (Advanced) - Focused | Elementary | PK,0K,01,02,03,04,05,SE | 645 |
| P.S. 008 LUIS BELLIARD | 98% | Restructuring (Advanced) - Focused | Elementary | 0K,01,02,03,04,05,SE | 578 |
| J.H.S. 052 INWOOD | 97% | Restructuring (year 2) - Focused | Junior High-Intermediate-Middle | 05,06,07,08,SE | 866 |
| P.S. 115 ALEXANDER HUMBOLDT | 100% | Restructuring (Advanced) - Focused | Elementary | 0K,01,02,03,04,05,06,SE | 681 |
| J.H.S. 143 ELEANOR ROOSEVELT | 90% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 772 |
| I.S. 218 SALOME URENA | 82% | Restructuring (Advanced) - Comprehensive | Junior High-Intermediate-Middle | 06,07,08,SE | 354 |
| J.H.S. 151 LOU GEHRIG | 99% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 271 |

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| SCHOOL | FY11 % Eligible for Free or Reduced-Price Lunch | 2009-10 STATE ACCOUNTABILITY STATUS | School Level | Grades in 2009-10 | Projected FY11 Enrollment |
|-----------------------------------|--|--|---------------------------------|-------------------------------|----------------------------------|
| J.H.S. 162 LOLA RODRIGUEZ DE TIO | 90% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 816 |
| P.S. / I.S. 224 | 95% | Restructuring (year 1) - Comprehensive | Junior High-Intermediate-Middle | 06,07,08,SE | 376 |
| NEW EXPLORERS HS | 93% | Restructuring (year 1) - Comprehensive | High school | 09,10,11,12,SE | 346 |
| P.S. 075 | 97% | Restructuring (Advanced) - Focused | Elementary | PK,0K,01,02,03,04,05,SE | 582 |
| J.H.S. 125 HENRY HUDSON | 93% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 709 |
| P.S. 152 EVERGREEN | 93% | Restructuring (Advanced) - Focused | Elementary | PK,0K,01,02,03,04,05,SE | 875 |
| HERBERT H. LEHMAN HS | 81% | Restructuring (Advanced) - Comprehensive | High school | 09,10,11,12,SE | 3,879 |
| P.S. / M.S. 004 CROTONA PARK WEST | 97% | Restructuring (Advanced) - Focused | K-8 | 0K,01,02,03,04,05,06,07,08,SE | 433 |
| J.H.S. 022 JORDAN L. MOTT | 94% | Restructuring (Advanced) - Comprehensive | Junior High-Intermediate-Middle | 05,06,07,08,SE | 579 |
| P.S. 055 BENJAMIN FRANKLIN | 96% | Restructuring (Advanced) - Focused | Elementary | PK,0K,01,02,03,04,05,SE | 726 |
| P.S. 064 PURA BELPRE | 99% | Restructuring (Advanced) - Focused | Elementary | 0K,01,02,03,04,05,SE | 871 |
| P.S. 070 MAX SCHOENFELD | 97% | Restructuring (Advanced) - | Elementary | 0K,01,02,03 | 1,400 |

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| SCHOOL | FY11 % Eligible for Free or Reduced-Price Lunch | 2009-10 STATE ACCOUNTABILITY STATUS | School Level | Grades in 2009-10 | Projected FY11 Enrollment |
|---|--|--|---------------------------------|-------------------------------|----------------------------------|
| | | Focused | | ,04,05,SE | |
| P.S. 073 BX | 98% | Restructuring (Advanced) - Focused | Elementary | PK,0K,01,02,03,04,05,SE | 896 |
| P.S. X114 - LUIS LLORENS TORRES SCHOOLS | 96% | Restructuring (year 2) - Focused | Elementary | 0K,01,02,03,04,SE | 903 |
| I.S. 117 JOSEPH H. WADE | 92% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 782 |
| P.S. 132 GARRET A. MORGAN | 94% | Restructuring (Advanced) - Comprehensive | Elementary | PK,0K,01,02,03,04,05,SE | 529 |
| J.H.S. 145 ARTURO TOSCANINNI | 92% | Restructuring (year 2) - Focused | Junior High-Intermediate-Middle | 05,06,07,08,SE | 470 |
| P.S. 230 DR ROLAND N. PATTERSON | 98% | Restructuring (year 1) - Comprehensive | Elementary | 0K,01,02,03,04,SE | 478 |
| I.S. 313 SCHOOL OF LEADERSHIP DEVELOPMENT | 87% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 441 |
| NEW MILLENNIUM BUSINESS ACAD MS | 70% | Restructuring (year 1) - Comprehensive | Junior High-Intermediate-Middle | 06,07,08,SE | 234 |
| I.S. 339 | 90% | Restructuring (year 2) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 779 |
| J.H.S. 080 THE MOSHOLU PARKWAY | 85% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 646 |
| P.S. 279 CAPTAIN MANUEL RIVERA, JR. | 95% | Restructuring (Advanced) - Focused | K-8 | 0K,01,02,03,04,05,06,07,08,SE | 943 |
| P.S. 306 | 80% | Restructuring (Advanced) - | Elementary | 0K,01,02,03 | 736 |

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NYC DEPARTMENT OF EDUCATION - TEACHER INCENTIVE FUND PROJECT**

| SCHOOL | FY11 % Eligible for Free or Reduced-Price Lunch | 2009-10 STATE ACCOUNTABILITY STATUS | School Level | Grades in 2009-10 | Projected FY11 Enrollment |
|----------------------------|--|--|---------------------------------|--------------------------|----------------------------------|
| | | Focused | | ,04,05,SE | |
| M.S. 390 | 93% | Restructuring (year 2) - Focused | Junior High-Intermediate-Middle | 05,06,07,08,SE | 568 |
| THE ANGELO PATRI MS | 86% | Restructuring (year 2) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 637 |
| DEWITT CLINTON HS | 85% | Restructuring (year 2) - Focused | High school | 09,10,11,12,SE | 4,327 |
| MS 142 JOHN PHILIP SOUSA | 88% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 908 |
| P.S. 006 WEST FARMS | 97% | Restructuring (Advanced) - Focused | Elementary | PK,0K,01,02,03,04,05,SE | 698 |
| J.H.S. 098 HERMAN RIDDER | 86% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 474 |
| P.S. 102 JOSEPH O. LORETAN | 95% | Restructuring (Advanced) - Focused | Elementary | PK,0K,01,02,03,04,05,SE | 1,012 |
| P.S. 019 ROBERTO CLEMENTE | 80% | Restructuring (year 2) - Focused | Elementary | 0K,01,02,03,04,05,SE | 383 |
| J.H.S. 050 JOHN D. WELLS | 90% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 467 |
| JOHN ERICSSON MS 126 | 80% | Restructuring (Advanced) - Comprehensive | Junior High-Intermediate-Middle | 06,07,08,SE | 386 |
| P.S. 024 | 95% | Restructuring (year 2) - Focused | Elementary | PK,0K,01,02,03,04,05,SE | 762 |
| I.S. 136 CHARLES O. DEWEY | 93% | Restructuring (year 2) - Focused | Junior High- | 06,07,08,SE | 507 |

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| SCHOOL | FY11 % Eligible for Free or Reduced-Price Lunch | 2009-10 STATE ACCOUNTABILITY STATUS | School Level | Grades in 2009-10 | Projected FY11 Enrollment |
|--------------------------------|--|--|---------------------------------|--|----------------------------------|
| | | | Intermediate-Middle | | |
| M.S. 002 | 96% | Restructuring (year 2) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 382 |
| M.S. 246 WALT WHITMAN | 84% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 602 |
| I.S. 068 ISAAC BILDERSEE | 81% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 980 |
| P.S. 013 ROBERTO CLEMENTE | 89% | Restructuring (Advanced) - Focused | Elementary | PK,0K,01,0 2,03,04,05,SE | 508 |
| J.H.S. 292 MARGARET S. DOUGLAS | 80% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 708 |
| J.H.S. 302 RAFAEL CORDERO | 81% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 1,017 |
| P.S. 328 PHYLLIS WHEATLEY | 100% | Restructuring (Advanced) - Focused | K-8 | PK,0K,01,0 2,03,04,05,0 6,07,08,SE | 512 |
| J.H.S. 062 DITMAS | 95% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 1,179 |
| NEW UTRECHT HS | 54% | Restructuring (year 2) - Comprehensive | High school | 09,10,11,12,SE | 3,023 |
| P.S. 288 THE SHIRLEY TANYHILL | 95% | Restructuring (year 2) - Comprehensive | K-8 | PK,0K,01,0 2,03,04,05,0 6,07,08,SE | 524 |
| ABRAHAM LINCOLN HS | 56% | Restructuring (Advanced) - Comprehensive | High school | 09,10,11,12,SE | 2,506 |
| I.S. 5 - THE WALTER CROWLEY | 89% | Restructuring (Advanced) - | Junior High- | 06,07,08,SE | 1,539 |

**THE URBAN EXCELLENCE INITIATIVE
NYC DEPARTMENT OF EDUCATION - TEACHER INCENTIVE FUND PROJECT**

| SCHOOL | FY11 % Eligible for Free or Reduced-Price Lunch | 2009-10 STATE ACCOUNTABILITY STATUS | School Level | Grades in 2009-10 | Projected FY11 Enrollment |
|--|--|--|---------------------------------|-------------------------------|----------------------------------|
| INTERMEDIATE SCHOOL | | Focused | Intermediate-Middle | | |
| I.S. 061 LEONARDO DA VINCI | 92% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 2,106 |
| P.S. 089 ELMHURST | 95% | Restructuring (Advanced) - Focused | Elementary | 0K,01,02,03,04,05,SE | 1,823 |
| JOHN BOWNE HS | 69% | Restructuring (Advanced) - Comprehensive | High school | 09,10,11,12,SE | 3,044 |
| P.S. 042 R. VERNAM | 82% | Restructuring (Advanced) - Focused | K-8 | 0K,01,02,03,04,05,06,07,08,SE | 694 |
| M.S. 053 BRIAN PICCOLO | 88% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 453 |
| CATHERINE & COUNT BASIE MS 72 | 82% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 823 |
| ALBERT SHANKER SCHOOL FOR VISUAL AND PERFORMING ARTS | 93% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 653 |
| I.S. 204 OLIVER W. HOLMES | 95% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 759 |
| P.S. 016 JOHN J. DRISCOLL | 93% | Restructuring (Advanced) - Focused | Elementary | PK,0K,01,02,03,04,05,SE | 922 |
| I.S. 027 ANNING S. PRALL | 64% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 1,208 |
| I.S. 49 BERTA A. DREYFUS | 83% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 933 |
| J.H.S. 291 ROLAND HAYES | 96% | Restructuring (year 2) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 667 |

**THE URBAN EXCELLENCE INITIATIVE
 NYC DEPARTMENT OF EDUCATION - TEACHER INCENTIVE FUND PROJECT**

| SCHOOL | FY11 % Eligible for Free or Reduced-Price Lunch | 2009-10 STATE ACCOUNTABILITY STATUS | School Level | Grades in 2009-10 | Projected FY11 Enrollment |
|----------------------------|--|--|---------------------------------|--------------------------|----------------------------------|
| J.H.S. 296 THE HALSEY | 84% | Restructuring (Advanced) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 562 |
| I.S. 349 MATH, SCI & TECH. | 95% | Restructuring (year 2) - Focused | Junior High-Intermediate-Middle | 06,07,08,SE | 496 |
| BUSHWICK COMMUNITY HS | 88% | Restructuring (year 1) - Comprehensive | High school (Transfer HS) | 10,SE | 370 |

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Commitment Letters** Pages: **5** Uploaded File: **Commitment Letters.pdf**

LETTERS OF COMMITMENT



Council of School Supervisors & Administrators, New York City

New York State Federation of School Administrators
Local 1 American Federation of School Administrators, AFL-CIO

July 2, 2010

Chancellor Joel Klein
New York City Department of Education
52 Chambers Street
New York, NY 10007

President
Ernest A. Logan

Executive Vice President
Peter J. McNally

First Vice President
Randi Herman, Ed.D.

Secretary
Mark Cannizzaro

Treasurer
Laverne Burrowes

Vice Presidents
Jermaine Garden
Robert Kazanowitz
Richard Oppenheimer
Henry Rublo
Nancy Russo

Special Vice President-Retirees
Irwin Shanes

Executive Director Operations
Anita Gomez-Palacio

Executive Director Field Services
Audrey Fuentes

16 Court Street
Brooklyn, NY 11241-1003

718/ 852-3000 Tel
718/ 403-0278 Fax

www.csa-nyc.org

Dear Chancellor Klein:

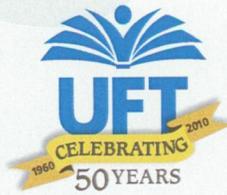
Thank you for sharing your plans to submit an application to the U.S. Department of Education's Teacher Incentive Fund (TIF) Evaluation competition. The Council of Supervisors and Administrators (CSA) is constantly striving to ensure high-quality educational opportunities for all New York City public school students. We support New York's efforts to address the most high-need schools in the City in ways that seek to help all students reach their potential for success. Like you, we know that effective leadership in every school is one of the most important ways to reach that goal.

The CSA fully supports the NYC Department of Education application for TIF funds that will be used in part to bring the most effective leaders in our city to the most high-need schools. Should the grant be awarded to the New York City, we look forward to collaborating throughout the planning year to develop the required elements of the grant and to its subsequent successful implementation.

Formally,

A handwritten signature in black ink that reads "Ernest A. Logan".

Ernest A. Logan
Council of Supervisors and Administrators



United
Federation
of Teachers

July 2, 2010

52 Broadway
New York, NY 10004
212.777.7500
www.uft.org

Joel I. Klein
Chancellor
Department of Education
52 Chambers Street
New York, New York 10007

Officers:
Michael Mulgrew
President

Michael Mendel
Secretary

Mel Aaronson
Treasurer

Robert Astrowsky
Assistant Secretary

Mona Romain
Assistant Treasurer

Vice Presidents:

Karen Alford

Carmen Alvarez

Leo Casey

Richard Farkas

Aminda Gentile

Sterling Roberson

Dear Chancellor Klein:

Thank you for sharing your plans to submit an application to the U.S. Department of Education's Teacher Incentive Fund (TIF) Evaluation competition. The United Federation of Teachers (UFT) is constantly striving to ensure high-quality educational opportunities for all New York City public school students. We look forward to bargaining with you to address the most high-need schools in the City in ways that will support teachers as they work hard to help all students achieve their potential. We know that an effective teacher in every classroom is an important step to meet that goal.

The UFT will continue the conversation we have begun with the NYC Department of Education with the goal of pursuing TIF funds in order to enhance teacher professionalism and expand our recently negotiated teacher career ladder to more high-need schools in New York City. Should the grant be awarded to the New York City DOE, we anticipate negotiating with you throughout the planning year to develop the required elements of the grant and to its subsequent implementation.

Sincerely,

A solid black rectangular box redacting the signature of Michael Mulgrew.

Michael Mulgrew





THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

July 2, 2010

Chancellor Joel Klein
New York City Department of Education
52 Chambers Street
New York, NY 10007

Dear Chancellor Klein:

On behalf of the New York State Department of Education, I am writing to express my support for the New York City Department of Education's application to the Federal Teacher Incentive Fund (TIF) Evaluation competition. I am familiar with your plans and believe they will advance the Board of Regents' goal of ensuring high-quality educational opportunities for all students in the City and State. As you know, New York State is also submitting a TIF application; I am confident that our efforts are complementary and offer creative approaches to deploying and compensating our teachers and school leaders in a way that will contribute to improvements in student achievement.

As Commissioner, I am committed to working with and gaining the support of teachers, principals, and other personnel in the schools to be served by the TIF grant as well as our teacher and principal unions over the course of the planning year.

If New York State is awarded a TIF grant, we will work with you to implement all of its requirements and obligations. Thank you for all the New York City Department of Education does for public school students in the City.

With best wishes,


David M. Steiner
Commissioner



**Department of
Education**

Joel I. Klein
Chancellor

Joanna Cannon
Deputy Executive Director
Research and Policy
Support Group

52 Chambers Street
Room 309
New York, NY 10007

1(212) 374-5908 fax

July 2, 2010

To Whom It May Concern:

The NYC DOE's Research and Policy Support Group (RPSG) is responsible for providing DOE senior leadership with timely, high-quality research and analytics to inform policy decision-making. To this end, the RPSG is the primary source of research and data analysis for the NYC DOE and serves as the central point of contact for external researchers and evaluators.

We have reviewed the requirements for the Teacher Incentive Fund program and evaluation.

We have been involved in all aspects of the NYC DOE's current teacher bonus program, and many others like it, involving groups of treatment and control schools and associated research design/ sampling, data collection, and analysis.

We are confident that we will be able to identify at least eight pairs of schools from the list of 75 high-need schools serving grades 3-8.

We hope that the DOE is successful in its application for funding.

Sincerely,

Joanna Cannon, Ph.D.
Deputy Executive Director
Research and Policy Support Group

Project Narrative

Other Attachments

Attachment 1:

Title: **Indirect Cost Rate Agreement, Resumes, and Organization Chart** Pages: **25** Uploaded File: **Other Attachments.pdf**

INDIRECT COST RATE AGREEMENT



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

FISCAL MANAGEMENT
88 Washington Avenue
Room 410 EB
Albany, NY 12234
(518-474-7751)

April 27, 2009

Chief Administrative Officer
New York City Department of Education
52 Chambers Street
New York, New York 10007

Dear Chief Administrative Officer:

The State Education Department calculated indirect cost rates for local agencies for the 2009-2010 program year in accordance with the regulations found in United States Education Department General Administrative Regulations (EDGAR) 34 CFR parts 75.560-75.564 and 76.560-76.569, United States Department of Education guidance. The methodology was reviewed and formally approved by the US Department of Education (USDOE) Indirect Cost Group.

This approved methodology included the following exception for NYCDOE:

- Net city government chargeback may be included as an indirect cost. The net city government chargeback was calculated as using total city government chargeback reported on the ST-3 less board percentage of repair and maintenance and estimated building use charge. Detail of this item is shown in Attachment A.

Your rates were calculated with data submitted by your agency on its ST-3 Annual Financial Report for Fiscal Year Ending June 30, 2008. The final 2009-2010 rates for your agency are:

| | |
|-------------------|-------|
| Restricted Rate | 3.2% |
| Unrestricted Rate | 11.8% |

Federal regulations require the use of restricted indirect cost rates for grant programs that prohibit supplanting. Consistent with Department policy, the restricted rates will be used for all categorical grant programs allowing indirect costs. Program specific requirements may further limit indirect cost recovery. The unrestricted rate is used for school food service programs and certain direct funded Federal programs.

The maximum dollar amount of indirect costs allowable under a grant can be determined by multiplying the restricted indirect cost rate by the modified total direct cost base (MTDC) of the grant. MTDC is computed as total direct costs less equipment, alterations and renovations, the portion of each subcontract exceeding [REDACTED] and any flow through funds.

Costs considered to be indirect for purposes of calculating your restricted rate are limited to the following ST-3 account codes:

- A1310 Business Administrator
- A1325 Treasurer
- A1420 Legal
- A1460 Records Management
- A1670 Central Printing & Mailing
- A1620 Pro rata share of Operation of Plant
- A1621 Pro rata share of Maintenance of Plant
- A5530 Pro rata share of Garage Building
- A1380 Adjusted - Net City Government Chargeback
- A1320 Auditing
- A1345 Purchasing
- A1430 Personnel
- A1660 Central Storeroom
- A1680 Central Data Processing

Types of costs that are not treated as indirect in calculating your rate may be allowable direct charges in grant programs, subject to the approval of New York State Education Department program managers. To be approvable, such costs must be:

- Allowable per program specific regulation and policy
- Reasonable and necessary
- Allocable. Grantees must maintain documentation or methodologies that demonstrate that the costs were incurred for grant purposes.
- Supplementary. Costs are considered to supplement and not supplant local effort, if such costs would not be incurred in the absence of the grant funds.

We will continue to work with Carl Schneider and other individuals from your agency to address any additional questions or issues of concern related to indirect costs.

Sincerely,



Michael DiVirgilio
Director of Financial Administration

Attachment

cc: M. Alterman
S. David
C. Schneider
M. Walters
M. Zollo



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

FISCAL MANAGEMENT
89 Washington Avenue
Room 410 EB
Albany, NY 12234
(518-474-7751)

May 2010

Chief Administrative Officer
New York City Department of Education
52 Chambers Street
New York, New York 10007

Dear Chief Administrative Officer:

The State Education Department calculated indirect cost rates for local agencies for the 2010-2011 program year in accordance with the regulations found in United States Education Department General Administrative Regulations (EDGAR) 34 CFR parts 75.560-75.564 and 76.560-76.569, United States Department of Education guidance. The methodology was reviewed and formally approved by the US Department of Education (USDOE) Indirect Cost Group.

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Your rates were calculated with data submitted by your agency on its ST-3 Annual Financial Report for Fiscal Year Ending June 30, 2009. The final 2010-2011 rates for your agency are:

| | |
|-------------------|-------|
| Restricted Rate | 3.3% |
| Unrestricted Rate | 12.1% |

Federal regulations require the use of restricted indirect cost rates for grant programs that prohibit supplanting. Consistent with Department policy, the restricted rates will be used for all categorical grant programs allowing indirect costs. Program specific requirements may further limit indirect cost recovery. The unrestricted rate is used for school food service programs and certain direct funded Federal programs.

The maximum dollar amount of indirect costs allowable under a grant can be determined by multiplying the restricted indirect cost rate by the modified total direct cost base (MTDC) of the grant. MTDC is computed as total direct costs less equipment, alterations and renovations, the portion of each subcontract exceeding [REDACTED] and any flow through funds.

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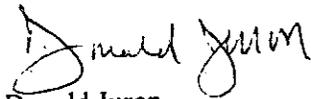
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- A1325 Treasurer
- A1420 Legal
- A1460 Records Management
- A1670 Central Printing & Mailing
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- Allowable per program specific regulation and policy
- Reasonable and necessary
- Allocable. Grantees must maintain documentation or methodologies that demonstrate that the costs were incurred for grant purposes.
- Supplementary. Costs are considered to supplement and not supplant local effort, if such costs would not be incurred in the absence of the grant funds.

We will continue to work with Marc Alterman and other individuals from your agency to address any additional questions or issues of concern related to indirect costs.

Sincerely,



Donald Juron
Director of Financial Administration

Attachment

cc: M. Alterman
S. David
M. Walters
M. Zollo

RÉSUMÉS OF KEY PERSONNEL

VICKI BERNSTEIN



EXPERIENCE

1996 -
Present

NEW YORK CITY DEPARTMENT OF EDUCATION

New York, NY

Executive Director, Teacher Recruitment and Quality

- Manage all teacher recruitment initiatives for the outreach, sourcing and screening of high quality candidates to fill 2,500 – 7,500 vacancies annually.
- Design and implement teacher portfolio efforts – including programs, incentives, policies, resource allocations, technical assistance and support – to ensure the optimal staffing of all 76,000 teachers across 1,500 schools with a focus on ensuring the highest need children and schools have access to the highest quality educators.
- Oversee the design, implementation and continuous improvement of new candidate screening criteria, process and technological systems to optimize the selection of high potential teacher candidates for all 1,500 schools.
- Supervise team of 50 employees and consultants and manage \$50 million annual budget.

Director, Alternative Certification / Deputy Executive Director, Division of Human Resources

- Directed programs to provide an alternative route to teacher certification including candidate recruitment, selection, placement, training, support and Master's coursework. Programs recruited approximately 2,600 new teachers annually.
- Designed and initiated the innovative New York City Teaching Fellows Program to attract talented professionals into teaching in traditionally difficult to staff subject areas and schools.
- Managed relationships with universities, unions and state education department in all aspects of Teaching Fellows program design and management.
- Oversaw human resources initiatives for the staffing of school principals and assistant principals.
- Supervised staff of 35 employees and consultants and manage \$45 million annual budget.

Special Assistant to the Deputy Chancellor for Operations

- Chief of Staff for the senior operations officer in local education agency serving 1.1 million public school children with a \$10 billion annual budget.
- Coordinated activities of divisions and offices under the jurisdiction of the Deputy Chancellor including facilities, budget, financial operations, human resources, information technology, audit and school safety.
- Directed special projects including \$100 million early grade class size reduction program, low performing school turnaround initiative, summer school expansion planning and the Task Force on Teacher Recruitment, Selection and Retention.
- Served as the Deputy Chancellor's representative in labor negotiations.
- Prepared data analyses, memorandum, policy recommendations and briefings.

1995 -
1996

CITY OF BOSTON PUBLIC FACILITIES DEPARTMENT

Boston, MA

Executive Assistant – Director's Office

- Chief of Staff for the city's community development and capital construction department with 300 employees and annual budget of \$125 million.
- Directed strategic planning for departmental systems and operations including budget development, project selection and review, program design, financial systems, customer service, performance measurement, staffing plan and organizational structure.
- Managed special projects such as initiative to reduce insurance costs for urban homeowners.
- Oversaw human resources functions including labor relations, personnel recruitment and selection, union negotiations, policies and procedures, benefits and grievances.
- Represented the Director and Department with public, other agencies, private contractors and developers, advocacy groups and community and neighborhood organizations.

1994 - **CHELSEA PLANNING AND COMMUNITY DEVELOPMENT DEPARTMENT** **Chelsea, MA**
1995

Senior Project Manager

- Conducted policy analysis and development, devised and implemented comprehensive planning activities and managed special projects including federal and state grant applications.
- Coordinated planning for various city initiatives including the Capital Improvement Program and Community Schools Project.
- Managed all city open space planning and parks improvement projects, police station renovation, fire station disposition and school buildings reuse projects.

1993 - **CONSERVATION SERVICES GROUP** **Boston, MA**
1994

Program Manager – Boston Gas Program, Fall River Conservation Evaluation Project

- Directed high volume conservation program with a weekly average of over 300 completed site visits.
- Supervised office and field staff, budget planning and management, reporting and invoicing.
- Managed design and implementation of evaluation study of municipal water conservation program.
- Wrote, developed and presented proposals for competitive contracts and new business.

1987 - **CITY OF BOSTON PUBLIC FACILITIES DEPARTMENT** **Boston, MA**
1993

Assistant Director – Homeowner Services

- Directed all activities for five home rehabilitation and financing programs with a total annual caseload of over 500 projects.
- Managed annual program budget of \$5.5 million and staff of 21 program, project and construction management personnel.
- Represented department with housing advocacy organizations, lenders and other public agencies.
- Oversaw contracts with six non-profit organizations for minor repair services and homes management counseling.
- Designed and launched HomeWorks, a new \$16 million home improvement program.
- Wrote successful application for \$3.5 million grant for lead paint abatement program.

Senior Project Manger – Homeowners Assistance

- Oversaw five homeowner property rehabilitation programs with an average caseload of 200 projects.
- Supervised staff of seven.
- Developed new programs for Senior Homeowners and Lead Paint Abatement.

Program Manager – Buildable Lots

- Directed program for the development and sale of affordable housing on city-owned vacant sites.
- Supervised staff of nine.

Program Manager – Non-Profits Program, Abutter Lots Program

- Oversaw contracts for rehabilitation and sale of properties by non-profit community organizations.
- Designed and administered program to sell small city-owned vacant lots to neighboring property owners.

EDUCATION

1987 **Harvard University, John F. Kennedy School of Government.** Master's in Public Policy.

1985 **University of Pennsylvania, The Wharton School.** Bachelor of Science in Economics.

TERRY G. BOWMAN

WORK EXPERIENCE

New York City Department of Education (DOE)

Senior Director, Labor Policy and Implementation

2007 – Present

Support and help lead formulation of policy objectives and strategies regarding teacher and principal compensation, teacher effectiveness, and other labor and human capital issues; develop and execute operations and implementation plans for initiatives across system of 1400+ schools with 135,000 employees and engage in extensive cross-functional strategizing and execution; perform quantitative analysis and recommend changes to programs; assist in development of goals and maintain focus on meeting them; participate in internal and external communications efforts.

- **Teacher and Principal Bonus Programs:** Primary architect and operations leader for School-wide Performance Bonus Program to provide monetary bonuses to teachers and other staff in 200+ high-need schools; work jointly with DOE's Office of Accountability on issues around measuring student progress; prepare and conduct extensive outreach efforts (working sessions, updates, press releases, etc.) to explain program to both school personnel and the wider public; assist in design and maintenance of data-management system for schools; serve as internal and external point-person for press, questions and evaluation of program; assist in design and oversee operations planning and implementation of principal bonus program providing up to \$25,000 awards to principals based on objective measures of student academic progress.
- **Low-performing Teachers and Support:** Assist with implementation of programs to improve or remove tenured teachers who are under-performing; provide support to principals to address under-performing teachers.
- **Teacher Tenure:** Assist in developing more rigorous tenure standards and in implementing tenure process.
- **Liaison to Teachers' and Principals' Unions:** Maintain daily contact with representatives of unions and facilitate numerous requests for intervention and information.

Director, Strategic Response

2003 – 2007

- **Chancellor's Strategic Response Group:** Director of team that investigates, problem-solves and responds directly to inquiries to the Chancellor from parents, students, public officials, school staff and others. Developed and maintained standards of accountability using data, and analyzed and reported on trends to DOE Senior Leadership Team.
- **Office of Public and Community Affairs (OPCA):** Member of management team planning and coordinating outreach to community groups and strategic appearances at school and community events for Chancellor, Mayor and members of the DOE's Senior Leadership Team.
- **Translation and Interpretation Unit:** Created New York City's first T&I Unit to more fully engage the over 40% of parents with children in public schools who speak a language other than English.
- **Office of Family Engagement and Advocacy:** Performed operations work for new office to better connect and advocate on behalf of family members. Developed \$17 million consolidated budget and organizational chart with additional focus on labor and physical space issues.

Goldman, Sachs & Co., New York, NY **Consultant**

2002 – 2003

- Led effort with members of Goldman's Charitable Services Group to determine Goldman's future investment in and involvement with various educational and mentoring initiatives, chiefly Metropolitan Corporate Academy High School in Brooklyn, NY. Served as spokesperson at forums regarding public education, corporate sponsorship and investment and private-public partnerships.

Institute for Student Achievement, Goldman Sachs, NYC Department of Education 1998 – 2002
Metropolitan Corporate Academy (MCA) High School, Brooklyn, New York
Director

- Coordinated and supervised all aspects of joint private (Goldman Sachs), public (NYC Department of Education), and nonprofit (the Institute for Student Achievement) educational venture focused on student performance, mentoring, counseling support, college and career preparation and leadership. Responsible for staffing, budgeting, strategic planning, reporting, accountability and fund-raising. Chair of board of representatives from each sponsoring organization charged with working together to fashion, change, support and implement program elements that served goals of the school and each organization.

Summer Youth Employment Program, Bronx, NY Summer 1998
Director

San Francisco Boys and Girls Home 1989 – 1992
Director, Bay Senior High School
Counselor, Bay Senior High School
Summer Program Coordinator, Camp St. Armstrong, Mendocino County
Group Home Counselor

The John Motley Morehead Foundation, University of North Carolina – Chapel Hill 1985 – 1987
Assistant to the Director

EDUCATION

- **Harvard University**, Harvard Divinity School, Master of Divinity (MDiv) 1995
 Focus on values in public life, leadership and authority, and workplace diversity. Significant study at Kennedy School of Government.
- **University of North Carolina** (Chapel Hill), BA in English and Political Science 1985
 John Motley Morehead Scholar; President of Student Union.

GRADUATE RESEARCH and EMPLOYMENT

- **Team Teacher**, JFK School of Government, Harvard University
 Public Governance and Policy Course, “Group Behavior and the Politics of Diversity” examining workplace diversity, management and accountability issues.
- **Thesis**: “Kid Fears: Leadership, Authority and Diversity at Camp St. Augustine”
- **Harvard Business School – Harvard Divinity School Consulting Project**
- **Coordinator**, Counselors-In-Training, Camp St. Augustine, Boston, MA
- **Coordinator**, Citizens for Bob Massie for Lt. Governor of MA

INTERNSHIPS and TRAINING

- Law Offices of Hill, Farrer and Burrill, Los Angeles, CA Summer 1984
- Pan American World Airways, New York, NY Summer 1983
- Prince George’s County (MD) Police Department Summer 1982
- Outward Bound, Colorado Summer 1981

LAURA A. MAESTAS

EDUCATION

NEW YORK UNIVERSITY SCHOOL OF LAW, NEW YORK, NY 2003-2006

J.D. Degree

HONORS: Dean's Scholarship Recipient
The Association of the Bar of the City of New York – Minority Fellow 2004

ACTIVITIES: Unemployment Action Center, grant-writer for City-wide Board
Latino Law Student Association, Member
Clinics: Community Outreach & Organizing; Community Economic Development; Mediation

KENYON COLLEGE, GAMBIER, OH 1997-2001

B.A. in Political Science & Economics, *magna cum laude*

Cumulative GPA: 3.77

HONORS: National Honor Societies: *Phi Beta Kappa*; *Pi Sigma Alpha* (political science honor society)
High Honors in Political Science
Diamond Storing Memorial Prize – *recognizing the best honors thesis in American Politics*
Student Reader – *selected by faculty to represent Social Sciences at Kenyon Baccalaureate 2001*
Merit List

ACTIVITIES: Latino Scholar – *academic scholarship*
Student Government, Vice President of Student Life
Student Government, President of the First Year Class
Senior Interviewer, Admissions Department
Community Advisor, Residential Life Staff

STUDY ABROAD: Institute of European Studies, Salamanca, Spring 2000

WORK EXPERIENCE

NEW YORK CITY DEPARTMENT OF EDUCATION NEW YORK, NY
Director of Strategy & Innovation, Office of School Leadership FEBRUARY 2010 - PRESENT

Helps to develop the DOE's strategy for attracting, selecting, evaluating, developing, and retaining school leaders. Leads innovation work related to school leaders.

MCKINSEY & COMPANY, INC.

CHICAGO, IL

Engagement Manager

OCTOBER 2006 – FEBRUARY 2010

Managed a team that developed a non-profit that will improve state-level K-12 and higher education systems' capacity to implement their strategic objectives. Managed a team that worked with the senior leadership team of an urban district to create a holistic teacher effectiveness strategy. Managed a team that launched a performance management system in a large urban district's central office. Led a team in developing a tool to evaluate the health and performance of K-12 education systems around the world.

SKADDEN, ARPS, SLATE, MEAGHER & FLOM, LLP NEW YORK, NY

Summer Associate

SUMMER 2005

Researched legal issues and prepared written briefs on findings. Reviewed transaction contracts for accuracy and internal consistency. Advised a pro-bono client on obtaining 501(c)(3) status; researched and drafted necessary forms.

THE NEW YORK CITY LAW DEPARTMENT NEW YORK, NY

Summer Honors Program, City Bar Minority Fellow

SUMMER 2004

Researched legal issues and prepared written briefs on findings. Drafted contract amendments and contracts of sale.

MCKINSEY & COMPANY, INC.

Business Analyst

CHICAGO, IL
AUGUST 2001 - JULY 2003

Led a large client team in revamping the recruiting strategy of one of the largest U.S. public school systems. Ran a small non-profit while re-developing its core business plan. Managed a large client team to create a cost-reduction strategy.

ADDITIONAL INFORMATION

Admitted to the New York bar. Skilled in Microsoft Office applications (i.e., Word, Excel, PowerPoint, Access). Enjoy cooking, reading.

Kirsten Busch Johnson

Education

Teachers College, Columbia University New York, New York

Master of Arts (MA), International Education Development, 2006. Concentration in International Humanitarian Issues.

- 4.0/4.0 GPA; Masters Thesis on the Reconstruction of Afghanistan Education Sector, 2003-2006.
- Published: Busch, J. (2005). Turkey's emergency education response to Iraqi refugees and Kurdish returnees: Politics and provisions. Education in Emergencies and Post-Conflict Situations: Problems, Responses, and Possibilities, Volume 2. Society for International Education, Teachers College, Columbia University.

Yale University, School of Management New Haven, Connecticut

Master of Business Administration (MBA), 1999. Concentration in Strategy.

- Distinctions (Top 5% of class) in *Designing & Managing Organizations* and *Leadership and Teams*.
- *President* of Entrepreneurship Club; 2nd Place, Connecticut Venture Group Business Plan Competition.

University of Virginia Charlottesville, Virginia

Bachelor of Arts (BA), English Language and Literature. Pre-Med, 1990-93. Sociology Minor, 1994.

- *Vice President*, Street Academics Organization; *Multicultural Awareness Facilitator*.
- Spanish language study abroad program, **Universidad de St. Louis**. Madrid, Spain, 1993.

Experience

NYC Department of Education New York, New York

Executive Director, Teacher Effectiveness 2010-Present

Oversee teacher tenure, teacher evaluation, and teacher development initiatives, policies, and reporting

- Developing differentiated performance evaluation system with multiple measures of teacher effectiveness.
- Manage tenure reporting, policy, and implementation processes.
- Lead team of 20+ staff supporting teacher effectiveness initiatives across the organization.

Chief of Staff, Division of School Support 2009-2010

Managed divisional coordination for 2000 staff/\$183MM operation

- Provided operational and strategic leadership for Chief Schools Officer and divisional leadership team.
- Oversaw performance management, strategic planning, private funding, and press for division.

Teach For America New York, New York 2006- 2009

Vice President, Learning & Development

Led learning & development function for the organization, supporting 1200 staff members in 31 locations

- Created organization-wide Onboarding program for all new hires; average evaluation 93/100 point scale.
- Designed Manager and Leadership Development Programs; average evaluation 95/100 point scale.
- Managed rollout of organization's talent management system; led training in use of new system.

Teachers College, Columbia University New York, New York 2002- 2006

Executive Director, the Cahn Fellows Program for Distinguished New York City Principals

Created and managed 15 month leadership development and mentoring programs for school principals

- Cultivated board members, faculty, and donors to support the program. Raised \$2.5MM.
- Crafted vision and design for leadership development curricula; average evaluation: 4.9/5.0 scale.

The World Bank Group, Human Development Network Washington D.C. 2001-2002

Management Consultant, Latin American and Caribbean Region

Rural Education and Social Entrepreneurship – Nicaragua

Led multiple aspects of primary education reform project on behalf of the World Bank Group

- Led six missions to Nicaragua to carry out school and community-based assessments in Spanish.
- Developed efficiency frontier of school spending and student achievement through analysis and identification of performance-based indicators to gauge progress of autonomous schools.
- Wrote Bank policy dialogue on educational strategy for presentation to Nicaragua's president.

Information Technology and Teacher Training – Jamaica

Responsible for distance education component of US\$65 million reform project with Ministry of Education

- Devised strategy to utilize technology in delivery of teacher training program.
- Conducted cost-benefit analysis of instructional media to determine optimal mix.
- Organized and led series of consensus building activities with education, government and business stakeholders to finalize target group and technology components for training.

marchFIRST (legacy Mitchell Madison Group) London, United Kingdom

1999–2001

Senior Associate, Management Consulting Practice

U.K. Internet Start-Up (payment system) – Strategy Development and Implementation

Formulated and executed the strategy for an Internet venture to market and sell product

- Managed client sales and marketing staff of 20, overseeing five-country product rollout.
- Led business development aspect of project, including development of economic model, branding strategy creation, and launch of customer and partner acquisition strategies.
- Collaborated with investment bank in writing of offering memorandum and supported the CEO in private placement round, which resulted in funding of £25 million.

Private Equity Division of a Global Investment Bank – Strategic Due Diligence

Conducted due diligence assessment to evaluate company's attractiveness as an acquisition target

- Conducted competitor-benchmarking exercise including review of ISP and portal pricing strategies, service offerings, and growth strategies. Assessed regulatory developments.
- Performed comparable deal analysis and valuation.

U.S. Internet Start-Up (verification/authentication technology) – Strategy Development

Developed business strategy and implementation plan to bring new technology to market

- Developed economic models to evaluate relative attractiveness of customer segments.
- Conducted customer segmentation analyses and competitor benchmarking exercise to identify features and functionality for the product that would appeal to selected target segments.
- Developed execution approaches for business including marketing and distribution strategies.

Microsoft Corporation, Latin American Headquarters Ft. Lauderdale, Florida

Summer 1998

Summer Associate, Education and Emerging Markets Groups

- Negotiated partnerships with telecommunications and media conglomerates, government entities, Internet service providers, and OEMs in 4 countries, resulting in investments of \$2+MM.
- Organized technology training program for Latin American governments to train over 450,000 teachers.

Fairfax County Public Schools Alexandria, Virginia

1996-1997

English Teacher, Grade 7, Walt Whitman Middle School

- Taught 150 students fundamentals of English language and literature.
- Increased student achievement levels by 70% through development of extended day program.

Teach For America Corps Member/Oakland Unified School District Oakland, California 1994-1996

Selected as one of 400 out of 2500 applicants to join a national service corps of teachers committed to teaching for two years in under-resourced communities and becoming lifelong advocates for educational equity.

- Served as a Bilingual Spanish/English Special Education Teacher & Resource Specialist, Grades K-6.
- Chaired Student Consultation Team; Served on School Leadership Team (Elected Positions).
- Realized 200% increase in student achievement levels over 10 months by redesigning curriculum.

Additional Skills & Experiences

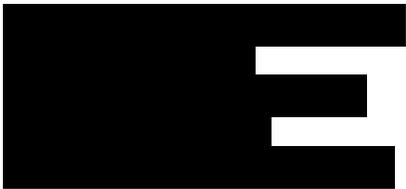
- Board Member, Institute for Integrated International Policy.
- Proficient Spanish. Basic French.
- Policy Advisor to New York City Council's Education Committee, 2002.
- Certificate Course in Conflict Analysis, United States Institute of Peace, 2008.

TRACY BRESLIN

Experience

- 2008-Present **NEW YORK CITY DEPARTMENT OF EDUCATION** **New York, NY**
2009-Present **Executive Director, Office of School Leadership**
Lead talent management initiatives for 1,600 principals & 3,500 assistant principals in nation's largest school system.
- *Talent Management:* Manage team's development of incentive programs, tenure guidelines, & evaluation systems.
 - *Selection:* Redesign competency-based principal selection process to increase efficiency and effectiveness.
 - *Learning Management System:* Leverage technology to differentiate professional development and track system-wide learning needs. Manage team to design 15 online courses and 5 assessments aligned to competencies.
 - *Team Leadership:* Lead team of 16. Redesigned and hired 7 positions. Manage \$20M budget.
- 2008-2009 **Director of School Leadership Development / Broad Resident**
Coordinated programs to train and support aspiring and current school leaders for the system's 1,600 schools.
- *Competency Development:* Led development of research-based School Leadership Competencies to serve as a foundation for system-wide talent management practices. Engaged principals, senior leaders, and union in process.
 - *Vendor Management:* Managed over 25 leadership development partners, including alternative pathway and higher education programs. Led Request for Proposal process to select 5-year, \$50M leadership partner.
 - *Program Design:* Launched innovative on-the-job development program for 28 aspiring leaders and 78 in Year 2.
- 2004-2007 **NEW LEADERS FOR NEW SCHOOLS** **New York, NY**
2005-2007 **National Director of Recruitment and Admissions**
Led organization-wide strategies to attract and select individuals to become urban public school principals in 9 sites.
- *Recruitment and Marketing:* Increased organizational visibility leading to 45% annual increase in applicants.
 - *Admissions Design and Implementation:* Managed teams to process nearly 3000 applications for 206 slots (7% selection rate). Trained 152 evaluators in 3-stage admissions process. Developed criteria, rubrics, and tools to promote consistency and selectivity. Analyzed data to redesign process and improve efficiency and effectiveness.
 - *Management:* Restructured department into two teams. Expanded from 4 to 10 members. Managed \$1M budget.
- 2004-2005 **National Director of Strategy and Development**
Led fund development, organizational strategy, and identification of talent to support organization's expansion.
- *Fundraising:* Raised and managed \$25.6M in new funding from Gates and Dell Foundations, US DOE, and others.
 - *Strategy:* Engaged senior managers and Board of Directors in strategic planning for long-term service initiatives.
- 1999-2002 **PARENTS UNITED FOR CHILD CARE** **Boston, MA**
Project Associate, Boston School Age Child Care Project
Established professional development system for child care. Provided training to youth development program staff.
- *Leadership:* Co-chaired statewide taskforce to identify core competencies for school-age child care providers.
 - *Project Management:* Administered college training certificate for 24 educators. Designed expansion to 3 sites.
 - *Training Facilitation:* Developed leadership and management institute and materials for 15 program directors.
 - *Grant-Making:* Assessed financial viability of grant proposals and awarded over \$150K to programs.
- 1998-1999 **AMERICORPS*VISTA (VOLUNTEERS IN SERVICE TO AMERICA)** **Boston, MA**
Literacy Coordinator at Parents United for Child Care, ReadBoston, and Bird Street Community Center
Dedicated year of service to developing and implementing innovative after-school literacy programming.
- *Program Development:* Created and facilitated sustainable literacy initiatives for 151 inner-city students.
 - *Supervision:* Trained and supervised 18 volunteers in tutoring program serving 31 students with reading delays.
- 1997-1998 **ITHACA CITY SCHOOL DISTRICT & CORNELL EARLY CHILDHOOD PROGRAM** **Ithaca, NY**
Senior Analyst and PreKindergarten Advisory Board Member (appointed by superintendent)
Collaborated in creation of district-wide early education program for all four-year-olds. Analyzed state initiative.
- *Analysis:* Analyzed 63 district plans for Universal PreKindergarten. Assessed family needs and service gaps.
 - *Strategy and Research:* Recommended and published program delivery strategies to districts and state officials.
- Education**
- 2002-2004 **HARVARD BUSINESS SCHOOL** **Boston, MA**
Master in Business Administration degree, June 2004. Graduated with Distinction (top 10% of class).
- Awarded Student Association MBA Award for outstanding leadership and service (5 of 900 graduates) and \$5,000 Goldsmith Fellowship for leadership in nonprofit sector. Elected Co-President of Social Enterprise Club.
- 1994-1998 **CORNELL UNIVERSITY** **Ithaca, NY**
Bachelor of Science in Human Development and Family Studies. Awarded Cornell National Scholar for leadership.
- Studied abroad in Gothenburg, Sweden – Analyzed education and family policies in Sweden and United States.
 - Led outdoor education courses and teambuilding workshops. Student-taught and tutored in preK-8 schools.

AMY B. McINTOSH



Career Highlights:

- **Over five years in senior staff of New York City’s Department of Education helping shape aggressive and successful reforms for the largest US public school system.**
- **Senior-level general management experience in information, telecommunication and financial service businesses, with special expertise in strategic marketing, product development and management, and brand management.**
 - Regularly achieved planned P&L results in businesses with up to \$10 billion in revenue with direct expenses of up to \$200MM.
 - Led diverse teams of up to 250 people, attracting and motivating talent required to achieve results.
 - Created innovative strategic business plans and integrated marketing/communications/public-relations strategies aimed at business and consumer customers.
 - Experience with brand building and all business and consumer marketing channels including in-person sales, internet marketing, print and TV advertising, direct mail, and telemarketing.
 - Launched new products and turned around declining business units with creative ideas, financial insight and disciplined leadership.

Positions Held:

NYC DEPARTMENT OF EDUCATION

NEW YORK, N.Y.
10/04-present

Chief of Talent and New Initiatives

1/07-present

Lead strategy and new initiatives to recruit, develop and retain effective teachers and principals for NYC public school system. Launched first “value-added” reports for schools quantifying teacher impact on student learning; strengthened quality of teacher recruiting; tightened approach to awarding teacher tenure; reformed principal selection process, implemented Gates-funded teacher effectiveness research project with 700 teachers. Current priorities include instituting new teacher evaluation and development processes; addressing talent needs of lowest performing schools; establishing appropriate incentives to address talent distribution and retention. Also oversee product development of complex systems required by DOE-wide strategic priorities including adult and student online learning systems, student achievement reporting systems, online web portal capabilities.

Executive Director; NYC Partnership for Teacher Excellence 1/06-1/07
Fund for Public Schools

Started and led initiative with NYU, CUNY and the DOE to develop an innovative new model for pre-service math and science teacher education.

Deputy Chief of Staff to the Chancellor 7/05 to 1/06

Coordinated strategy and implementation of cross-functional reform initiatives and directed issue management for the Office of the Chancellor.

Autonomy Zone project 10/04-7/05

Led Gates-funded project as consultant to pilot a new school management model providing principals with increased decision-making authority in return for strict quantitative accountabilities. Model has since been adopted system-wide.

D&B (DUN AND BRADSTREET) SHORT HILLS, N.J.
Senior Vice President/Officer 6/2002-7/2004

Led revenue turnaround of \$580MM risk management business unit, D&B's largest, through new pricing approach, web-based marketing and expansion of sales force. Also implemented growth plans and reshaped selling propositions to drive double-digit revenue growth in two other information product lines. Reported to COO, and led over 150 people with direct budget of \$40MM.

ZAGAT SURVEY NEW YORK
Chief Executive Officer 10/2000-2/2002

CEO of privately-held restaurant and leisure guide company with venture investment from General Atlantic Partners and Kleiner Perkins. Refocused business strategy on profitable publishing business after dot-com excesses. Created new revenue streams by leveraging content across print, web, and wireless platforms.

VERIZON (Bell Atlantic/NYNEX) NEW YORK
President/general manager, DSL and 1995-2000
Internet Service Provider businesses 11/1998-9/2000

Launched Bell Atlantic's consumer/small business DSL business in 1999 and built sales to over 1000 new lines installed daily by the GTE merger. Integrated GTE and Bell Atlantic's DSL and internet services businesses into 2nd largest US DSL provider with over \$200 MM in annual revenue.

Vice President-Consumer Marketing/Bell Atlantic/NYNEX 9/1995-11/1998

Responsible for generating \$10B in annual Bell Atlantic revenue with over \$200MM in marketing/advertising expenses and staff of 230. Launched over a dozen new products/packages since joining NYNEX and led three major sales promotional campaigns. Overhauled corporate website to permit on-line ordering of BA services.

AMERICAN EXPRESS COMPANY NEW YORK
Senior Vice President-Marketing 1984-1995
1/1994-8/1995

Consumer Card Group

Responsible for consumer customer loyalty strategies and product development to grow the Personal, Gold and Platinum Charge Card businesses. Reduced attrition and grew spending among highest spending segments of customer base with new services and loyalty incentives. Managed staff of 36 and budget of over \$35 million.

**Vice President-Marketing
Travelers Cheque Group**

11/91-1/94

Senior marketer for \$25 billion worldwide product line. Responsible for all TV and print advertising, public relations, in-bank sales promotions to consumers and bank staff, and sales force support. Developed and launched Cheques for Two, the first travelers cheque that two people can use, which reached \$1 billion in sales in first year. Managed staff of 50 and marketing budget of \$25 million.

Other American Express Highlights:

8/84-11/91

- Three years of service operations experience in corporate card and travel agency operating centers from 3/88 to 11/91.
- Named Vice President Marketing, Small Business Corporate Card, in 1987, managing staff of 18 and marketing budget of \$25MM following several promotions since joining the company in 1984.

**BAIN AND COMPANY
Research Analyst**

**BOSTON, MA
1980-1982**

Data analysis, market surveys, cost allocation projects and other support for strategic management consulting engagements with major corporate clients. Diverse industry experience included pharmaceuticals, computer services, textiles and trucking.

Education:

1984 **HARVARD GRADUATE SCHOOL OF BUSINESS ADMINISTRATION** **BOSTON, MA**

MBA, with distinction. Coursework focused on strategic marketing. Led fundraising for Non-profit Management Fellowship. Treasurer, Women's Students Association.

1980 **HARVARD COLLEGE** **CAMBRIDGE, MA**

Bachelor of Arts degree in economics, cum laude. Four-year intensive writing/editing commitment to *The Harvard Crimson* ending as Associate Managing Editor.

Boards/Affiliations:

Playwrights Horizons. Board member, January 2006-present

Not-for-profit off-Broadway theater dedicated to American playwrights and musical theater artists.

NYC Board, Teach for America, 1997-2004. Chair of Board, 1997-2001.

McIntosh Resume Page 4

Increased annual financial support for TFA/NYC from \$500K in 1997 to over \$4MM in 2003. Organization recruits, trains and places outstanding college graduates to be teachers in underserved public schools. Continue as active volunteer and supporter.

SANDEEP CHELLANI

Motivated professional with a tier 1 MBA and extensive professional experience in developing product solutions

SUMMARY OF QUALIFICATIONS

A challenge-driven product professional with an outstanding record of defining then leading product initiatives from conception thru post-launch. A strategic thinker with a strong understanding of technologies and application development. A proven track record of supervising teams, managing external providers, and leading cross functional initiatives to meet customer objectives. Effective and proactive project manager with excellent interpersonal skills. Tenacious problem solver who performs well under pressure.

Core expertise include

| | | |
|------------------------|-------------------------------|---------------------|
| Product Development | Product Life Cycle Management | Product Integration |
| Requirements Gathering | Product Distribution | Partner Management |
| RFP Development | Project Management | Product Design |

PROFESSIONAL EXPERIENCE

NEW YORK CITY DEPT OF EDUCATION, New York, NY

10/2009 – Present

The New York City Department of Education comprises approximately 1,500 schools, 1.1 million students and 90,000 part- and full-time teachers.

Executive Director Product Development

- Collaborate with cross-functional stakeholders to create and implement multi-generational product plans for products within the innovation portfolio.
- Develop and monitor product development budget and project plans.
- Facilitate contracting process including RFP development and vendor selection.
- Manage vendor relations and vendor deliverables.
- Drive new product development methods within the innovation portfolio to ensure alignment with existing system requirements and leverage of existing platforms.
- Build forward looking infrastructure requirements and standardize key data and application definitions.
- Collaborate with Division of Instructional and Information Technology to drive standardization on technology platforms across new products.
- Support engineering team in the identification and implementation of cost effective technology alternatives to resolve field issues.
- Manage and mentor project managers in order to develop talent from product planning through design and implementation phases.
- Conceive and execute project launch/dissemination into market in conjunction with executive sponsor; ensure product effectively moves into operating unit following launch.

SYNACOR INC, Buffalo, NY

11/2004 – 10/2009

A leading provider of turn key product solutions to companies such as Charter Communications, Virgin Media and Time Warner Cable, enabling clients to expand customer engagement online with products currently reaching eight million monthly visitors and 20 million US households

Product Director (Feb 2006-Present)

- Oversee product development and distribution for a portfolio of internal and external properties including a education service developed in partnership with MyNoggin, Encyclopedia Britannica and Dorling Kingsley
- Supervise team of product and project managers as well as partner with key stakeholders to define, manage, and execute on product development initiatives

- Responsible for the development of project budgets, detailed plans, requirement documents and distribution strategy; Define and monitor key metrics to measure product and project success
- Conduct market research, solicit client/consumer feedback, and monitor product metrics/trends to develop and optimize product roadmap and strategy
- Develop RFPs and participate in vendor selection; responsible for ongoing management of over 30 vendor relationships
- Oversee operational and infrastructure needs which include developing work flow processes, participating in technology requirements definition, and coordinating client support

Product Manager (Nov 2004- Feb 2006)

- Responsible for product planning and execution throughout the product lifecycle, including: gathering and prioritizing product requirements, maintaining and ensuring that development efforts follow product vision, and working closely with engineering, sales, marketing, and support to ensure revenue and customer satisfaction goals are met
- Developed detailed product documentation including functional requirements, use cases, user flows, wire-frames for web applications, and integrated software products that define capabilities across multiple, client branded experiences; deliver PRDs with prioritized features and corresponding justification
- Oversaw projects through development lifecycle and manage post-release product maintenance activities including defects, client enhancement requests, and version releases
- Worked with external third parties to assess partnerships and licensing opportunities
- Developed supporting documentation to support release, marketing, and sales efforts; Perform product demos and presentations to customers

MTV NETWORKS, New York, NY

9/1999 – 7/2004

Technical Manager for a leading international media company comprised of multiple television and Internet properties, reaching millions of individuals with diverse interests.

- Responsible for backend development and management of web applications for high traffic properties including nick.com, noggin.com, mtv.com and vh1.com
- Managed the day-to-day quality and coverage of data and systems
- Responsible for providing analytic and reporting support enabling stakeholders to measure and make proactive recommendations that drive the key business decisions
- Worked to improve department processes and prepared documentation on processes as required
- Managed complex team projects: conducted project kick-off meetings, communicated project status, obtained sign-off/authority, produced project documentation and conducted project planning activities
- Oversaw and ensured the overall quality of the system architecture design, implementation, testing and deployment

COVANCE INC., Princeton, NJ

6/1998 – 9/1999

Technical Analyst for large drug development services companies with revenues exceeding \$1.7 billion and with 8,000 employees worldwide.

- Contributed to the development, implementation and management of interactive voice response systems to store and evaluate data from clinical trials of new medications/treatments
- Installed and configured software; performed testing and code modification
- Tested and implemented new technologies, resulting in efficiency boosts
- Identified and resolved documentation and record tracking issues
- Standardized and implemented operating procedures and methods to conduct daily activity effectively

EDUCATION

STERN SCHOOL OF BUSINESS, NEW YORK UNIVERSITY, New York, NY

Masters in Business Administration 8/2004

Majors: Marketing and Management - Focus on Digital Economy - GPA 3.56/4.0

Received Stern School Service Award

RIDER UNIVERSITY, Lawrenceville, NJ

Bachelor of Science 5/1998

Major: Computer Systems - Graduated Magna Cum Laude - GPA: 3.7/4.0

Earned Rider University *President's Award*, highest award granted to a graduating senior

Dale Carnegie Leadership Training

Franklin Covey Training Course on Effectiveness

| |
|-------------------|
| KEY SKILLS |
|-------------------|

- Strong experience with the software programs PowerPoint, Excel, Access, Word, Visio, Microsoft Project
- Detailed knowledge of the legal and regulatory issues in digital product development, distribution and marketing
- Deep understanding of development technologies, platforms, and operational requirements
- Experience with and knowledge of the online education product landscape

EXPERIENCE

NEW YORK CITY DEPARTMENT OF EDUCATION

2006-present
New York, NY

Project Experience:

Talent Portfolio Analytics

Role: Implementation Lead and Group Manager **2010**

- Working with Talent Office Leadership to form and scope out portfolio analytics functions to drive policy and disruptive innovations. Work includes: Developing goals and strategies for the Talent Analytics team and identifying key decisions points in the talent management cycle

Measures of Effective Teacher Research Project

Role: Implementation Lead **2009-10**

- Led DOE grant application process and launch of the Measures of Effective Teaching projected, funded by the Bill and Melinda Gates Foundation, for \$2.6M for two years.
- Recruited 800 teachers from approximately 85 schools for the study
- Hired and trained staff. Successfully transitioned day to day implementation to project manager

Teacher Data Initiative

Role: Implementation Lead and Project Manager **2007-present**

- Managed an interdepartmental team and outside vendors on all aspects of developing teacher value-added reports in the pilot and in the roll-out to 12,000 elementary and middle school teachers
- Co-developed and co-facilitated training sessions for a 'train the trainer' model that provided training and support for over 1,000 principals. Trained and oversaw help desk supporting to principals in understanding value-added reports
- Led team in designing value-added reports. Ran focus groups of teachers and principals to improve report design
- Supervised the creation of web-based toolkits that provided additional training for teacher and principals in how to interpret and use the Teacher Data Report
- Created work plans and managed budgets to ensure a successful roll-out of the Teacher Data Reports
- Led grant application process and received grant for \$500K from Carnegie Corporation to conduct R&D into developing teacher data measures using other kinds of student assessments (Regents, early-childhood, science/social studies state tests, periodic assessments).
- Developed a project plan and set benchmarks and priorities to ensure timely deliverables to internal and external stakeholders

Partnership for Teacher Excellence

Roles: Deputy Director & Program Manager **2006-2008**

- Collaborated with DOE staff, CUNY and NYU in developing innovative teacher education programs responsive to DOE needs to recruit, develop and retain excellent teachers in the shortage areas of math and science
- Developed a framework for internally assessing the work of the partnership in collaboration with CUNY and NYU faculty; lead cross-functional teams from CUNY, NYU and the DOE in developing evaluation instruments and implementing evaluation activities
- Ran the process of providing small grants to 40+ DOE schools to support their work with CUNY and NYU in training teachers
- Maintained budgets accounting for \$15 million in grant funding; facilitated conversations about how to revise spending plans to maximize the impact of grant dollars; prepared presentations for the Partnership Board

BOSTON CONSULTING GROUP

New York, NY
2004-2006

Strategic Consultant to Fortune 200 Companies

- Developed philanthropic pediatric HIV/AIDS treatment strategy for large pharmaceutical company
- Facilitated the implementation of an outsourcing strategy that will save the client \$250 million per year; Evaluated potential sites, organized and ran weekly meetings, conducted and analyzed employee morale surveys
- Quantified global distribution costs for a Fortune 100 financial services firm; Identifying best practices and areas for efficiency improvements throughout the supply chain; Evaluated potential vendors

PSI (POPULATION SERVICES INTERNATIONAL)

Moscow, Russia
Summer 2004

Independent Consultant to Leading Social Marketing Nonprofit

- Analyzed the attitudes and behaviors of groups at high risk of contracting HIV, assessed the risk level of each group, and recommended group specific HIV prevention strategies for PSI

COMMON GOOD VENTURES (*Venture Philanthropy Fund*)

Portland, Maine

Summer Associate

Summer 2003

- Assessed and prioritized new venture ideas for Stone Soup Café, a non-profit partner of Common Good Ventures
- Created a launch and implementation strategy for the most viable expansion opportunity, an expansion into the wholesale soup market. Presented the strategy to Stone Soup president and Common Good Ventures

US PEACE CORPS – UKRAINE (*Feodosia State Institute of Finance and Economics*)

Feodosia, Ukraine

Business Education and Development Volunteer

2000- 2002

- Developed and taught international economics course to over 150 university students; Trained over 120 students and businessmen in customer service oriented marketing
- Collaborated with the head of the Business English Department to completely redesign the university's three-year Business English curriculum; co-authored supplemental workbooks; classroom attendance increased by 40%
- Led a team of students and teachers in organizing a two day conference, which provided over 1,000 hours of training to local students and businessmen; Over 95% of participants rated the conference 'outstanding'
- Spoke at conferences throughout Ukraine on topics including: Globalization and Financing Small Business
- Worked with local medical officials, school officials and UNAIDS, to improve AIDS education efforts

DEUTSCHE BANK SECURITIES INC.

New York, NY

Roles: Senior Financial Analyst for Latin American Banking and Financial Analyst

1996-1999

- Developed, analyzed and executed investment opportunities in Latin America for international clients
- Created in-depth valuation models and sensitivity analysis, taking into account both political and currency risk
- Advised US clients on the legal, regulatory, financial and cultural aspects of Latin American acquisitions
- Generated transaction ideas in the utilities sector; Prepared presentations for client meetings
- Executed Corporate Finance mandates

EDUCATION

UNIVERSITY OF CHICAGO

Chicago, IL

Masters of Business Administration

2004

- Dean's List; Co-Chair Emerging Markets Club; Winner of J.P. Morgan Chase Business Ethics Case Competition

UNIVERSITY OF CHICAGO

Chicago, IL

Bachelor of Arts in Economics, with Honors

1996

- Recipient of Rotary Club Scholarship and Community Service Scholarship
- Coached and coordinated woman's intramural basketball and soccer teams; Chaired and organized Earth Day festival

SKILLS / INTERESTS

- Languages: Conversational Russian
- Enjoy long distance running, yoga, traveling on a shoestring, and cooking

ORGANIZATION CHART



Division of Talent, Labor & Innovation

Key TIF Personnel

John White
Deputy Chancellor,
Talent, Labor & Innovation

Larry Becker
CEO, Division of Human
Resources

Amy McIntosh
Chief of
Talent & New Initiatives

Vicki Bernstein
Executive Director,
Teacher Recruitment &
Quality

Kirsten Busch Johnson
Executive Director,
Teacher Effectiveness

Sandeep Chellani
Executive Director,
Product Development

Sandra Tacina
Director, Talent
Analytics

Tracy Breslin
Executive Director,
Office of School
Leadership

Elizabeth Guinan
Chief of Staff,
Talent & New Initiatives

Terry Bowman
Sr. Director,
Teacher Recruitment
& Quality

TIF
Project Manager

Laura Maestas
Director, School Leader
Strategy & Innovation

- Teacher recruitment & selection
- Pipeline development and distribution
- NYC Teaching Fellows
- **TIF oversight: teacher and administrator mgmt**

- Learning management system (LMS) content development
- Teacher tenure policy, process
- Teacher evaluation
- After School Professional Development Program
- NYC Partnership for Teacher Excellence
- Measures of Effective Teaching project (MET)
- **TIF oversight: link to evaluation and development content**

- Product development for district-wide enterprise data systems
- Human capital systems (evaluation, tenure, etc)
- ARIS Learn (adult LMS)
- ARIS Local (school level student data)
- iLearnNYC (virtual schools)
- Community Portal

- Predictive analysis for teacher and school leader workstreams
- Teacher Data Initiative (value-added)

- Principal Candidate Pool
- Principal and assistant principal hiring
- E-learning
- Principal/AP tenure
- **TIF oversight: teacher and administrator mgmt**

- Budget management
- Staffing/hiring, talent development
- Communications
- Special projects

Budget Narrative

Budget Narrative

Attachment 1:

Title: **Budget Narrative** Pages: **19** Uploaded File: **TIF Budget.pdf**

NYCDOE TIF Year 1 - Planning Year Budget

CATEGORY

PERSONNEL

| | | | |
|--|--------------|--------------------|--------------|
| Personnel: The following requested personnel will be hired as an employee of the project. | % FTE | Base Salary | Total |
| Project Manager : A project manager will be hired to oversee the day to day management of the TIF project, including all planning year activities. The Project Manager will work under the supervision of the Project Director (the Executive Director of Teacher Recruitment and Quality) | ██████ | ██████████ | ██████████ |
| Subtotal | | | ██████████ |

FRINGE

| | | | |
|--|--------------------|--------------------|---------------|
| Fringe: The following are the corresponding fringe benefit costs associated with the Project Manager position . | | | |
| Category | Salary Cost | Fringe Rate | Fringe |
| Project Manager | ██████████ | ██████████ | ██████████ |
| Subtotal | | | ██████████ |

TRAVEL

| | | | | | | | |
|---|------------|--------------|--------------|-----------------|--------------------|--------------------------|--------------|
| Travel: Travel expenses include the average airfare of ██████ each, in addition to a hotel room at ██████ night, local transportation of ██████ and per diem of ██████ | Air | Local | Hotel | Per Diem | \$ per Trip | # of Participants | Total |
| Travel for TIF Grantee Meeting: 3 participants, 3 nights per hotel, per diem for 4 days | ██████ | ██████ | ██████ | ██████ | ██████ | ██████ | ██████ |
| Travel for TIF Topical Meeting: 2 participants, 2 nights per hotel, per diem for 3 days | ██████ | ██████ | ██████ | ██████ | ██████ | ██████ | ██████ |
| Subtotal | | | | | | | ██████████ |

EQUIPMENT

| Equipment: Server Hardware to host and maintain the system to support teacher and school leader evaluation and effectiveness systems | | | |
|---|-----------|----------|---------|
| Item | Unit Cost | Quantity | Total |
| Servers | █ ████ | 5 | █ ████ |
| EqualLogic SANs | █ ████ | 1 | █ ████ |
| VMWare Licenses | \$ ████ | 5 | █ ████ |
| VMWare Management Consol | █ ████ | 1 | █ ████ |
| Subtotal | | | \$ ████ |

CONTRACTUAL

| | | | |
|---|---------------------------------------|--|---|
| Contractual: Development of the Performance Management System. | | | |
| Custom build of a performance management system to support the teacher effectiveness initiative and serve as the basis for the proposed performance differentiated compensation plan. This Teacher Performance Management System will support a differentiated development and robust evaluation process for all teachers, principals/APs and their supervisors. In addition it will provide human capital data and analytics to decision makers in schools, networks, central office, and the State to support decisions about talent selection, development and retention and to influence school turnaround and district policy decisions. | Cost Per Week/Tech. Consultant | Total People Weeks to Complete (see attached) | Total Technology Consultant Cost |
| Technology Consultants * | | | |
| Solutions Architect | \$ ████ | | |
| Project Manager | \$ ████ | | |
| Developer | \$ ████ | | |
| Average | \$ ████ | █ ████ | █ ████ |

**Costs are based on current averages paid through contracted vendors. Such projects are bid to several pre-qualified potential consultants to secure the best price and services.*

Contractual: Local Evaluation

| | |
|---|------------|
| Multi-year local evaluation of impact and implementation of the TIF grant by a high quality, external vendor identified and contracted through a local procurement process. | [REDACTED] |
|---|------------|

Subtotal Contractual [REDACTED]

TOTAL DIRECT COSTS

INDIRECT

| | |
|---|------------|
| Indirect Costs: | |
| As per the negotiated indirect cost rate agreement, the NYCDOE charges 3.3% on all direct costs, minus equipment. | [REDACTED] |
| Subtotal Indirect | [REDACTED] |

NYCDOE TIF Year 2 Budget

CATEGORY

PERSONNEL

| <i>Personnel: Differentiated Compensation & Incentives</i> | <i>Award Basis</i> | <i># staff</i> | <i>Amount or Ave. Amount of the Award</i> | <i>Total</i> |
|---|--|----------------|---|--------------------|
| Executive/Turnaround Principal: [REDACTED] annual award to principals selected to lead the turnaround/transofrmation efforts of a low performing school based upon their proven evidence of capacity to drive significant student achievement gains in a high need school and to lead change in a challenging environment. Annual award earned at new assignment based upon evidence of change in school. | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Assistant Executive Principal: [REDACTED] 0 annual award to Assistant Principals selected with Executive Principals to be a key part of the leadership team of efforts to turnaround/transform a low performing school based upon their past performance and evidence of success in leadership role that has led to significant student acheivement gains in a high need school. Annual award earned at new assignment based upon evidence of positive change in school performance. | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Master Teacher: 30% additional salary award to a teacher who has demonstrated evidence of student growth and Highly Effective performance who is specifically selected to this role in a designated high need school to serve as a highly effective teacher and an active developer of other teachers. Annual award requires continued performance as a Highly Effective teacher in the Master Teacher assignment. | 30% addition to base salary, assumes average salary of [REDACTED] 0 and one Master teacher in 65 schools | 65 | [REDACTED] | [REDACTED] |
| Turnaround Teacher: 15% additional salary award to a teacher who has demonstrated evidence of student growth and highly effective performance and who is specifically selected for this role in a designated high need school to serve as a highly effective teacher and a model teacher. Annual award requires continued performance as a Highly Effective teacher in the Turnaround Teacher assignment. | 15% addition to base salary, assumes average salary of [REDACTED] and average of 5 Turnaround Teachers in each of 65 schools | 325 | [REDACTED] | [REDACTED] |
| Subtotal | | | | \$5,932,500 |

| <i>Personnel: Teacher Development</i> | <i>Cost Basis</i> | <i># staff</i> | <i>Amount or Ave. Amount of the Award</i> | <i>Total</i> |
|--|--|----------------|---|--------------|
| Master Teacher: Relief from teaching duties for 20% of time to serve as developer of other teachers through school determined roles which could include, but not be limited to: coaching, mentoring, lesson study, curriculum redesign/development, inquiry, standards work, innovation | 20% of average teacher salary of [REDACTED] or a teacher to cover the Master Teacher's classes | 65 | [REDACTED] | [REDACTED] |
| Subtotal | | | | [REDACTED] |

| <i>Personnel: Project Management:</i> The following requested personnel will be hired as an employee of the project. | <i>% FTE</i> | <i>Base Salary</i> | <i>Total</i> |
|---|--------------|--------------------|--------------|
| Project Manager : A project manager will be hired to oversee the day to day implementation of the program. The Project Manager will work under the supervision of the Project Director (the Executive Director of Teacher Recruitment and Quality) | [REDACTED] | [REDACTED] | [REDACTED] |
| Subtotal | | | [REDACTED] |

Subtotal Personnel [REDACTED]

FRINGE

| <i>Fringe:</i> The following are the corresponding fringe benefit costs associated with the personnel costs. | | | |
|--|--------------------|--------------------|---------------|
| Category | Salary Cost | Fringe Rate | Fringe |
| Executive Principal Performance Compensation | [REDACTED] | [REDACTED] | [REDACTED] |
| Assistant Executive Principal Performance Compensation | [REDACTED] | [REDACTED] | [REDACTED] |
| Master Teacher Performance Compensation | [REDACTED] | [REDACTED] | [REDACTED] |
| Turnaround Teacher Performance Compensation | [REDACTED] | [REDACTED] | [REDACTED] |
| Master Teacher Relief of Teaching for Teacher Development | [REDACTED] | [REDACTED] | [REDACTED] |
| Project Manager | [REDACTED] | [REDACTED] | [REDACTED] |
| Subtotal Fringe Benefits | | | [REDACTED] |

TRAVEL

| <i>Travel:</i> Travel expenses include the average airfare of \$450 each, in addition to a hotel room at \$150/night, local transportation of \$100, and per diem of \$71 | Air | Local | Hotel | Per Diem | \$ per Trip | # of Participants | Total |
|---|---------------|------------|------------|------------|-------------|-------------------|------------|
| Travel for TIF Grantee Meeting: 3 participants, 3 nights per hotel, per diem for 4 days | \$ [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Travel for TIF Topical Meeting: 2 participants, 2 nights per hotel, per diem for 3 days | \$ [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Subtotal | | | | | | | [REDACTED] |

CONTRACTUAL

| <i>Contractual:</i> Local Evaluation | |
|---|------------|
| Multi-year local evaluation of impact and implementation of the TIF grant by a high quality, external vendor identified and contracted through a local procurement process. | [REDACTED] |
| Subtotal Contractual | [REDACTED] |

OTHER

| <i>Personnel: Group 2 Evaluation Schools Across the Board 1 Percent Increase</i> | Number of Schools | # per school | Ave. Salary | Ave Total Comp per school | 1% increase |
|--|-------------------|--------------|-------------|---------------------------|-------------|
| Principal | 8 | 1 | [REDACTED] | [REDACTED] | [REDACTED] |
| Assistant Principal | 8 | 2.8 | [REDACTED] | [REDACTED] | [REDACTED] |
| Teacher | 8 | 60 | [REDACTED] | [REDACTED] | [REDACTED] |
| Subtotal Personnel | | | | | [REDACTED] |

| Fringe: Group 2 Evaluation Schools Across the Board 1 | | | |
|--|-------------|--------------|-------------|
| Percent Increase | Fringe Rate | Salary Costs | Fringe Cost |
| Principal | 34.31% | ██████████ | ██████████ |
| Assistant Principal | 34.31% | ██████████ | ██████████ |
| Teacher | 34.31% | ██████████ | ██████████ |
| Subtotal Fringe | | | ██████████ |

Subtotal Other ██████████

TOTAL DIRECT COSTS

\$10,009,253

INDIRECT

| Indirect Costs: | |
|---|------------|
| As per the negotiated indirect cost rate agreement, the NYCDOE charges 3.3% on all direct costs, minus equipment. | ██████████ |
| Subtotal Indirect | ██████████ |

NYCDOE TIF Year 3 Budget

CATEGORY

PERSONNEL

| <i>Personnel: Differentiated Compensation & Incentives</i> | <i>Award Basis</i> | <i># staff</i> | <i>Amount or Ave. Amount of the Award</i> | <i>Total</i> |
|---|--|----------------|---|--------------|
| <p>Executive/Turnaround Principal: [REDACTED] annual award to principals selected to lead the turnaround/transformation efforts of a low performing school based upon their proven evidence of capacity to drive significant student achievement gains in a high need school and to lead change in a challenging environment. Annual award earned at new assignment based upon evidence of change in school.</p> | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| <p>Assistant Executive Principal: [REDACTED]0 annual award to Assistant Principals selected with Executive Principals to be a key part of the leadership team of efforts to turnaround/transform a low performing school based upon their past performance and evidence of success in leadership role that has led to significant student achievement gains in a high need school. Annual award earned at new assignment based upon evidence of positive change in school performance.</p> | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| <p>Master Teacher: 30% additional salary award to a teacher who has demonstrated evidence of student growth and Highly Effective performance who is specifically selected to this role in a designated high need school to serve as a highly effective teacher and an active developer of other teachers. Annual award requires continued performance as a Highly Effective teacher in the Master Teacher assignment.</p> | 30% addition to base salary, assumes average salary of [REDACTED] and one Master teacher in 65 schools | 65 | [REDACTED] | [REDACTED] |

| | | | | |
|--|--|-----|------------|------------|
| Turnaround Teacher: 15% additional salary award to a teacher who has demonstrated evidence of student growth and Highly Effective performance and who is specifically selected this role in a designated high need school to serve as a highly effective teacher and a model teacher. Annual award requires continued performance as a Highly Effective teacher in the Turnaround Teacher assignment. | 15% addition to base salary, assumes average salary of [REDACTED] and average of 5 Turnaround Teachers in each of 65 schools | 325 | [REDACTED] | [REDACTED] |
| Subtotal Differentiated Compensation/Incentives | | | | [REDACTED] |

| | | | |
|--|------------|-------------|------------|
| Personnel: Project Management: The following requested personnel will be hired as an employee of the project. | % FTE | Base Salary | Total |
| Project Manager : A project manager will be hired to oversee the day to day implementation of the program and help coordinate requisite aspects of the planning year. The Project Manager will work under the supervision of the Project Director (the Executive Director of Teacher Recruitment and Quality) | [REDACTED] | [REDACTED] | [REDACTED] |
| Subtotal Project Management | | | [REDACTED] |

| | |
|---------------------------|------------|
| Subtotal Personnel | [REDACTED] |
|---------------------------|------------|

FRINGE

| | | | |
|--|--------------------|--------------------|---------------|
| Fringe: The following are the corresponding fringe benefit costs associated with the personnel costs. | | | |
| Category | Salary Cost | Fringe Rate | Fringe |
| Executive Principal Performance Compensation | [REDACTED] | [REDACTED] | [REDACTED] |
| Assistant Executive Principal Performance Compensation | [REDACTED] | [REDACTED] | [REDACTED] |
| Master Teacher Performance Compensation | [REDACTED] | [REDACTED] | [REDACTED] |
| Turnaround Teacher Performance Compensation | [REDACTED] | [REDACTED] | [REDACTED] |
| Project Manager | [REDACTED] | [REDACTED] | [REDACTED] |
| Subtotal Fringe Benefits | | | [REDACTED] |

TRAVEL

| | | | | | | | |
|---|------------|------------|------------|------------|-------------|-------------------|------------|
| Travel: Travel expenses include the average airfare of [REDACTED] each, in addition to a hotel room at \$160/night, local transportation [REDACTED] and per diem of [REDACTED] | Air | Local | Hotel | Per Diem | \$ per Trip | # of Participants | Total |
| Travel for TIF Grantee Meeting, 3 participants, 3 nights per hotel, per diem for 4 days | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Travel for TIF Topical Meeting: 2 participants, 2 nights per hotel, per diem for 3 days | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Subtotal | | | | | | | [REDACTED] |

CONTRACTUAL

| | |
|---|------------|
| Contractual: Local Evaluation | |
| Multi-year local evaluation of impact and implementation of the TIF grant by a high quality, external vendor identified and contracted through a local procurement process. | ██████████ |
| Subtotal Contractual | 0 |

OTHER

| Personnel: Group 2 Evaluation Schools Across the Board 1 Percent Increase | Number of Schools | # per school | Ave. Salary | Ave Total Comp per school | 1% increase |
|---|-------------------|--------------|-------------|---------------------------|-------------|
| Principal | 8 | 1 | ██████████ | ██████████ | ██████████ |
| Assistant Principal | 8 | 2.8 | ██████████ | ██████████ | ██████████ |
| Teacher | 8 | 60 | ██████████ | ██████████ | ██████████ |
| Subtotal Personnel | | | | | ██████████ |

| Fringe: Group 2 Evaluation Schools Across the Board 1 Percent Increase | Fringe Rate | Salary Costs | Fringe Cost |
|--|-------------|--------------|-------------|
| Principal | 34.31% | ██████████ | ██████████ |
| Assistant Principal | 34.31% | ██████████ | ██████████ |
| Teacher | 34.31% | ██████████ | ██████████ |
| Subtotal Fringe | | | ██████████ |

| | |
|-----------------------|------------|
| Subtotal Other | ██████████ |
|-----------------------|------------|

TOTAL DIRECT COSTS

\$8,737,616

INDIRECT

| | |
|---|------------|
| Indirect Costs: | |
| As per the negotiated indirect cost rate agreement, the NYCDOE charges 3.3% on all direct costs, minus equipment. | ██████████ |
| Subtotal Indirect | ██████████ |

NYCDOE TIF Year 4 Budget

CATEGORY

PERSONNEL

| <i>Personnel: Differentiated Compensation & Incentives</i> | <i>Award Basis</i> | <i># staff</i> | <i>Amount or Ave. Amount of the Award</i> | <i>NYC DOE Contribution</i> | <i>Total</i> |
|---|---|----------------|---|-----------------------------|--------------|
| Executive/Turnaround Principal: \$25,000 annual award to principals selected to lead the turnaround/transformation efforts of a low performing school based upon their proven evidence of capacity to drive significant student achievement gains in a high need school and to lead change in a challenging environment. Annual award earned at new assignment based upon evidence of change in school. | annual | | | | |
| Assistant Executive Principal: \$12,500 annual award to Assistant Principals selected with Executive Principals to be a key part of the leadership team of efforts to turnaround/transform a low performing school based upon their past performance and evidence of success in leadership role that has led to significant student achievement gains in a high need school. Annual award earned at new assignment based upon evidence of positive change in school performance. | 0 annual | | | | |
| Master Teacher: 30% additional salary award to a teacher who has demonstrated evidence of student growth and Highly Effective performance who is specifically selected to this role in a designated high need school to serve as a highly effective teacher and an active developer of other teachers. Annual award requires continued performance as a Highly Effective teacher in the Master Teacher assignment. | 30% addition to base salary, assumes average salary of 0 and one Master teacher in 65 schools | 65 | | | |

| | | | | | |
|---|---|-------------------|-------------------|------------|-------------------|
| <p>Turnaround Teacher: 15% additional salary award to a teacher who has demonstrated evidence of student growth and Highly Effective performance and who is specifically selected this role in a designated high need school to serve as a highly effective teacher and a model teacher. Annual award requires continued performance as a Highly Effective teacher in the Turnaround Teacher assignment.</p> | <p>15% addition to base salary, assumes average salary of [REDACTED] and average of 5 Turnaround Teachers in each of 65 schools</p> | <p>[REDACTED]</p> | <p>[REDACTED]</p> | <p>10%</p> | <p>[REDACTED]</p> |
| <p>Subtotal Differentiated Compensation/Incentives</p> | | | | | <p>[REDACTED]</p> |

| | | | |
|---|-------------------|--------------------|-------------------|
| <p>Personnel: Project Management: The following requested personnel will all be hired as an employee of the project.</p> | <p>% FTE</p> | <p>Base Salary</p> | <p>Total</p> |
| <p>Project Manager : A project manager will be hired to oversee the day to day implementation of the program and help coordinate requisite aspects of the planning year. The Project Manager will work under the supervision of the Project Director (the Executive Director of Teacher Recruitment and Quality)</p> | <p>[REDACTED]</p> | <p>[REDACTED]</p> | <p>[REDACTED]</p> |
| <p>Subtotal Project Management</p> | | | <p>[REDACTED]</p> |

Subtotal Personnel [REDACTED]

FRINGE

| | | | |
|---|---------------------------|---------------------------|----------------------|
| <p>Fringe: The following are the fringe benefit costs associated with the personnel costs.</p> | | | |
| <p>Category</p> | <p>Salary Cost</p> | <p>Fringe Rate</p> | <p>Fringe</p> |
| <p>Executive Principal Performance Compensation</p> | <p>[REDACTED]</p> | <p>34.31%</p> | <p>[REDACTED]</p> |
| <p>Assistant Executive Principal Performance Compensation</p> | <p>[REDACTED]</p> | <p>34.31%</p> | <p>[REDACTED]</p> |
| <p>Master Teacher Performance Compensation</p> | <p>[REDACTED]</p> | <p>34.31%</p> | <p>[REDACTED]</p> |
| <p>Turnaround Teacher Performance Compensation</p> | <p>[REDACTED]</p> | <p>34.31%</p> | <p>[REDACTED]</p> |
| <p>Project Manager</p> | <p>[REDACTED]</p> | <p>36.84%</p> | <p>[REDACTED]</p> |
| <p>Subtotal Fringe Benefits</p> | | | <p>[REDACTED]</p> |

TRAVEL

| <i>Travel:</i> Travel expenses include the average airfare of \$475 each, in addition to a hotel room [redacted] night, local transportation of [redacted] and per diem of [redacted] 5 | Air | Local | Hotel | Per Diem | \$ per Trip | # of Participants | Total |
|---|---------------|------------|------------|------------|-------------|-------------------|------------|
| Travel for TIF Grantee Meeting, 3 participants, 3 nights per hotel, per diem for 4 days | \$ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| Travel for TIF Topical Meeting: 2 participants, 2 nights per hotel, per diem for 3 days | \$ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| Subtotal | | | | | | | [redacted] |

CONTRACTUAL

| | |
|---|--------------|
| Contractual: Local Evaluation | |
| Multi-year local evaluation of impact and implementation of the TIF grant by a high quality, external vendor identified and contracted through a local procurement process. | [redacted] 0 |
| Subtotal Contractual | [redacted] |

OTHER

| <i>Personnel: Group 2 Evaluation Schools Across the Board 1 Percent Increase</i> | Number of Schools | # per school | Ave. Salary | Ave Total Comp per school | 1% increase |
|--|-------------------|--------------|-------------|---------------------------|-------------|
| Principal | 8 | 1 | [redacted] | [redacted] | [redacted] |
| Assistant Principal | 8 | 2.8 | [redacted] | [redacted] | [redacted] |
| Teacher | 8 | 60 | [redacted] | [redacted] | [redacted] |
| Subtotal Personnel | | | | | [redacted] |

| <i>Fringe: Group 2 Evaluation Schools Across the Board 1 Percent Increase</i> | Fringe Rate | Salary Costs | Fringe Cost |
|---|-------------|--------------|-------------|
| Principal | 34.31% | [redacted] | [redacted] |
| Assistant Principal | 34.31% | [redacted] | [redacted] |
| Teacher | 34.31% | [redacted] | [redacted] |
| Subtotal Fringe | | | [redacted] |

| | |
|-----------------------|------------|
| Subtotal Other | [redacted] |
|-----------------------|------------|

TOTAL DIRECT COSTS

\$7,962,940

INDIRECT

| | |
|---|------------|
| Indirect Costs: | |
| As per the negotiated indirect cost rate agreement, the NYCDOE charges 3.3% on all direct costs, minus equipment. | [redacted] |
| Subtotal Indirect | [redacted] |

NYCDOE TIF Year 5 Budget

CATEGORY

PERSONNEL

| <i>Personnel: Differentiated Compensation & Incentives</i> | Award Basis | # staff | Amount or Ave. Amount of the Award | NYC DOE Contribution | Total |
|--|--|---------|------------------------------------|----------------------|------------|
| Executive/Turnaround Principal [redacted] annual award to principals selected to lead the turnaround/transofrmation efforts of a low performing school based upon their proven evidence of capacity to drive significant student achievement gains in a high need school and to lead change in a challenging environment. Annual award earned at new assignment based upon evidence of change in school. | annual | 10 | [redacted] | [redacted] | [redacted] |
| Assistant Executive Principal [redacted] annual award to Assistant Principals selected with Executive Principals to be a key part of the leadership team of efforts to turnaround/transform a low performing school based upon their past performance and evidence of success in leadership role that has led to significant student achievement gains in a high need school. Annual award earned at new assignment based upon evidence of positive change in school performance. | \$15,000 annual | 10 | [redacted] | [redacted] | [redacted] |
| Master Teacher: 30% additional salary award to a teacher who has demonstrated evidence of student growth and Highly Effective performance who is specifically selected to this role in a designated high need school to serve as a highly effective teacher and an active developer of other teachers. Annual award requires continued performance as a Highly Effective teacher in the Master Teacher assignment. | 30% addition to base salary, assumes average salary of \$85,000 and one Master teacher in 65 schools | 65 | [redacted] | [redacted] | [redacted] |

| | | | | | |
|---|---|------------|-------------------|-------------------|-------------------|
| <p>Turnaround Teacher: 15% additional salary award to a teacher who has demonstrated evidence of student growth and Highly Effective performance and who is specifically selected this role in a designated high need school to serve as a highly effective teacher and a model teacher. Annual award requires continued performance as a Highly Effective teacher in the Turnaround Teacher assignment.</p> | <p>15% addition to base salary, assumes average salary of [REDACTED] and average of 5 Turnaround Teachers in each of 65 schools</p> | <p>325</p> | <p>[REDACTED]</p> | <p>[REDACTED]</p> | <p>[REDACTED]</p> |
| <p>Subtotal Differentiated Compensation/Incentives</p> | | | | | <p>[REDACTED]</p> |

| | | | |
|---|--------------|--------------------|-------------------|
| <p>Personnel: Project Management: The following requested personnel will all be hired as an employee of the project.</p> | <p>% FTE</p> | <p>Base Salary</p> | <p>Total</p> |
| <p>Project Manager : A project manager will be hired to oversee the day to day implementation of the program and help coordinate requisite aspects of the planning year. The Project Manager will work under the supervision of the Project Director (the Executive Director of Teacher Recruitment and Quality)</p> | <p>100%</p> | <p>[REDACTED]</p> | <p>[REDACTED]</p> |
| <p>Subtotal Project Management</p> | | | <p>[REDACTED]</p> |

| | |
|----------------------------------|-------------------|
| <p>Subtotal Personnel</p> | <p>[REDACTED]</p> |
|----------------------------------|-------------------|

FRINGE

| | | | |
|---|---------------------------|---------------------------|----------------------|
| <p>Fringe: The following are the fringe benefit costs associated with the personnel costs.</p> | | | |
| <p>Category</p> | <p>Salary Cost</p> | <p>Fringe Rate</p> | <p>Fringe</p> |
| <p>Executive Principal Performance Compensation</p> | <p>[REDACTED]</p> | <p>34.31%</p> | <p>[REDACTED]</p> |
| <p>Assistant Executive Principal Performance Compensation</p> | <p>[REDACTED]</p> | <p>34.31%</p> | <p>[REDACTED]</p> |
| <p>Master Teacher Performance Compensation</p> | <p>[REDACTED]</p> | <p>34.31%</p> | <p>[REDACTED]</p> |
| <p>Turnaround Teacher Perfomrance Compensation</p> | <p>[REDACTED]</p> | <p>34.31%</p> | <p>[REDACTED]</p> |
| <p>Project Manager</p> | <p>[REDACTED]</p> | <p>36.84%</p> | <p>[REDACTED]</p> |
| <p>Subtotal Fringe Benefits</p> | | | <p>[REDACTED]</p> |

TRAVEL

| <i>Travel:</i> Travel expenses include the average airfare of \$500 each, in addition to a hotel room at \$170/night, local transportation of \$120, and per diem of \$83 | Air/per person | Local travel/Per person | Hotel/ Per person | Per Diem/ Per Person | Total \$ per Trip Per Person | # of Participants | Total |
|---|----------------|-------------------------|-------------------|----------------------|------------------------------|-------------------|------------|
| Travel for TIF Grantee Meeting, 3 participants, 3 nights per hotel, 4 days per diem | \$ [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Travel for TIF Topical Meeting: 2 participants, 2 nights per hotel, per diem for 3 days | \$ [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Subtotal | | | | | | | [REDACTED] |

CONTRACTUAL

| | |
|---|------------|
| Contractual: Local Evaluation | |
| Multi-year local evaluation of impact and implementation of the TIF grant by a high quality, external vendor identified and contracted through a local procurement process. | [REDACTED] |
| Subtotal Contractual | [REDACTED] |

OTHER

| <i>Personnel: Group 2 Evaluation Schools Across the Board 1 Percent Increase</i> | Number of Schools | # per school | Ave. Salary | Ave Total Comp per school | 1% increase |
|--|-------------------|--------------|-------------|---------------------------|-------------|
| Principal | 8 | 1 | [REDACTED] | [REDACTED] | [REDACTED] |
| Assistant Principal | 8 | 2.8 | [REDACTED] | [REDACTED] | [REDACTED] |
| Teacher | 8 | 60 | [REDACTED] | [REDACTED] | [REDACTED] |
| Subtotal Personnel | | | | | [REDACTED] |

| <i>Fringe: Group 2 Evaluation Schools Across the Board 1 Percent Increase</i> | Fringe Rate | Salary Costs | Fringe Cost |
|---|-------------|--------------|--------------|
| Principal | 34.31% | [REDACTED] | [REDACTED]89 |
| Assistant Principal | 34.31% | [REDACTED] | [REDACTED] |
| Teacher | 34.31% | [REDACTED] | [REDACTED] |
| Subtotal Fringe | | | [REDACTED] |

| | |
|-----------------------|------------|
| Subtotal Other | [REDACTED] |
|-----------------------|------------|

TOTAL DIRECT COSTS

\$6,789,509

INDIRECT

| | |
|---|------------|
| Indirect Costs: | |
| As per the negotiated indirect cost rate agreement, the NYCDOE charges 3.3% on all direct costs, minus equipment. | [REDACTED] |
| Subtotal Indirect | [REDACTED] |

| Development/Build Component | Week Equivalents of Work |
|--|--------------------------|
| Requirements | 12 |
| Design | 16 |
| Development (see Task Sheet below for Details) | 223 |
| QA Test | 8 |
| User Test | 6 |
| Training | 6 |
| Rollout | 4 |
| Maintenance | 48 |
| Contingency (30% standard through QA Test) | 79.5 |
| Total Effort | 402.5 |

| Category | Requirement | Audience | Custom Build Week Equivalent Requirements |
|--------------|---|---|---|
| Input | | | |
| | Measure of Teacher Competencies - Evaluation of teacher professional skills, behavior, and knowledge (50% of rating) | Evaluators: Principals, Aps, HR Partners, H Bank Supervisors, e.g. | 86 |
| | Long Term Plans | Principals, Aps, and Teachers | 3 |
| | Priority Standards | Principals, Aps, and Teachers | 5 |
| | Teacher Created Assessments (TCAs) & projects | Principals, Aps, and Teachers | 6 |
| | Student benchmark data | Principals, Aps, and Teachers | 8 |
| | Principal Self Evaluation | Super, Network Leader, Principal | 4 |
| | AP Self Evaluation | Principals, Aps | 4 |
| | Teacher Self Evaluation | Principals, Aps, and Teachers | 4 |
| | Principal Walkthrough Result | Super, Network Leader, Principal | 2 |
| | Teacher Observation Details (pre & post conference) | Principals, Aps, and Teachers | 2 |
| | Principal Development Plans | Super, Network Leader, Principal | 4 |
| | AP Development Plans | Principals, Aps | 4 |
| | Teacher Development Plans | Principals, Aps, and Teachers | 4 |
| | Summative Evaluation (mid year & final) | Principals, Aps, and Teachers | 5 |

| | | |
|---|---|-----------|
| Approve / Deny Development Plans | Super., Network Leader, Principals, AP, Dep Chair | 5 |
| Electronic Signatures | Super, Network Leaders, Principals, Aps, Teachers | 6 |
| Principal Compliance Data | Super, Network Leaders, Principals | 3 |
| AP to teacher link | Principals, Aps, Teacher | 4 |
| Create Dep Chair Role | Principal, Dep Chair | 1 |
| Dep Chair to Teacher Link | Principal, Dep Chair, Teacher | 4 |
| Feature to assign evaluators to school staff in non-school locations (ATRs, Itinerant, Teachers/Principals assigned, etc...) | Principals, Aps, HR Partners, H Bank Supervisors, e.g. | 8 |
| Measures of Student Learning (40% of rating) | Evaluators: Principals, Aps, HR Partners, H Bank Supervisors, e.g. | 14 |
| Group Achievement Data | Super, Network Leaders, Principals, Aps, Teachers | 4 |
| Grades 3-8 ELA & Math State Test | Super, Network Leaders, Principals, Aps, Teachers | 2 |
| Regents test (high school) | Super, Network Leaders, Principals, Aps, Teachers | 2 |
| Grades 3-8 Social Studies & Science | Super, Network Leaders, Principals, Aps, Teachers | 2 |
| Early Childhood Tests (multiple tests) | Super, Network Leaders, Principals, Aps, Teachers | 4 |
| School Defined Elements (10% of rating) | Evaluators: Principals, Aps, HR Partners, H Bank Supervisors, e.g. | 27 |
| Student & parent feedback (Learning Environment Survey) | Super, Network Leader, Principal | 3 |
| Survey Tool for Student & parent feedback | Aps, Teachers | 8 |
| Survey Tool Peer Feedback | Principal, AP, Dep Chair, Teacher | 4 |
| Contribution to the quality review | Principal, AP, Dep Chair, Teacher | 5 |
| professionalism checklist | Principal, AP, Dep Chair, Teacher | 3 |
| Teacher Competencies score | Principal, AP, Dep Chair, Teacher | 2 |
| Principal Competencies score | Super, Network Leader, Principal | 2 |

| | | | |
|--------------------------------------|--|--|------------|
| | Security and Role Management Solution | Central Offices, Support Staff | 8 |
| | Enterprise Service Bus Integration | Technical Staff | 4 |
| Output | | | |
| | Evaluation | | 28 |
| | MTC - Rubric Score (Score X Weight) | Central Offices, Super, Network Leader, Principals | 8 |
| | MSL - Value Added (Score x Weight) | Central Offices, Super, Network Leader, Principals | 2 |
| | MSL - Existing Assessment (Score x Weight) | Central Offices, Super, Network Leader, Principals | 2 |
| | MSL - Teacher Created Assessments (Average Score x Weight) | Central Offices, Super, Network Leader, Principals | 2 |
| | MSL - Group Outcomes (Score x Weight) | Central Offices, Super, Network Leader, Principals | 2 |
| | SDE - Rubric Score (Score x Weight) | Central Offices, Super, Network Leader, Principals | 10 |
| | Rating - Final Score (or likely range of scores) | Central Offices, Super, Network Leader, Principals | 2 |
| | Business Intelligence Module (reporting engine) | | 40 |
| | School Leader Demographics over time | Central Offices, Super, Network Leader, Principals | 6 |
| | Teacher Locations, Vacancies, Certification over time | Central Offices, Super, Network Leader, Principals | 8 |
| | Evaluation Compliance Tracking | Central Offices, Super, Network Leader, Principals | 4 |
| | Professional Development Tracking | Central Offices, Super, Network Leader, Principals | 6 |
| | Ad Hoc Reporting Tool | Central Offices, Super, Network Leader, Principals | 16 |
| | NYSED Portal | NYSED, Families | 16 |
| Total Effort (in staff weeks) | | | 223 |