

# **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 # S385A100145**

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.).



\* Last Name: Flaxman

Suffix:

Title: Co-Principal

Organizational Affiliation:

ARISE High School

\* 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:

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

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

**13. Competition Identification Number:**

Title:

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

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

Reach Teacher Incentive Fund Consortium

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: CA-009

\* b. Program/Project: CA-009

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 10/1/2010

\* b. End Date: 9/30/2015

**18. Estimated Funding (\$):**

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

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

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

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

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

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

Yes  No

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix: Ms. \* First Name: Laura

Middle Name:

\* Last Name: Flaxman

Suffix:

Title: Executive Director

\* Telephone Number: [REDACTED]

Fax Number: [REDACTED]

\* Email: [REDACTED]

\* Signature of Authorized Representative:

\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 ARISE High School

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	\$ ██████████	\$ 0	\$ 0	\$ 0	\$ 0	\$ ██████████
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
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: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is \_\_\_\_\_%
- (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 \_\_\_\_\_%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 ARISE High School

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:** Laura Flaxman

**Title:** Co-Principal

**Date Submitted:** 06/25/2010

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known: \$0</b>	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> 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: Title: Applicant: ARISE High School Date: 07/06/2010	
<b>Federal Use Only:</b>		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.

<b>APPLICANT'S ORGANIZATION</b>
---------------------------------

ARISE High School
-------------------

<b>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>
--

Prefix: Ms.	First Name: Laura	Middle Name:
Last Name: Flaxman		Suffix:
Title: Executive Director		

Signature:	Date:
_____	06/25/2010

ED 80-0013

03/04

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

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

#### **To Whom Does This Provision Apply?**

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

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

#### **What Does This Provision Require?**

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

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

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

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

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

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

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

### **Estimated Burden Statement for GEPA Requirements**

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

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title :

File : [Reach TIF Consortium GEPA assurances.doc](#)

Reach Teacher Incentive Fund Consortium  
GEPA Assurances

The Reach Teacher Incentive Fund Consortium is focused on ensuring equitable access and participation throughout its program. Two main areas of response are as follows:

**Barrier:** Students with disabilities and language needs are not able to access the curriculum.

**Response:** To ensure students are provided equitable access to the curriculum, teachers (and school leaders) are trained to address four of the six categories mentioned (race, disability, gender, national origin). Teachers use specific strategies in order to ensure that students with disabilities, for example, have access to the curriculum. Teachers are trained to address gender issues in the classroom to ensure that both genders have equitable access to the curriculum as well.

**Barrier:** Teachers from diverse neighborhoods might not have access to information about Reach consortium schools.

**Response:** Another possible area of inequity is the diversity of teachers with regard to race and national origin. To ensure that all teachers have equitable access to the Reach Teacher Incentive Fund Consortium, Reach and partner schools actively recruit teachers in order to ensure a diversity of candidates.

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

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
Ms. Laura Flaxman

Address:

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

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

Email Address:

[REDACTED]

**2. Applicant Experience**

Novice Applicant  Yes  No  Not applicable

**3. Human Subjects Research**

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title :  
File :

# Project Narrative

## Project Abstract

Attachment 1:

Title: **Reach TIF Consortium Abstract** Pages: **0** Uploaded File: **Abstract.doc**

## Reach Teacher Incentive Fund Consortium Proposal Abstract

The Reach Teacher Incentive Fund Consortium (Reach Consortium) is a network of independent charter schools located in Alameda County, California applying for the **main competition** of the Teacher Incentive Fund (TIF) grant. The Consortium is led by Arise High School, an independent charter school as well as the lead Local Education Agency, the lead fiscal and legal agent; and by the Reach Institute for School Leadership, a public benefit not-for-profit and the lead program agency. The consortium includes three high schools and one K-8 school, serving approximately 1000 students in total. The consortium schools employ 50 teachers, 17 principals, assistant principals, and other instructional leaders (department chairs, coaches, etc.), as well as 27 additional eligible support staff.

CDS Code	Partner School	Description	TIF Eligible Staff	District
01612590115238	Arise High School	9-12	16	Oakland Unified
01611190130625	Bay Area School of Enterprise (BASE)	9-12	11	Alameda Unified
01612590130633	Lighthouse Community Charter	K-8	47	Oakland Unified
01612590108944	Lighthouse Community Charter High	9-12	21	Oakland Unified
EIN	Non-Profit Partner	Description		
27-1274290	Reach Institute for School Leadership	Educational Non-Profit		

The project has five key objectives:

1. To measurably improve student achievement in Reach Consortium partner schools based on valid, reliable, and value-added performance measures.
2. To develop a means of evaluating teacher, leader, and school performance that recognizes differentiated individual and collective contributions to student learning.
3. To create individual and collective incentives for improving student achievement that will reward the teachers, school leaders, support staff and teams based on their contributions to student learning.
4. To build the capacity of individual teachers, teacher teams, school leaders, and school teams to maximize student achievement based on the identified measures.
5. To rigorously evaluate project implementation and results for the purposes of ongoing improvement and dissemination of promising practices.

The Reach Consortium is requesting [REDACTED] over five years and is proposing to supplement the project with [REDACTED] in order to implement and sustain a performance based compensation system that meets the priorities of the TIF grant competition.

# Project Narrative

## Application Narrative

Attachment 1:

Title: Pages: **0** Uploaded File: **TIF Narrative5.doc**

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## Reach Teacher Incentive Fund Consortium Narrative

<b>Project Overview</b>
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The Reach Teacher Incentive Fund Consortium (Reach Consortium) is a network of independent charter schools located in Alameda County, California. The consortium includes three high schools and one K-8 school, serving approximately 1000 students in total. The consortium schools employ 50 teachers, 17 principals, assistant principals, and other instructional leaders (department chairs, coaches, etc.), as well as 27 additional eligible support staff (see figure A).

*Figure A: Reach Consortium Partner Schools*

CDS Code	Partner School	Description	TIF Eligible Staff	District
01612590115238	Arise High School	9-12	16	Oakland Unified
01611190130625	Bay Area School of Enterprise (BASE)	9-12	11	Alameda Unified
01612590130633	Lighthouse Community Charter	K-8	47	Oakland Unified
01612590108944	Lighthouse Community Charter High	9-12	21	Oakland Unified

The schools of the Reach Consortium have been affiliated through the Reach Institute for School Leadership’s teacher development network, which was founded in 2006 to support highly effective instruction in partner schools. Each of the schools in the consortium share a mission of sending students who have traditionally been unsuccessful in school, low-income students, and students of color to college. The core of each school’s instructional program (including the K-8 school) is high expectations for all students, authentic work that sequences to college level expectations, and academic rigor with a particular emphasis on literacy development. Additionally, each school shares a

commitment to teachers as the most important school resource for student success, and invests in teacher effectiveness accordingly.

The project has five key objectives:

1. To measurably improve student achievement in Reach Consortium partner schools based on valid, reliable, and value-added performance measures.
2. To develop a means of evaluating teacher, leader, and school performance that recognizes differentiated individual and collective contributions to student learning.
3. To create individual and collective incentives for improving student achievement that will reward the teachers, school leaders, support staff and teams based on their contributions to student learning.
4. To build the capacity of individual teachers, teacher teams, school leaders, and school teams to maximize student achievement based on the identified measures.
5. To rigorously evaluate project implementation and results for the purposes of ongoing improvement and dissemination of promising practices.

Furthermore, the Reach Teacher Incentive Fund Consortium, described in detail in this narrative, meets all of the absolute and competitive priorities of the competition. The project includes a system of differentiated levels of compensation for effective teachers and principals, provides for a fiscally sustainable performance-based compensation system; is a comprehensive approach to performance-based compensation; makes extensive use of value-added measures of student achievement; increases the recruitment and retention of effective teachers to serve high-need students and to work in hard-to-staff subjects in high-need schools; and is a new applicant to the Teacher Incentive Fund.

## Section 1: Need for Project

High Need Schools: Reach Consortium schools draw students primarily from the city of Oakland, California, and surrounding urban areas. The socio-economic and ethnic make up of the students reflects these communities (85% students are African-American or Latino, 85% of students are eligible for free/reduced meals). Urban schools are traditionally hard-to-staff. Reach Consortium schools experience difficulty retaining teachers in these demanding circumstances, and face particular challenges recruiting teachers in math, science, and languages other than English.

Student Achievement: While Reach Consortium schools sometimes outperform local schools on a variety of measures (including, to varying degrees, test scores, college admissions rates, graduation rates, truancy rates, and suspension rates), all Reach Consortium schools are in the bottom two quartiles of California schools as measured by the Academic Performance Index, California’s measurement and ranking system for schools (on a ten point scale, two consortium schools scored a 1, one a 4, and the remaining school a 5).

Within the Reach Consortium schools, the majority of students perform below proficient in the critical area of English Language Arts – approximately 75% of students across the consortium - a focal area for Reach Consortium schools and for the Incentive Funds proposed in this grant application (see Figure 1.1).

*Figure 1.1: California Standards Test 2009: English-Language Arts by Grade Level (Source: California Department of Education - <http://www.cde.ca.gov/index.asp>)*

<b>ARISE</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>
CST English-Language Arts			
Students Tested	65	57	31
% of Enrollment	98.50%	98.30%	100.00%
Students with Scores	65	56	31

Mean Scale Score	304.2	295.3	302.6
% Advanced	2%	4%	0%
% Proficient	11%	5%	23%
% Basic	37%	38%	23%
% Below Basic	40%	29%	29%
% Far Below Basic	11%	25%	26%

<b>Bay Area School of Enterprise</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>
<b>CST English-Language Arts</b>			
Students Tested	22	21	22
% of Enrollment	95.70%	95.50%	95.70%
Students with Scores	22	21	22
Mean Scale Score	327.9	303.3	268.5
% Advanced	14%	5%	5%
% Proficient	27%	0%	5%
% Basic	18%	43%	9%
% Below Basic	14%	48%	23%
% Far Below Basic	27%	5%	59%

<b>Lighthouse Community 9-12</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>
<b>CST English-Language Arts</b>			
Students Tested	53	53	35
% of Enrollment	98.10%	100.00%	94.60%
Students with Scores	53	53	35
Mean Scale Score	332.4	326.5	339.8
% Advanced	6%	6%	6%
% Proficient	34%	21%	34%
% Basic	36%	43%	46%
% Below Basic	19%	26%	11%
% Far Below Basic	6%	4%	3%

<b>Lighthouse Community K-8</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>CST English-Language Arts</b>							
Students Tested	39	36	42	47	49	48	53
% of Enrollment	100.00%	90.00%	85.70%	87.00%	89.10%	88.90%	93.00%
Students with Scores	39	36	42	47	49	48	53
Mean Scale Score	334.7	334.7	370.2	349.1	358.6	340.1	326.1
% Advanced	15%	8%	26%	11%	10%	8%	8%
% Proficient	31%	11%	45%	43%	61%	31%	21%
% Basic	21%	47%	19%	36%	24%	38%	45%
% Below Basic	21%	28%	7%	9%	4%	17%	17%
% Far Below Basic	13%	6%	2%	2%	0%	6%	9%

Definition of “Comparable” School: The Reach Consortium considers “comparable schools” to be those schools whose graduates are eligible for the California State University (CSU) and University of California (UC) systems by rates of 85% or more.

According to the California master plan, the top 33% of graduates will be eligible for the CSU and the top 12.5% of graduates will be eligible for the UC (source: University of California, [http://www.eaop.org/outcomes/hist\\_success.html](http://www.eaop.org/outcomes/hist_success.html)). We estimate therefore that comparable schools are those, typically, that are in the top quartile of schools in California based on the Academic Performance Index. By that measure, Reach Consortium schools need to improve dramatically to compete with comparable schools. The Reach Consortium schools do not accept a double standard in terms of expectations for student performance merely on the basis of their ethnicity and family income. Our purpose is to defy what has been termed “the predictive power of demographics” which informs both the definition of comparable schools and much of the substance of this grant narrative.

## Section 2: Project Design

Strategy for Improving Effectiveness: The Reach Consortium proposes a comprehensive incentive system that combines measures of student growth and measures of effective practice. This comprehensive performance-based compensation system includes four sets of measures: school-wide student growth targets, individual teachers' student growth targets, school-wide effective teaching targets, and individual effective teaching targets. Value-added measures of student achievement determine individual teacher bonuses as well as the bonuses to groups of school personnel; likewise measures of effective practice determine both school-wide collaborative incentives as well as individual incentives. Measures of effective practice combine a variety of evaluative measures, such as satisfactory supervisory evaluations based on the California Standards for the Teaching Profession, a research supported description of effective practice (see Figure 2.1 below). Each category is designed to provide for multiple, dynamic measures of value-added growth to ensure that the incentives align with the Reach Consortium schools' beliefs that the teacher and school's job is to move all students' achievement to higher levels. "Cut scores" are avoided in favor of measurements that reward each unit of growth for each student.

Specifically, Incentive pay will be drawn from five pools, each of which teachers and other school personnel can access based on their position:

1. *Individual Goals for Student Performance:* up to [REDACTED] per teacher depending on position
2. *Effective Teaching:* up to [REDACTED] per teacher/instructional leader

3. *School Goals for Student Performance*: up to [REDACTED] per staff member depending on position, and up to [REDACTED] for principals.
4. *School Goals for Effective Teaching*: up to [REDACTED] per staff member depending on position
5. *Base Salary Increases*: up to [REDACTED] per teacher depending on position

How the amounts drawn from each pool for each teacher, instructional leader, or staff position are determined as described below (see figure 2.1-2.7):

Figure 2.1 Reach Consortium Performance Based Compensation System

	Core Teachers						Non-Core/ Elective	Support	Principal - Elementary	Principal - HS/MS	Assistant Principal/Other Administration
	MS	ELA	Math	Science	Social Science	Integrated Humanities					
<b>Total Possible Bonus</b>											
<b>Student Performance</b>											
Value Added ELA											
Value Added Math											
Value Added Social Science											
Value Added Science											
Local Performance Assesemnt											
<b>Effective Teaching</b>											
Satisfactory/Excellent Evaluations											
Formative Assessment											
<b>School Goals: Student Performance</b>											
API											
Student Engagement											
College Acceptance Rate											
<b>School Goals: Effective Teaching</b>											
Collaborative Intervention											
Teacher Leadership											
<b>Base Salary Increases</b>											
Recruitment											
Advanced Certification											
Retention*											
<b>Total:</b>											

\*Retention: Retention incentives are not included in this matrix. However, retention bonuses are included in the salary schedule for each consortium partner school. Teachers who, based on their evaluations, receive: 2/3 of the student performance bonus, earn "Applying" or better on their performance evaluation, and who participate in formative assessment are eligible for a 2% salary increase above any increases to which they would otherwise be entitled (see "fair, rigorous evaluation" section below).

### *1. Individual Teacher Goals: Student Performance*

Individual teacher contributions to improved student performance are calculated using formulas that correspond to the orange section of figure 2.1. These formulas are designed to be dynamic (avoiding the pitfalls of “cut scores”) and incentivize teachers to move all students forward. Each category calculates value added to student achievement using multiple measures (avoiding the danger of inadvertently incentivizing teachers to narrow the curriculum to only the discrete skills tested by a single test).

Taken together, these value-added student achievement measures encourage each individual teacher to carefully analyze each of their student’s current performance in the targeted areas, design differentiated instructional opportunities to build *every* student’s skills, to carefully monitor student progress, and to design differentiated interventions to support students who are struggling. These measures also create a disincentive to focus narrowly on selected students who are in specific categories (for example, there is a disincentive to focus on only on students who are close to the “proficient” score at the expense of students who may be moving from proficient to advanced or at the expense of students who need to improve from far below the expected standard to the approaching the expected standard level). Additionally, the mix of measures combines three types of assessments: First, assessments that are incorporated into the state and federal accountability system (the California Standards Tests) are included. These are criterion-referenced tests that measure students’ mastery relative to the state standards for a given grade level or course.

The formulas have been constructed to reward teachers for moving students forward in their degree of mastery from the previous year. Second, other externally validated measures (for example, the North West Evaluation Association’s Measures of Academic Progress and the Developmental Reading Assessment) are used to provide more opportunities for ongoing diagnostic assessments and clearer measures of student achievement gains over the course of a year relative to a norm-referenced sample. Third, local measures (for example school wide writing assessments based on the College Board’s SAT essay scoring rubric and other locally designed and Peralta Community College placement exams for mathematics) are included to ensure that teachers continue to foster complex college going skills that are not easily measured by standardized tests.

The following figures 2.2-2.6 illustrate in detail how value-added student achievement is measured for each subject area. Each figure corresponds to a sub-category of the student performance section of figure 2.1.

*Figure 2.2: Value-Added Measure for English Language Arts*

Assessment Method	Description	Dynamic Measures of Growth
1. English Language Arts California Standards Test Growth	Growth Rates based on movement between FBB, BB, B, P, A (Assign each level a number from 1-5, calculate average for cohort based on matched scores, drop-out students count as “non-movers”)	<ul style="list-style-type: none"> <li>▪ 35 growth (approximately 40% move) = 1/9 of bonus</li> <li>▪ .55 growth (approximately 60% move) = 2/9 of bonus</li> <li>▪ .75 growth (approximately 75% move) = 3/9 of bonus</li> </ul>
2. North West Evaluation Association (NWEA) Measures of Academic Progress (MAP) Reading & Language Scores	Based on student matched scores using computer adaptive testing, norm-referenced and correlated to the California Standards, the NWEA MAP systems allows for multiple measures of student growth throughout the	<ul style="list-style-type: none"> <li>▪ Move students an average of 10 points = 1/9 of bonus</li> <li>▪ Move students an average of 20 points = 2/9 of bonus</li> <li>▪ Move students an average of 30 points = 3/9 of bonus</li> </ul> NOTE: 3 points is statistically significant growth.

	year to monitor and accelerate student progress.	
3. Writing Rubric	Based on SAT writing 35 rubric w/ alternative for elementary – requires a school-wide writing response to prompt and a staff day for calibration and scoring, with 15% externally scored and recalibration for scorers not “on point.” Pre- Post	<ul style="list-style-type: none"> <li>▪ Move students an average of 1 point of 6 = 1/9 of bonus</li> <li>▪ Move students an average of 2 points of 6 = 2/9 of bonus</li> <li>▪ Move students an average of 3 points of 6 (maintaining students at a level 6 is equivalent to one point growth) = 3/9 of bonus</li> </ul>
FOR TEACHERS OF 12 <sup>th</sup> GRADE STUDENTS #2 and #3 only.	12 <sup>th</sup> grade students do not take the CST tests. However, 12 <sup>th</sup> grade skills development is critical to the college readiness goals of the Reach Consortium partner schools, particularly writing.	<p>NWEA Reading &amp; Language</p> <ul style="list-style-type: none"> <li>▪ Move students an average of 10 points = 1/6 of bonus</li> <li>▪ Move students an average of 20 points = 2/6 of bonus</li> <li>▪ Move students an average of 30 points = 3/6 of bonus</li> </ul> <p>NOTE: 3 points is statistically significant growth.</p> <p>Writing Rubric:</p> <ul style="list-style-type: none"> <li>▪ Move students an average of 1 point of 6 = 1/6 of bonus</li> <li>▪ Move students an average of 2 points of 6 = 2/6 of bonus</li> <li>▪ Move students an average of 3 points of 6 (maintaining students at a level 6 is equivalent to one point growth) = 3/6 of bonus</li> </ul>
FOR Grades 3-5 TEACHERS SUBSTITUTE #2 and #3 with Diagnostic Reading Assessment (DRA)	For elementary grade students, the diagnostic reading assessment (DRA), published by Pearson, provides a reliable and valid measure of grade level students' skills in each of the five components of reading: vocabulary, phonemic awareness, phonics, fluency and comprehension. It is given several times throughout the school year and helps teachers drive instruction toward specific needs student improvement. As a component of the Reach Consortium's performance	<p>CST:</p> <ul style="list-style-type: none"> <li>▪ 35 growth (approximately 40% move) = 1/6 of bonus</li> <li>▪ .55 growth (approximately 60% move) = 2/6 of bonus</li> <li>▪ .75 growth (approximately 75% move) = 3/6 of bonus</li> </ul> <p>DRA:</p> <ul style="list-style-type: none"> <li>▪ Move students and average of 1.0 grade level = 1/6 of bonus</li> <li>▪ Move students an average of 1.25 grade level = 2/6 of bonus</li> <li>▪ Move students and average of 1.5 grade level = 3/6 of bonus</li> </ul>

	based compensation system, the DRA will be administered twice annually by an outside assessor supervised by the Reach Institute. In early grades, it is important that students make more than a grade level of growth, on average, per year to ensure that they are closing the achievement gap with their peers.	
For Grades K-2 Diagnostic Reading Assessment (DRA)	For grades K-2 the DRA is the only reliable measure of literacy development. While students take the California Standards Test for the first time in the 2 <sup>nd</sup> grade, the lack of baseline data makes CST use in value added formulas problematic. Use of the DRA focuses early grades teachers on the most important foundational skills in language arts.	<ul style="list-style-type: none"> <li>▪ Move students and average of 1.0 grade level = 1/3 of bonus</li> <li>▪ Move students an average of 1.25 grade level = 2/3 of bonus</li> <li>▪ Move students and average of 1.5 grade level = 3/3 of bonus</li> </ul>

Figure 2.3: Value-Added Measure for Mathematics

Assessment Method	Description	Dynamic Measures of Growth
1. Mathematics California Standards Test	Math CST Growth Rates based on movement between FBB, BB, B, P, A (Assign each level a number from 1-5, calculate average for cohort based on matched scores, drop out students count as “non-movers”)	<ul style="list-style-type: none"> <li>▪ .35 growth (approximately 40% move) = 1/6 of bonus</li> <li>▪ .55 growth (approximately 60% move) = 2/6 of bonus</li> <li>▪ .75 growth (approximately 75% move) = 3/6 of bonus</li> </ul>
2. North West Evaluation Association (NWEA) Measures of Academic Progress (MAP) Mathematics Scores	Based on student matched scores using computer adaptive testing, norm referenced and correlated to the California Standards, the NWEA MAP systems allows for multiple measures of student growth throughout the year to monitor and accelerate student progress.	<ul style="list-style-type: none"> <li>▪ Move students an average of 10 points = 1/6 of bonus</li> <li>▪ Move students an average of 20 points = 2/6 of bonus</li> <li>▪ Move students an average of 30 points = 3/6 of bonus</li> </ul> <p>NOTE: 3 points is statistically significant growth.</p>
FOR TEACHERS OF 12 <sup>th</sup> GRADE STUDENTS (Substitute COMPASS Mathematics test for CST)	The COMPASS Mathematics test is a computer adaptive test created by the American College Testing (ACT) company and used by the Peralta College system (Alameda county’s local	<ul style="list-style-type: none"> <li>▪ 51% of students place into college level mathematics (subtest 3 – trigonometry or pre-calculus) on Peralta COMPASS mathematics exam = 1/6 of bonus</li> <li>▪ 75% of students place into</li> </ul>

	community college system) to determine placement in college level mathematics courses. The COMPASS test is an externally validated, criterion reference test that is a fit with the Reach Consortium schools' college going expectations.	college level mathematics (subtest 3 – trigonometry or pre-calculus) on Peralta COMPASS mathematics exam = 2/6 of bonus <ul style="list-style-type: none"> <li>▪ 90% of students place into college level mathematics (subtest 3 – trigonometry or pre-calculus) on Peralta COMPASS mathematics exam = 3/6 of bonus</li> </ul>
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Figure 2.4: Value-Added Measure for Social Science

Assessment Method	Description	Dynamic Measures of Growth
Mathematics California Standards Test	Math CST Growth Rates based on movement between FBB, BB, B, P, A (Assign each level a number from 1-5, calculate average for cohort based on matched scores, drop out students count as “non-movers”)	<ul style="list-style-type: none"> <li>▪ 35 growth (approximately 40% move) = 1/6 of bonus</li> <li>▪ .55 growth (approximately 60% move) = 2/6 of bonus</li> <li>▪ .75 growth (approximately 75% move) = 3/6 of bonus</li> </ul>

Figure 2.5: Value-Added Measure for Science

Assessment Method	Description	Dynamic Measures of Growth
1. Science California Standards Test	Science CST Growth Rates based on movement between FBB, BB, B, P, A (Assign each level a number from 1-5, calculate average for cohort based on matched scores, drop out students count as “non-movers”)	<ul style="list-style-type: none"> <li>• 35 growth (approximately 40% move) = 1/9 of bonus</li> <li>• .55 growth (approximately 60% move) = 2/9 of bonus</li> <li>• .75 growth (approximately 75% move) = 3/9 of bonus</li> </ul>
2. North West Evaluation Association (NWEA) Measures of Academic Progress (MAP) Science Scores	Based on student matched scores using computer adaptive testing, norm referenced and correlated to the California Standards, the NWEA MAP systems allows for multiple measures of student growth throughout the year to monitor and accelerate student progress.	<ul style="list-style-type: none"> <li>▪ Move students an average of 10 points = 1/6 of bonus</li> <li>▪ Move students an average of 20 points = 2/6 of bonus</li> <li>▪ Move students an average of 30 points = 3/6 of bonus</li> </ul> NOTE: 3 points is statistically significant growth.
3. FOR TEACHERS OF 12 <sup>th</sup> Grade Students: #2 only		<ul style="list-style-type: none"> <li>• Move students an average of 10 points = 1/3 of bonus</li> <li>• Move students an average of 20 points = 2/3 of</li> </ul>

		bonus • Move students an average of 30 points = 3/3 of bonus
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Figure 2.6: Local Student Performance Assessment

Assessment Method	Description	Dynamic Measures of Growth
Local Performance Assessment	Teacher develops and implements performance based assessments consistent with school and department goals (concurrent with Reach practicum sequence on performance assessments OR based on external evaluation of performance assessments).	<ul style="list-style-type: none"> <li>▪ Teachers are eligible for the full bonus based on an evaluation of the evidence of student work (using the Reach Institute’s Analysis of Student work protocol)</li> </ul>

2. *Effective Teaching:*

In addition to individual measures of student achievement, demonstration of effective instructional practices is also incentivized. Reach Consortium schools utilize the California Standards for the Teaching profession as a description of instructional practice most likely to yield the student achievement results described in the individual teacher goals for student performance section above. There are two methods by which teachers are able to demonstrate their use of effective teacher practices:

- *Teaching Performance Evaluations:* Includes satisfactory supervisor evaluations based on the Reach Institute’s performance evaluation protocol and focusing on the California Standards for the Teacher Profession. Reach Consortium school supervisors will participate in a professional development and calibration seminar series, convened by the Reach Institute, which focuses on best practices in teacher evaluation. (A more detailed description

of the Teacher Performance Evaluation process is included in the Rigorous, Transparent, and Fair Evaluation System below).

- *Formative Assessment:* In addition to performance evaluations, teachers have the opportunity to demonstrate their improvement on the instructional practices described in the California Standards for the Teaching profession by gathering evidence of their practice through ongoing formative assessment. Teachers earn this portion of the incentive by participating in a mentoring (including peer mentoring) relationship and developing a portfolio of evidence towards professional goals including: Self-assessment on the California Description of Teacher Practice Continuum, Individualized Learning Plan, Mid-Year Review, Professional Growth Reflection, and evidence of work collected to with the mentor. The formative assessment portfolio evaluation includes extensive opportunities for qualitative feedback, but the bonus is based on a one-point rubric (meets expectations/does not meet expectations). The formative assessment process overlaps with the performance evaluation system in such a way that the supervisor's feedback can be incorporated into the learning plan goals and can provide ongoing data for the formative assessment process. The formative assessment process incentivizes teachers to work to continuously improve their practices in alignment with the expectations of the performance evaluation process and in a way that is most likely to maximize the student achievement gains identified in the Individual Teacher Incentives for Student Performance section above.

3. *School Goals: Student Performance:*

The Reach Consortium recognizes that student achievement is not based solely on individual teachers working behind closed doors in their classrooms. Instructional leadership, professional collaboration, school culture, curriculum adoptions, and cross-curricular initiatives all contribute meaningfully to student achievement and provide a foundation on which individual teachers can maximize student achievement gains. In addition to value-added student achievement measures and evidence of effective teaching practices demonstrated by individual teachers, the Reach Consortium project also incentivizes a commitment to school-wide performance.

The Academic Performance Index, California’s method of evaluating schools based on student achievement, features most prominently in the incentives for instructional leaders and support personnel, incentivizing school-wide improvement, a standardized test that features prominently in the federal accountability requirements for high school students. The API is calculated using a combination of California Standards Test and the California High School Exit Exam results across subject areas (see figure 2.7 below).

*Figure 2.7  
California API Content Area Weights K-8 (2009-2010)*

<b>Content Area</b>	<b>Test Weights K-8</b>
California Standards Test in English Language Arts	54.2%
California Standards Test in Mathematics	36.1%
California Standards Test in Science, Grades 5 and 8	6.5%
California Standards Test in Social Science, Grade 8	3.2%

*California API Content Area Weights 9-12 (2009-2010)*

<b>Content Area</b>	<b>Test Weights 9-12</b>
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California Standards Test in English Language Arts, Grades 9-11	27.1%
California High School Exit Exam English Language Arts, Grades 9-12	9%
California Standards Test in Mathematics, Grades 9-11	18.1%
California High School Exit Exam Mathematics, Grades 9-12	9%
California Standards Test in Science, Grades 9-11	22.9%
California Standards Test in Social Science, Grades 9-11	13.9%

Using the API as a measure of school-wide student achievement has several advantages. First, the API is a measure that is incorporated in both the state and federal accountability systems in California. In terms of the federal adequate yearly progress measures, growth API is included as the Additional Measurable Objective. Additionally, the tests that make up portions of the API are also used to determine the proficiency rates under the federal guidelines. Under state law, the API is a critical measure used to determine charter schools' eligibility for renewal. These accountability factors make a focus on the API a highly leveraged pursuit. Additionally, the API provides a significant spread across the curriculum, with an appropriate emphasis on literacy, which provides a good representation of the priorities for student achievement within Reach Consortium schools.

Incentives for improvement on the API, however, are calculated using a dynamic and value-added formula, consistent with the other student achievement awards described above, to incentivize continuous whole school improvement (see figure 2.8).

*Figure 2.8 Academic Performance Index Value-Added Measures*

<b>Assessment Method</b>	<b>Description</b>	<b>Dynamic Measures of Growth</b>
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<p>California Academic Performance Index (API)</p>	<p>The API incorporates the California Standards Tests as well as the California High School Exit Exam, and is a component of both the federal and state accountability systems. Using the API as a measure encourages all faculty and personnel to work together to improve student achievement at the school. Incentivizing API growth fosters particular emphasis on literacy instruction, with a secondary emphasis on Mathematics, throughout the school. Additionally, focusing on the API incorporates science and, to a lesser extent, social science.</p>	<ul style="list-style-type: none"> <li>▪ School improves 5% of the difference between the base API and 800 (meets growth target) = 1/3 of bonus</li> <li>▪ School improves 12.5% of the difference between the base API and 800 = 2/3 of bonus</li> <li>▪ School improves 20% of the difference between the base API and 800 OR Scores 800 or above = 3/3 of bonus</li> </ul>
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By itself, the API is an incomplete measure of the school-based factors that lead to student achievement. The Reach Consortium incentive system also includes several other data based measures of student engagement that incentivizes many of the necessary pre-requisites to student learning, such as attendance, matriculation, and graduation rates (see figure 2.9).

*Figure 2.9: Student Engagement Measures*

Assessment Method	Description	Dynamic Measures of Growth
<p>Attendance Rate</p>	<p>Attendance is a critical self-evident factor in improving student achievement. Focus on the attendance rate as a school-wide goal fosters coordination between teachers, administrators, advisors, and support staff to create the systems and connections to families that ensure students and their families prioritize and value being in school every day. Attendance rates will be calculated using the state formula used to determine</p>	<ul style="list-style-type: none"> <li>▪ Attendance rate improves 20% of the difference between prior year's attendance rate and 97% = 1/9 of bonus (1/6 for K-8)</li> <li>▪ Attendance rate improves 50% of the difference between prior year's attendance rate and 97% = 2/9 of bonus (2/6 for K-8)</li> <li>▪ Attendance rate improves 75% of the difference between prior year's attendance rate and 97%</li> </ul>

	funding based on “average daily attendance.”	OR is 97% or higher = 3/9 of bonus (3/6 for K-8)
Matriculation Rate	<p>There is a consistent and recurring relationship between students remaining enrolled and progressing through the requirements and their ultimate graduation. Incentivizing matriculation rates rewards schools for keeping students in school and focused on progressing to the next level. Setting a matriculation rate target requires an allowance for regular student mobility while still incentivizing retaining as many students as possible. Additionally, matriculation rates cannot be based solely on promotion rates, as this inadvertently incentivizes social promotion. The matriculation rate targets adopted by the Reach Consortium require that a supermajority of students are retained in the school and are making progress towards graduation.</p>	<ul style="list-style-type: none"> <li>▪ High School: 60% of each cohort of 9<sup>th</sup> graders enrolled 4 years prior either remain enrolled or graduate having met A-G requirements (statewide, about 1/3 of students meet the A-G requirements) = 1/3 of bonus</li> <li>▪ Elementary: 60% Kindergarten cohort enrolled 6 years earlier are either promoted to middle school (6<sup>th</sup> grade) or are still enrolled in the school= 3/6 of bonus</li> <li>▪ Elementary: 66% 6<sup>th</sup> grade cohort enrolled 3 years earlier are either promoted to high school (9<sup>th</sup> grade) or are still enrolled in the school= 3/6 of bonus</li> </ul>
College Readiness (High School Only)	<p>Reach Consortium schools have a particular mission of sending students, disproportionately representing demographic groups that have lower than average college going rates, to college. Measures incorporating acceptance rates to college coupled with proven success in college level courses incentivizes schools to align their curriculum and prepare their students academically for college entrance and success.</p>	<ul style="list-style-type: none"> <li>▪ Acceptance Rate: 75% admitted to accredited four year college/university = 1/2 of bonus</li> <li>▪ Community College Course Completion Rate: 75% of graduates successfully complete (A, B, or C) a UC/CSU transferable community college course through concurrent enrollment = 1/2 of bonus</li> </ul>

4. School Goals: Effective Teaching:

In addition to opportunities for individual teachers to demonstrate their effective practices, the Reach Consortium project also incentivizes two school-wide practices found to impact instructional quality and student achievement:

- Collaborative Intervention:* Teachers engage in collaborative improvement by identifying challenges, examining those challenges using research, designing interventions, and evaluating the efficacy of the interventions. Teachers working together in meaningful ways to create interventions to address student needs fosters student achievement and growth. The depth and quality of teachers’ collaborative inquiry are evaluated by the principal or their designee based on a Reach Institute designed rubric. Teachers who engage in formal collaborative inquiry to design interventions earn this portion of the bonus.
- Teacher Leadership:* When carefully structured, research has found a recurring relationship between teacher leadership and student achievement in the less experienced teachers classrooms. In the Reach Consortium project, selected teachers receive incentives to provide structured instructional leadership to other teachers in the program (see figure 2.10)

Figure 2.10

<i>Instructional Leadership Position</i>	<i>Stipend/Or Equivalent Release Time</i>	<i>Notes</i>
Instructional Coach - Subject	██████	Schools may deploy, at their discretion, “literacy coaches” or other subject matter coaches consistent with the project priorities. Coaches will either be given sufficient release time (in which case bonus amounts will be incorporated into their salaries) or will be stipended. Coaches must be selected according to criteria included in the project plan (exceptional teaching abilities, proven expertise in area of focus). Coaches must complete the Reach Instructional Coaching sequence and possibly participate in additional Reach capacity building activities.

Instructional Coach – New teacher mentor	██████	Schools may utilize site-based coaches to mentor novice teachers participating in BTSA/Induction through Reach. Coaches will either be given sufficient release time (in which case bonus amounts will be incorporated into their salaries) or will be stipended. Coaches must be selected according to criteria included in the project plan (exceptional teaching abilities, proven expertise in area of focus). Coaches must complete the Reach Instructional Coaching sequence and participate in additional Reach capacity building activities.
Project coordinator	██████	Project coordinators may supervise aspects of the project consistent with the project priorities. Areas of focus could include: data/inquiry coordinator, intervention coordinator, professional development coordinator, etc. Positions determined by principal based on budget and school needs and priorities related to student achievement. Selected Project Coordinators must have both demonstrated expertise in the project area and have demonstrated abilities in core teaching responsibilities based on principal evaluations. Depending on the focus of the coordination, participation in Reach capacity building activities may be required.

5. *Base Salary Increases:*

The final category of incentive bonuses are base salary increases intended to assist in recruiting teachers to hard-to-staff positions and to incentivize advanced certification.

- *Recruitment:* Each school has developed or will develop a salary schedule/rubric that values experience, qualifications, and demonstrated effectiveness. The schedule includes a ██████ for certification and assignment to hard to staff positions including Mathematics (excluding “foundational mathematics”), Science (including Biology, Physics, or Chemistry), Spanish, and Special Education.
- *Advanced Certification:* Each salary schedule will include increases in base salary based on higher levels of certification in programs targeted at specific areas of need for the school (each must be approved by the principal) including earning: a Preliminary Credential, Clear Credential, Additional

certification in areas of need (i.e. earning additional subject matter authorizations), Master of Arts (in subject area or in education) and/or Administrative Services Credential, or National Board Certification

Taken together, these five categories for possible incentive bonuses reward individual teacher effectiveness based on student achievement and demonstrated practice, reward school wide efforts to foster improved student achievement, and support the recruitment and retention of teachers effective teachers into Reach Consortium partner schools.

Involvement & Support of Teachers, Principals & Personnel: Reach Consortium teachers, principals, and personnel overwhelmingly support the proposed project. While Reach Consortium schools are not collectively bargained, staff was surveyed and there was unanimous support for this project at each of the partner schools, based on public announcements, electronic surveys, and petitions. No teachers opposed the project (see letters of support attached). Furthermore, representative teachers and all principals were consulted in the development of the incentive fund concept and structure, providing valuable input and support.

Rigorous, Transparent, and Fair Evaluation System: Teachers and principals in Reach Consortium schools are engaged in multi-level and ongoing formative and summative performance assessments involving work with their supervisors, instructional coaches, peers, inquiry groups, and outside experts. These levels are designed to work in concert to provide teachers with ongoing and focused

feedback on their students' performance and their teaching practices. The formal evaluation system fits within this framework, but is by no means the only form of feedback that teachers receive on their performance.

Teachers will be evaluated annually based on their overall performance in terms of raising student achievement and developing effective instructional practices. This evaluation will be conducted each October for the previous year and will be the substance of not only the incentive fund award but also of a one-on-one conference with each eligible teacher, their supervisor, and the project coordinator (for teachers departing the school, this evaluation may be conducted in Spring of the preceding year, but will necessarily not include all of the relevant performance measures). Selected data related to these metrics are generated on an ongoing basis and are the substance of continuous feedback, evaluation, and inquiry. This culminating evaluation will incorporate three clear components: Performance based compensation system measures of student achievement, performance evaluations of effective instructional practices, and evidence of practice based on formative assessment.

*Performance Based Compensation System Measures of Student*

*Achievement:* The Performance Based Compensation System measures of student achievement that can be attributed to individual teachers (the orange section of figure 2.1) are designed to provide valid and multiple measures of value added student achievement. The award levels are tiered into thirds. Therefore, a teacher who earns a third of the award in this area receives a PBCS evaluation of effective, a teacher who earns two thirds of the award earns a

PBCS evaluation of excellent, and a teacher who earns the entire award earns a PBCS evaluation of exceptional. While the formal evaluation and data analysis will occur as part of the formal annual review conducted at the time the incentive awards are distributed, student achievement data will be released throughout the year to allow teachers and instructional leaders to monitor student achievement, instructional effectiveness, and school effectiveness throughout the year.

*Performance Evaluation of Effective Instructional Practices: Teachers'* classroom performance will be evaluated three times annually using the Reach Institute for School Leadership's performance evaluation tools for school leaders, which are based on the California Standards for the Teaching Profession. Evaluations will be conducted at the beginning of the school year, mid-year, and at the end of the year. Only the mid-year and end of year reviews count as formal evaluations. The first evaluation cycle conducted early in the year is intended to establish a baseline and provide feedback that can inform the teachers' goals for improvement, provide focal points for professional development, and allow the teacher to focus on practices that are most likely to improve student achievement (and, therefore, maximize their incentive awards).

The performance evaluation tool examines each of the five standards for effective teaching including practices for engaging all students in learning, creating effective classroom communities, planning instruction, subject specific pedagogies, and effective assessment practices. For each, the practice is described as falling into one of five levels: 1-emerging, 2-exploring, 3-applying, 4-integrating, and 5-innovating. The goal is for all teachers to be "applying,"

which is the equivalent of meeting the standard, and to therefore receive a sufficient evaluation if they receive an average score of 3 or above on the mid-year and end of year evaluation.

Each performance evaluation includes a pre-conference, observation, and post conference. In the pre-conference, the teacher and the evaluator discuss the expectations for the lesson, the planned sequence of instructional activities, where the lesson fits into the scope and sequence of the course, and any issues related to classroom community and student engagement that are of particular significance. In the observation, the evaluator observes a full lesson (approximately 40 minutes to an hour of instruction) and records evidence of practice. In the post-conference, the evaluator asks any follow up questions and reports on the teacher's performance levels.

The Reach Institute's performance evaluation tools are comprehensive and time intensive. They require principals and other instructional leaders to dedicate substantial time to evaluating teacher performance. In addition to the time required for actually administering the evaluations, evaluators are required to participate in practice and calibration activities to ensure that the tools are being used effectively and are being administered uniformly across and between schools.

*Formative Assessment:* All teachers in Reach Consortium schools will be paired with a colleague, either a peer in the case of veteran teachers or a specially trained mentor or instructional coach in the case of more novice teachers, to engage in ongoing formative assessment and continuous improvement based on

the California Standards for the Teaching Profession. At a minimum, the formative assessment process will include a self-assessment based on the California Standards for the Teaching Profession Description of Practice, and an individual learning plan that sets specific goals in targeted areas based on the self-assessment and the preliminary performance evaluation conducted by site supervisors (see performance evaluation above), a mid-year review of evidence of progress, and an end of year reflection on evidence of progress. Evidence of progress may include peer/mentor observation protocols, lesson plans, samples of student work, student assessment data, student survey results, evidence from the performance evaluation process, or other evidence that the teacher feels is valid. Teachers receive specific training in peer or mentor coaching to allow formative assessment systems to be implemented so that teachers receive ongoing coaching and feedback aligned with the incentive fund project goals.

Taken together, the evaluations based on selected aspects of the Performance Based Compensation System, the Performance Evaluations of Effective Instructional Practices, and the Formative Assessment measures provide three valuable ways of evaluating teacher practice and provide a balance of student achievement measures, observation of instructional practice, and evidence of continuous improvement.

*Principals and other Instructional Leaders:* Each Principal or instructional leader is supervised by someone within their organizational structure (An Executive Director, Superintendent, or Chairperson, for example) and will engage in a parallel evaluation process that includes an annual evaluation

consisting of: A review of student achievement gains based on the measures described in the incentive fund project (see figure 2.1), a performance review of effective instructional leadership practices based on each school leader's detailed job description and performance objectives, and participation in ongoing formative assessment coordinated by the Reach Institute.

Data-Management System: Reach consortium schools each already have comprehensive data-management systems that capture and report student achievement data across all of the areas indicated in figure 2.1 (with the exception of the NWEA computer adaptive, norm referenced achievement data. That system is currently deployed in two of the Reach Consortium partner schools and will be expanded to all four sites in Fall 2010). These systems also already have the capacity to link student achievement to individual teacher, principal, and support personnel payroll systems at each school. However, because the Reach Consortium is a network of independent charter schools, the steering committee, under the direction of the project coordinator, will analyze each school's current system and create a unified data-management system in which student achievement indicators are collected centrally for the consortium and bonuses are reported, money is released, and bonuses are paid based on the incentive fund awards as described in Section 2 above. This system will require data reporting to the project coordinator's office from the schools and then data reporting back to the site administrators and human resources/payroll offices of each school. Each school has indicated that they are committed to the development of these processes and provisions to ensure these processes have

been included in the Memorandum of Understanding executed by each school and the lead agencies (which are included with this grant proposal).

High Quality Professional Development: Each Reach Consortium school entered the consortium because the goals of this project are aligned with and integral to each school's long term improvement goals and vision for high quality schooling for all students. Reach Consortium schools are, therefore, committed to aligning their professional development activities to ensure that teachers and other school personnel have the best possible opportunity to achieve the incentive fund targets.

High quality and effective professional development leads to meaningful and sustained improvement in practice by teachers and is characterized by:

- Alignment with a compelling and shared positive vision for teaching and learning in the school;
- Formal training in research-based best practices that will lead to attainment of the positive vision;
- Access to expertise;
- Teacher ownership and investment in the area of practice and methods to be implemented, and the belief that the practices will contribute towards the positive vision;
- Informal training, ongoing inquiry, and opportunities to discuss challenges and obstacles in professional learning teams;
- Opportunities for coaching, practice, and feedback;
- Positive role models who can demonstrate the practices to be implemented;

- Sustained focus over time on the areas to be improved or implemented; and
- A reward and evaluation system and organization structures that are consistent with this new way of thinking and working.

Through the partnership with the Reach Institute for School Leadership, Reach Consortium schools receive ongoing professional development, capacity building, and technical assistance aligned with the objectives of the teacher incentive fund project. All Reach Institute capacity building processes incorporate these elements of effective professional development. Reach Consortium schools will be able to access the Reach Institute's highly regarded school-embedded professional development programs, which emphasize individualized coaching, applied action research, and research-based best practices. Capacity-building programs are specifically targeted to principals, teacher leaders, instructional coaches, emerging teachers, and novice teachers. Based on each school's individual evaluation, the Reach Institute works with each Reach Consortium member school to develop professional development and capacity building opportunities in the following areas:

- Whole school evaluation & improvement;
- Instructional leadership including: effective classroom visits, evaluation systems, instructional program coherence & alignment, effective professional development for teacher learning, data-based inquiry, and fostering professional community.

- **Instructional Coaching:** foundations in instructional coaching, coaching for equity and universal access, coaching in complex situations, subject matter coaching
- **Teaching:** subject specific pedagogies, differentiated instruction, instructional planning, data based assessment practices, teaching English language learners, teaching students with special needs, literacy across the curriculum, and using technology to improve student learning.
- **New Teacher credentialing, mentoring, and support.**

This comprehensive approach to school-embedded professional development and capacity building is a particular and unique strength of the Reach Consortium.

### **Section 3: Support for Proposed Project**

Management Plan: The Reach Consortium schools are experienced in working as a collaborative in partnership with the Reach Institute. The Reach Institute and the Reach Consortium schools, as a subset of a larger partnership of charter schools, has successfully managed a cross site collaborative for teacher development and credentialing for four years, and in that time has successfully implemented, monitored, and reported on accreditation and grant requirements to the State of California as well as multiple private funders.

The management team for the Reach Teacher Incentive Fund Consortium will include the Reach Institute Director, who will be the project’s director; the Arise High School Executive Director; the Arise High School Chief Financial Officer; and the designated chief executive officers of each partner high school.

The management team will meet quarterly to discuss and take action on project implementation and fiscal oversight. The management team will then delegate operational authority to the project director to execute and monitor the projects implementation. The project director will then supervise the project coordinators located at each site, the evaluation contractors, and the Reach Institute's faculty as appropriate. Key stakeholders, including the management team participants, will be in regular contact with the project coordinator and more frequent meetings/conference calls may be scheduled as necessary.

The ultimate legal and fiscal responsibility for the program will rest with the Lead Local Education Agency, Arise High School, and its governing board. The Executive Director of Arise High School will ensure that the governing board is sufficiently informed and can take action as necessary, utilizing the project director as necessary.

Project Director & Key Personnel: The key management personnel for the project include the Project Director, Page Tompkins; the Executive Director of the Lead Local Education Agency, Laura Flaxman; and the Chief Financial Officer for the Lead Local Education Agency, Louise Santiago. A brief description of the experience and qualifications of each follows:

*Project Director:* The Project Director will be Page Tompkins. Page is the Director of the Reach Institute for School Leadership and has worked to develop multiple site school reform and improvement projects for twenty years. He has extensive experience with program and fiscal

management, fund raising, evaluation, school improvement, and organizational capacity building. Prior to co-founding the Reach Institute, Page worked as a Program Director for the school reform and improvement program at On The Move, a Bay Area non-profit organization dedicated to fostering effective leadership and high functioning organizations in the public sector. He was the founding principal of the Bay Area School of Enterprise, a Reach Consortium partner school, where he served for six years and provided over continuous student achievement gains. Page has played diverse leadership roles in the non-profit and educational fields including serving as the Program Director for Outward Bound South Africa and as the Executive Director of Our Schools, a non-profit focused on school reform in San Francisco public schools. Page holds a California Clear Teaching Credential in Social Science and a Master of Arts in Education. He is currently a Doctoral Candidate in the Leadership for Educational Equity Program at the University of California, Berkeley. His research focuses on effective alternative certification programs, the impacts of high quality mentoring on new teacher development, teacher learning, teacher professional community, and teacher labor markets.

*Executive Director:* The Executive Director of the Lead Local Education Agency is Laura Flaxman. Laura brings twenty years of experience in urban education to her role as Arise Executive Director. Laura has extensive experience working on school improvement, both at the site level and across networks of

schools. Prior to joining ARISE, Laura served as Co-Director of the Small Schools Project for the Coalition of Essential Schools where she launched a Bill & Melinda Gates Foundation funded national project to identify 20 exemplary small high schools across the nation, help them develop the skills to “mentor” others just creating schools, create 10 new schools and convert five large schools into small schools. Laura came to Oakland in 2000 to start Life Academy, a small district high school, where she served as principal. Prior to a year at Harvard and an internship at the Boston Arts Academy, Laura worked for Expeditionary Learning Outward Bound in New York City helping to create and support several new middle schools and a couple of existing high schools. She taught English, art and social studies at Thomas Jefferson High School in Brooklyn, a residential treatment center in Manhattan, and South Bronx High School where she coordinated a program with the New York City Outward Bound Center. Laura holds two Master’s degrees: one in Educational Leadership from Harvard University and the other in English from the Bread Loaf School of English. She earned her Bachelor’s at Wesleyan University and her high school diploma at the Bronx High School of Science. Laura founded and served on the board of the Oakland Small Autonomous Schools Foundation, a non-profit organization dedicated to supporting and strengthening small public schools in Oakland. Laura is also the co-author of *Small Schools, Big Ideas: The Essential Guide to Successful School Transformation*.

*Chief Financial Officer:* The Chief Financial Officer of the Lead Local Education Agency is Louise Santiago. Prior to joining Arise, Louise was the

Director/Principal of MIT Academy, a prior teacher incentive fund grantee, where she provided grant administrative oversight. Ms. Santiago has an MA in educational administration and is currently completing her Ph.D. She is well qualified as the administrator, as she has implemented and administered similar projects ranging from [REDACTED] to [REDACTED] for EAST, High Tech High, GEAR UP, and other State and federal grant-funded programs. Ms. Santiago will coordinate and integrate all fiscal components of the grant into on-going operations at Arise. She will additionally monitor expenditures and releases of funds, and submit timely, accurate fiscal reports.

These key project managers will work in conjunction with the Chief Executive Officers, who will form the steering committee, and the instructional leaders at each Reach Consortium partner school, each of whom have extensive experience developing and managing innovative school reform approaches (resumes attached).

Supplemental Resources: Reach Consortium partners have committed to supporting the project through a substantial allocation of funds and in-kind support.

Reach Consortium partner schools' funding commitments include a commitment of contributing increasing portions of the incentive fund awards each year of the grant (schools will contribute [REDACTED] more each year to the incentive fund for their site for each [REDACTED] in the incentive fund. This will average to a [REDACTED] contribution for every [REDACTED] in the incentive fund over the life of the grant, or a 10% match). In addition, schools have agreed to

incorporate base salary increases into the incentive fund formulas, which will represent a long-term commitment beyond the grant funding.

In-kind contributions include substantial staff time dedicated to the project beyond what is funded in the grant, including site Executive Officer and Principal time, one of the most expensive resources at each site (estimated value, \$100,000 per year per site).

The Reach Institute will dedicate [REDACTED] of the Teacher Credentialing Block Grant, a California Department of Education grant, to subsidizing the cost of novice teacher development within the Reach Consortium partner schools (the exact amount will vary depending on the number of novice teachers from each site participating in a given year).

The Reach Institute will also make in-kind contributions of staff time, beyond the grant funding, to support project implementation oversight and coordination of school site professional development (estimated value, [REDACTED] .

Arise High School, the Lead Local Education Agency, in addition to the commitments made as a participating Reach Consortium partner school, will dedicate additional executive management and governing board time to the project (estimated value [REDACTED] per annum).

Taken together, the estimated value of the supplemental resources dedicated to the program totals [REDACTED], in direct supplemental funding per annum and [REDACTED] in in-kind support per annum, totaling a match of 60% of the grant amount. This substantial of a match is only partially due to new resources that schools will put towards the grant specifically. It is primarily a reflection of the

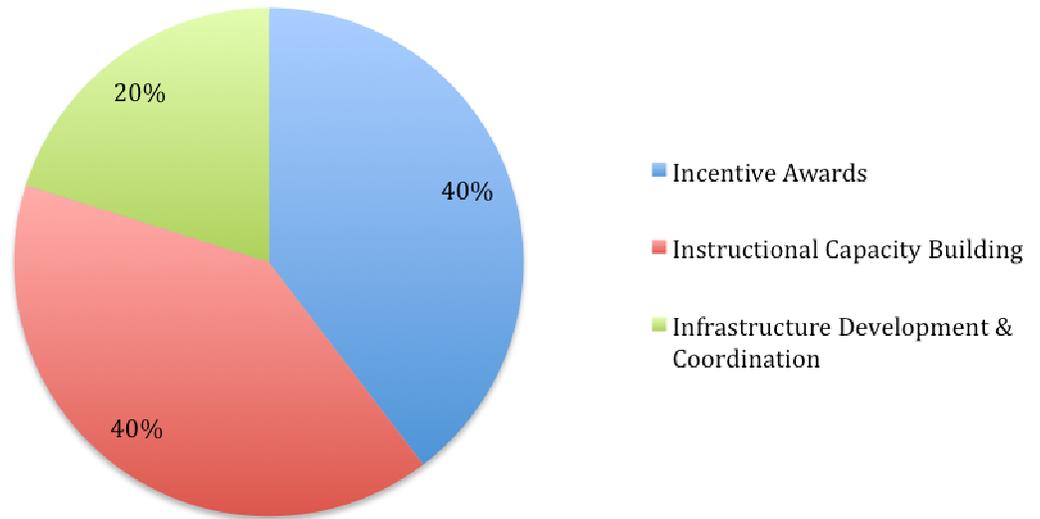
degree to which the project is aligned with the Reach Consortium partner school's existing goals and planned resource allocations.

Sufficiency of Grant Request: The project costs presented in this proposal are sufficient and are effectively distributed to attain the objectives (see figure 3.1). The incentives are sufficient to motivate teachers to focus on improving student achievement, both individually and collectively, and dynamic enough to reward teachers for each student whose performance improves. The funds dedicated to capacity building are sufficient to ensure that each school can develop the skills necessary for ensuring that the project objectives are met at multiple levels including institutional and leadership capacity building, team capacity building, and individual teacher development. Additionally, the capacity-building funds are sufficient to develop the institutional skills and resources to ensure that the Reach Consortium, collectively and in each school, will institutionalize the necessary skills and deployments to ensure that the project can continue as the scaffolding provided by the grant is gradually replaced with school and consortium resources. Finally, the funds for the development of project infrastructure and management are sufficient to ensure that the project can be successfully planned, implemented, monitored, evaluated, and reported without disproportionately draining resources from the core work of improving student achievement and building instructional capacity in the schools.

*Figure 3.1*

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## Reach Teacher Incentive Fund Consortium Distribution of Funds



## Section 4: Local Evaluation

The Reach Teacher Incentive Fund Consortium project will be rigorously evaluated by outside evaluators identified and supervised by the Reach Institute, and sufficient grant funds have been allocated for this purpose (see budget narrative). Each objective will be evaluated using both quantitative and qualitative data based on specific evaluation questions (see figure 4.1 below). The purpose of the evaluation is both to provide data on which program leaders can base their inquiry and make determinations about program improvements, and to generate conclusions about best practices and lessons learned that can be the basis for project continuation and expansion as well as be disseminated to education reform leaders.

*Figure 4.1: Grant Objectives and Evaluation*

Objectives	Evaluation Methods	Measures of Success
<p>To measurably improve student achievement in Reach Consortium partner schools based on valid, reliable, and value-added performance measures.</p>	<p><i>Quantitative:</i> The project will be evaluated using the same measures for student achievement described in the incentive fund awards description (see figure 2.1 above) incorporating both the measures used to determine individual teacher performance and school-wide performance. Evaluators will also examine correlations, if any, between student achievement on the various measures to determine if the different measures create internal validity or whether they lack consistency. Additionally, survey data will be used to determine teacher and school personnel attitudes towards the efficacy of these measures and the degree to which school personnel believe that the goals and resources of the program are connected to improve student achievement. Evaluators will conduct comparative value-added analysis of participants' student performance on the California Standards Test to matched data sets using the method created by David Stern, Professor of</p>	<ul style="list-style-type: none"> <li>• Schools will demonstrate average achievement gains equivalent to the first tier of awards over the first three years of the project, and will average achievement gains equivalent to the second tier of awards over the final two years of the project.</li> <li>• Participants (teachers and instructional leaders) will demonstrate more value-added student achievement than comparison groups of teachers based on results on the California Standards Tests.</li> <li>• Participants will report a correlation between the project and increased student achievement gains.</li> </ul>

	<p>Policy, Organization, Measurement, and Evaluation at the University of California Berkeley.</p> <p><i>Qualitative:</i> Based on the quantitative data, evaluators will collect additional qualitative data to explain and understand the relationship between student achievement gains (or lack of gains) and the Reach Consortium project. Data collection methods may include interviews, focus groups, and observations.</p>	
<p>To develop a means of evaluating teacher, leader, and school performance that recognizes differentiated individual and collective contributions to student learning.</p>	<p><i>Quantitative:</i> Evaluators will compare the performance of students who fall under given teachers, supervisors, or schools with the results of the corresponding teacher or supervisors performance evaluation results.</p> <p><i>Qualitative:</i> Evaluators will seek to understand and explain the relationship between conceptions of effective teacher practice and student achievement as it occurs within Reach Consortium schools.</p>	<ul style="list-style-type: none"> <li>• There will be a consistent and recurring relationship between the results of performance evaluations and student achievement.</li> <li>• Participants will perceive that they are evaluated based on instructional practices that lead to student achievement.</li> </ul>
<p>To create individual and collective incentives for improving student achievement that will reward the teachers, school leaders, and teams based on their contributions to student learning.</p>	<p><i>Quantitative:</i> Evaluators will examine correlations, if any, between student achievement, performance evaluation results, and other incentivized areas highlighted in the grant such as participation in formative assessment, collective inquiry, or advanced certification. Participant surveys will seek to examine the degree to which the project creates an incentive for improving student achievement and which aspects of the incentive fund are most valued or provide the most motivation.</p> <p><i>Qualitative:</i> Based on the quantitative data, evaluators will collect additional qualitative data to explain and understand the relationship between student achievement gains (or lack of gains) and the Reach Consortium project. Data collection methods may include interviews, focus groups, and observations.</p>	<ul style="list-style-type: none"> <li>• There will be a significant correlation between student achievement measures and other incentivized activities and practices.</li> <li>• Participants will report alignment between the student achievement measures, the instructional practices measures, and the capacity building they receive in the program.</li> <li>• Participants will report that the incentive fund project serves to focus their efforts.</li> <li>• Participants will report that the incentive fund project motivates their individual and their collective efforts.</li> </ul>
<p>To build the capacity of individual teachers, teacher teams, school leaders, and school teams to maximize student achievement based on the</p>	<p><i>Quantitative:</i> Evaluators will track student achievement performance over time (not just year to year) to determine the degree to which individual teacher's students' achievement improves from year to year.</p> <p><i>Qualitative:</i> Evaluators will collect data to understand the relationship between participation in the program over time and participants' motivation, commitment, and</p>	<ul style="list-style-type: none"> <li>• Participants' awards, as a measure of their effectiveness, will increase over time as they participate in the program.</li> <li>• Participants will report an increasing sense of efficacy as their capacity is built and they examine the evidence of student</li> </ul>

identified measures.	perceptions of their effectiveness.	achievement.
To rigorously evaluate project implementation and results for the purposes of ongoing improvement and dissemination of promising practices.	<p>Data from the evaluation will be used both formatively and summatively.</p> <p>Formative Evaluation: Evaluators will report findings and analyses as they become available in order for the steering committee to make adjustments to the program and determine questions to be investigated by the evaluators.</p> <p>Summative Evaluation: Evaluators and the program steering committee will use the projects summative evaluation for the purposes of reporting on the grant, determining future directions for the project after the conclusion of the grant period, and for dissemination. Dissemination will include sharing best practices and lessons learned to a wide audience of educators including, but not limited to, charter school leaders, non-system school support organizations, alternative certification program leaders, and small school reform leaders. Publication in scholarly journals of education may also be sought.</p>	<ul style="list-style-type: none"> <li>• Final report describes ongoing program refinement based on specific qualitative and quantitative findings.</li> <li>• Program leaders and evaluators present best practices and lessons learned in 5-10 venues to approximately 1500 educators.</li> <li>• 3-4 articles in practitioner oriented publications.</li> <li>• 1-2 articles in scholarly journals.</li> </ul>

**Conclusion: Absolute & Competitive Priorities**

The proposed Reach Teacher Incentive Fund Consortium described in this narrative meets the absolute and competitive priorities of the Teacher Incentive Fund program. Specifically, the program includes a system of differentiated levels of compensation for effective teachers and principals, provides for a fiscally sustainable performance-based compensation system; is a comprehensive approach to performance-based compensation; makes extensive use of value-added measures of student achievement; increases the recruitment and retention of effective teachers to serve high-need students and to work in hard-to-staff subjects in high-need schools; and is a new applicant to the Teacher Incentive Fund.

Priority 1 – Differentiated levels of compensation for effective teachers and principals: This proposal significantly differentiates the levels of compensation for effective teachers and principals. As described in detail in section 2, compensation is differentiated by role, by degree of student achievement gains across multiple measures, by individual teacher and school-wide goals, and by student achievement gains and measures of effective practice. For teachers, principals, and instructional leaders, student growth as measured by objective data of student performance makes up the largest share of the incentivized measures. However, demonstrated effective practice on observation-based assessments at multiple points during the year using objective evidence-based rubrics aligned with professional teaching standards is also incentivized. To a lesser but still significant extent, the proposal also incentivizes other measures that are correlated with student success, such as participating leadership roles, engagement in ongoing improvement of instruction, collaborative inquiry, and advanced certification.

Priority 2 – Fiscal sustainability of the Performance-Based Compensation System (PBCS): As described in section 3 of the proposal, the Reach Consortium schools are committed to progressively increasing the portion of the Performance-Based Compensation System that is supported by the schools' general funds to ensure the institutional support for continuing the PBCS beyond the life of the grant. Additionally, Reach Consortium schools and partners are investing considerable resources, primarily but not exclusively in the form of staff time, to ensure that the Reach Consortium project objectives are

thoroughly aligned with and integrated into the core goals and missions of each school. By incorporating the PBCS components into existing job descriptions, the program becomes increasingly embedded in the regular cost structure of the school and increases the project's sustainability.

Priority 3 – Comprehensive approaches to the performance-based compensation system: This proposal outlines a comprehensive, aligned, and integrated strategy for creating teacher and school incentives that are specifically tailored to the unique mission of the Reach Consortium. This has led to the adoption of a somewhat complex formula for determining teacher compensation; however, it has also led to a nuanced system of incentives that are aligned to the individual and collective measures of student achievement and school effectiveness central to the Reach Consortium Schools.

Priority 4 – Use of value-added measures of student achievement: This proposal, as is particularly evident in section 2, includes extensive use of value-added measures of student achievement. The proposed project takes care to incorporate multiple measures of improvement to avoid a narrowing of the curriculum to a relatively few items, and also incorporates dynamic growth measures to ensure that teachers have an incentive to continuously improve the performance of every student.

Priority 5 – Increased recruitment and retention of effective teachers to serve high-need students in hard-to-staff subjects and specialty areas in high-need schools: All Reach Consortium schools serve high-need students. The proposed project includes specific incentives in the form of base salary increases

intended to reward teachers in hard-to-staff subject areas who work in Reach Consortium schools, creating both a recruitment and retention incentive. More generally, the project as a whole creates a powerful incentive for the most effective teachers to begin teaching and to remain teaching in Reach Consortium schools.

Priority 6 – New applicants to the Teacher Incentive Fund: The Reach Consortium is a new TIF program applicant. Neither Arise High School, the Lead LEA and the fiscal agent, nor the Reach Institute for School Leadership, a public benefit non-profit and the lead program agency, have applied for the TIF program in any form.

# Project Narrative

## High-Need Schools Documentation

Attachment 1:

Title: Pages: **0** Uploaded File: **High Needs Schools Documentation.doc**

### High Needs Schools Documentation

(data from Ed-Data website: <http://www.ed-data.k12.ca.us>)

#### ARISE High School, 2008-9

	Number of Students	Percent of Enrollment
Free/Reduced Price Meals	120	73.6%

#### Bay Area School of Enterprise, 2008-09

	Number of Students	Percent of Enrollment
Free/Reduced Price Meals	47	55.3%

#### Lighthouse Community Charter (K-8), 2008-9

	Number of Students	Percent of Enrollment
Free/Reduced Price Meals	339	72.6%

#### Lighthouse Community Charter High (9-12), 2008-9

	Number of Students	Percent of Enrollment
Free/Reduced Price Meals	144	81.8%

# Project Narrative

## Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Reach TIF Letters of Support** Pages: **0** Uploaded File: **TIF Consortium MOU template.pdf**

## Memoranda of Understanding

The following MOU was executed by the duly authorized personnel from each of the following Reach Consortium partners:

<b>CDS Code</b>	<b>Partner School</b>	<b>Description</b>	<b>TIF Eligible Staff</b>	<b>District</b>
██████████	Arise High School	9-12	16	Oakland Unified
██████████	Bay Area School of Enterprise (BASE)	9-12	11	Alameda Unified
██████████	Lighthouse Community Charter	K-8	47	Oakland Unified
██████████	Lighthouse Community Charter High	9-12	21	Oakland Unified
<b>EIN</b>	<b>Non-Profit Partner</b>	<b>Description</b>		
██████████	Reach Institute for School Leadership	Educational Non-Profit		

## MEMORANDUM OF UNDERSTANDING

### Reach Teacher Incentive Fund Consortium

By execution of this Memorandum of Understanding (hereinafter, "Agreement") [LEA NAME] (hereinafter, "the LEA"), a local education agency, joins the Reach Teacher Incentive Fund Consortium. Arise High School ("ARISE"), an independent public charter high school, is the lead fiscal agency. The Reach Institute for School Leadership ("Reach"), a public benefit not-for-profit, will be the lead program agency. The purpose of this Agreement is to establish a formal working relationship between the parties to coordinate incentive funds for teacher and school personnel based on multiple measures of student achievement and teacher effectiveness, and to provide capacity building improve teacher effectiveness. The consortium will be governed by a steering committee consisting of partner agency principals or their designees. The project will be administered by a project coordinator designated and supervised by Reach.

#### **Partner LEA agreements:**

The LEA agrees to:

- Implement the project consistent with the grant narrative and objectives.
- Cooperate with the project coordinator and lead agencies to ensure effective execution and reporting of the grant objectives. Report not less than twice annually on project implementation plans and progress in a manner determined by the project coordinator with the advice of the steering committee.
- Participate in capacity building activities including, but not limited to: creating a formative assessment structure on site, principal/instructional leader inquiry group, Reach seminars as appropriate, Reach Instructional Coaching certification program for designated instructional coaches.
- Implement a teacher evaluation system in conjunction with Reach consistent with the grant narrative and objectives
- Provide necessary student achievement and other data to calculate incentive fund awards.
- Provide appropriate orientation to all eligible staff members regarding the teacher incentive fund.
- Principals will participate in regular steering committee and project planning meetings.
- Create and maintain a data tracking and bonus calculating system that is linked to payroll. Maintain sufficient payroll systems so as to be able to pay prior year awards each October for all eligible employees.
- Assign a site based project coordinator with responsibility (not less the .5 full time equivalent) for liaising with the lead agencies and ensuring project implementation.
- Assign and supervise other project related personnel consistent with the grant narrative and objectives.
- In the event that incentive fund awards exceed the amounts allocated in the grant budget, to make up the difference without compromising the core site support coordination.

- To gradually increase (5% per annum based on the first year's incentive fund) the LEA contribution to the incentive fund. By the end of the grant period, the LEA will have assumed 20% of the grant fund.
- Participate in project school and teacher capacity building activities consistent with the grant agreement.
- Expend allocated and committed funds consistent with the grant narrative and objectives.
- Implement computer adaptive testing through NWEA-- Northwest Evaluation Association (including creating/enhancing sufficient hardware and software with appropriate supervision)
- Create or modify schoolwide action plans that are aligned with the grant incentives and objectives
- Foster alignment, support, and investment amongst teachers for the project goals
- Adopt/refine salary rubric consistent with the project objectives including built in incentives for hard to staff positions, flexible retention bonuses, and incentives for advanced certification including Reach credentials/certificates. Salary rubric must include significant measures other than/in addition to seniority.
- Delegate to the project coordinator the responsibility for representing the Reach Teacher Incentive Fund Consortium when interacting with outside stakeholders.

**The Reach Institute for School Leadership, Lead Program Agency, Agreements:**

Reach agrees to:

- Provide project administration and coordination. Appoint a project coordinator to ensure project oversight and effectiveness.
- Provide school and teacher capacity building activities and professional development consistent with the grant narrative and objectives, including but not limited to developing teachers, instructional coaches, principals, and school based professional teams.
- Convene the steering committee, consisting of principals from each school or their designees, for ongoing project oversight and continuous improvement. Through the steering committee provide regular forum for communication about and feedback on the program.
- Provide direction and technical assistance for developing school-based evaluation systems.
- Appoint and supervise an evaluator to monitor the overall project's effectiveness and report to the steering committee.
- Provide regular updates regarding finances, staffing, and program management to the LEA through the consortium steering committee.
- Receive and respond to questions, advice or concerns from participating schools either individually or through the steering committee.
- Expend funds in furtherance of the purpose of this Agreement and consistent with the grant narrative and objectives.
- Enter into contracts consistent with this Agreement.
- Provide individual updates and reports to the LEA governing boards and/or staff, as reasonable and upon request.

### **Arise High School, Lead Fiscal Agency, Agreements:**

Arise agrees to:

- Submit the grant and provide all necessary compliance reporting
- Provide fiscal and legal oversight of the project
- Coordinate and assume primary responsibility for all fiscal and financial requirements of the Reach Teacher Incentive Fund Consortium including budget management, reporting, and fiscal planning.
- Collect, monitor, disperse and report on all federal grant awards associated with the Teacher Incentive Fund.
- Coordinate and evaluate partner LEA fiscal reporting consistent with the grant narrative and objectives.
- Calculate and distribute incentive fund awards consistent with the grant narrative and objectives.
- Liaise with partner LEA human resources and fiscal personnel.
- Provide regular fiscal reporting to partner LEAs in a manner to be determined by the steering committee.
- Monitor partner LEA contributions to their site's teacher incentive funds consistent with this Agreement.

#### **Confidentiality:**

Student and staff information shall be shared solely for the purposes of performing the services identified in this Agreement. Confidential student information (as defined by state and federal regulations) shall be disclosed to Reach Consortium staff only as needed to perform the tasks described herein, consistent with applicable law and subject to a Non-Disclosure Agreement.

#### **Hold Harmless:**

The parties recognize that Reach, ARISE and the LEA are separate legal entities. Each parties' indemnity obligations as set forth herein shall survive the expiration or termination of this Agreement.

In respect to its operations under this Agreement, Reach and ARISE shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the LEA, its officers, directors and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs, including without limitation attorneys' fees and costs arising out of injury to any person, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of Reach and ARISE or its officers, employees, agents or consultants under this Agreement, excepting only those claims, demands, actions suits, losses, liability expenses and costs caused by the sole negligence of the LEA, its officers, directors or employees.

And in respect to its operations under this Agreement, the LEA shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend Reach and ARISE, its officers, directors and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs, including without limitation attorneys' fees and costs arising out of injury to any person, including death or damage to any property caused by,

connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of the LEA or its officers, employees, agents or consultants under this Agreement, excepting only those claims, demands, actions suits, losses, liability expenses and costs caused by the sole negligence of Reach and ARISE, its officers, directors or employees.

**Insurance:**

During the term of this Agreement, Reach, ARISE, and the LEA respectively, at their sole expense, shall maintain or cause to be maintained, insurance policies including a standard comprehensive general liability insurance policy or policies in protection of itself and its board members, directors, officers, agents and employees. Such liability may be maintained as part of or in conjunction with any other liability insurance coverage carried by each agency. Said policy or policies shall provide for indemnification of Reach or ARISE against direct or consequential loss or liability for damages for bodily and personal injury, death or property damage occasioned by reason of the party's operations.

Said policy or policies shall provide the following coverage: general liability including \$1 million each occurrence, \$500,000 damage to rented premises, \$10,000 medical expenses for any one person; \$1 million personal injury, \$2 million general aggregate and \$1 million products; automobile liability of \$1 million combined single limit; excess/umbrella liability coverage of \$2 million each occurrence and \$2 million aggregate; and educator's legal liability of \$1 million per occurrence and \$2 million aggregate. Deductibles, if any, shall be in such amounts as may reasonably be obtained by a non-profit of comparable size. However, in no case shall the amount or amounts of such deductible or deductibles be in excess of amounts that would be reasonable in the exercise of prudence and good judgment. The proceeds of such insurance shall be applied toward extinguishment or satisfaction of the liability with respect to which the proceeds of such insurance shall have been paid. The certificate and endorsement by the insurance carrier shall contain a statement of obligation on the part of the carrier to notify the parties herein of any material change, cancellation or termination of the coverage at least thirty (30) days in advance of the effective date of any such material change, cancellation or termination.

Workers compensation insurance coverage shall be obtained as required by applicable law.

Reach, ARISE or the LEA shall seek coverage from reputable insurance companies with a current A.M. Best's rating of no less than AVII.

**Notice:**

Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, to the contact person and address or number listed in this Agreement.

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day following delivery of the notice to the overnight delivery service. Any notice given by

mail shall be effective three (3) days after it is deposited in the United States mail.

**Dispute Resolution:**

Disputes relating to compliance with or interpretation of this Agreement will be addressed between the appropriate managers of the organizations and, if necessary, by their Chief Executive Officers. Disputes relating to program design and implementation will be addressed through the steering committee. If internal dispute resolution efforts are unsuccessful, the Member Agency and Reach and/or Arise will appoint representatives to work with a mutually-selected neutral mediator, with the costs to be shared equally among the parties in dispute.

Should mediation fail to achieve a mutually satisfactory resolution within 30 days of mediator selection, the parties will have the option to terminate the Agreement as provided herein. In addition, each party shall have the right, in addition to any other rights or remedies, to institute any action at law or in equity to cure, correct, prevent or remedy any default, or to recover actual damages for any default, or to obtain any other remedy consistent with the purpose of this Agreement. Notwithstanding anything herein to the contrary, neither party shall have the right to recover any consequential, special or punitive damages in the event of a default by the other party.

**Modifications:**

Any alteration, change or modification of or to this Agreement, in order to become effective, shall be made in writing and in each instance signed on behalf of each party.

**Authority:**

Each individual executing this Agreement on behalf of one of the parties represents that he or she is duly authorized to sign and deliver the Agreement on behalf of such party and that this Agreement is binding on such party in accordance with its terms.

Execution and Term:

This Agreement may be executed in several counterparts, each of which shall constitute one and the same instrument and shall become binding upon the parties when at least one copy hereof shall have been signed by and served upon both parties hereto. In approving this Agreement, it shall not be necessary to produce or account for more than one such counterpart. This Agreement shall remain in effect until amended or terminated as provided above.

Reach Institute for School Leadership  
3301 E. 12<sup>th</sup> Street, Suite 205  
Oakland, CA 94601

Page Tompkins, Director		Date: July 1, 2010
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Arise High School  
3301 E. 12<sup>th</sup> Street, Suite 205  
Oakland, CA 94601

Laura Flaxman, Executive Director		Date: July 1, 2010
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[MEMBER AGENCY NAME]  
Address

[NAME OF AUTHORIZED SIGNATORY, TITLE]		Date: July 1, 2010
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## **Letters of Support**

Consortium teachers, principals, and personnel overwhelmingly support the proposed project. While Reach Consortium schools are not collectively bargained, staff was surveyed and there was unanimous support for this project at each of the partner schools, based on public announcements, electronic surveys, and petitions. No teachers opposed the project. Furthermore, representative teachers and all principals were consulted in the development of the incentive fund concept and structure, providing valuable input and support.

Letters of support and signatures are attached.



**Alternatives in Action**  
**Bay Area School of Enterprise**

June 30, 2010

To Whom It May Concern:

We the faculty and staff of Bay Area School of Enterprise are in full support of the Reach East Bay Teacher Incentive Fund Consortium Project. We are excited to be recognized for our contributions to student achievement and to participate in a groundbreaking new system of incentives, capacity building and professional development with this consortium.

We hope that you consider our request.

Sincerely,

The Faculty & Staff of Bay Area School of Enterprise



**Alternatives in Action**  
**Bay Area School of Enterprise**

We, the undersigned teachers and staff at Bay Area School of Enterprise, are in support of the Reach East Bay Teacher Incentive Fund Consortium Project and want to participate in a new system of incentives, capacity building and professional development. The following staff electronically signed this letter:

<b>Name</b>	<b>Role</b>
Patricia Murillo	Executive Director
Sheila SatheWarner	Co-Principle BASE/ELA and Social Studies Teacher
Jason Gardner	Co-Principle BASE/ELA and Social Studies Teacher
Dawn Humphrey	Director of Student Services
Kita Grinberg	English Language Arts and Social Studies Teacher
Chrisel Tenty	Math Teacher
Dorena Rode	Science and Math Teacher
Nicholas Basta	Multimedia Teacher
Justin Harrison	Restorative Justice Teacher/Boxing Coach
Cecilia Aguilar	College and Career Coordinator
Lucy Lujano	Administrative Coordinator
Amanda Kruger Hill	Program Coordinator





**ARISE High School**  
Authenticity, Rigor, Inspiration, Success, Empowerment

June 21, 2010

To Whom It May Concern:

We the faculty and staff of ARISE High School are in full support of the Reach Teacher Incentive Fund Consortium. We are excited to participate in this groundbreaking new system of incentives, performance pay, and professional development with this consortium.

We hope that you consider our request.

Sincerely,

The Faculty & Staff of ARISE High School

3301 E. 12th St., Ste. 205, Oakland, CA 94601  
tel: (510) 436-5487 fax: (510) 436-5493



**ARISE High School**  
Authenticity, Rigor, Inspiration, Success, Empowerment

We, the undersigned teachers and staff at ARISE High School, are in support of the Reach East Bay Teacher Incentive Fund Consortium Project and want to participate in a new system of incentives, capacity building and professional development.

Name	Role	Phone	Signature
[Redacted]	[Redacted]	[Redacted]	[Redacted]
Romero Garcia	Co-Principal	510-772-1899	[Signature]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
Laura Flaxman	Co-principal (+teacher)	510 882-6875	[Signature]
[Redacted]	[Redacted]	[Redacted]	[Redacted]

# LIGHTHOUSE COMMUNITY CHARTER SCHOOL

## GUIDING EVERY CHILD TO A BRIGHT FUTURE



444 Hegenberger Rd.  
Oakland, CA 94621  
[www.lighthousecharter.org](http://www.lighthousecharter.org)

June 30, 2010

To Whom It May Concern:

We the faculty and staff of Lighthouse Community Charter School and Lighthouse Community Charter High School are in full support of the Reach East Bay Teacher Incentive Fund Consortium Project. We are excited to be recognized for our contributions to student achievement and to participate in a groundbreaking new system of incentives, capacity building and professional development with this consortium.

We hope that you consider our request.

Sincerely,

The Faculty & Staff of Lighthouse Community Charter School & Lighthouse Community Charter High School



We, the undersigned teachers and staff at Lighthouse Community Charter School, are in support of the Reach East Bay Teacher Incentive Fund Consortium Project and want to participate in a new system of incentives, capacity building and professional development.

Name	Role	Phone	Signature
STARKEN SEXTON	DIRECTOR	510-681-8525	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Jenna Stutler	Director	510.629.9900	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	4009601544	

# Project Narrative

## Other Attachments

Attachment 1:

Title: **Reach TIF Consortium Resumes** Pages: **0** Uploaded File: **ResumeDoc.pdf**

## **Resumes of Key Personnel**

Attached:

- Resume for Project Director, Page Tompkins, Director, Reach Institute
- Resume for Executive Director, Laura Flaxman, Arise High School
- Resume for Chief Financial Officer, Louise Santiago, Arise High School
- Resumes for key personnel in partner schools

# R PAGE TOMPKINS

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## EXPERIENCE

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**2005-Present**

**Reach Institute for School Leadership**

**Bay Area**

*Director & Founder*

- Initiated and implemented a teacher designed teacher development program. The program opened in August 2007 with an alternative intern teacher credential and an induction programs, and expanded in 2008 to include teacher and school leadership programs. Reach currently serves 55 new teachers, 20 teacher leaders, and 10 school leaders in 16 Bay Area charter and small autonomous schools. Created innovative processes for use of technology, cohort based professional development and job embedded coaching. Shepherded program through design, consortium creation, accreditation, and program improvement processes.
- Provided leadership coaching and technical assistance to 15 public schools, 5 principals, and 16 teachers across the Bay Area to support whole school improvement and personal, interpersonal, and professional effectiveness.
- Managed all aspects of program leadership including supervising faculty, staff, and site based coaches; fiscal management, fundraising, board development, school and community partnerships, and relationships with state agencies.

**2001-2006**

**Bay Area School of Enterprise**

**Alameda**

*Director & Founder*

- Created, opened and led the first youth designed public high school in the United States serving primarily previously unsuccessful students based on the principles of academic rigor, youth ownership, and social action oriented experiential learning. Presided over a 35% increase in test scores as measured by the Academic Performance Index
- Managed all aspects of program leadership including supervising 30 staff members, fiscal management, recruitment, fundraising, curriculum development, dissemination, community partnerships, accreditation and relationships with elected officials.

**1999-2001**

**Our Schools**

**San Francisco**

*Executive Director*

- Developed and implemented educational partnerships with 5 Bay Area public schools to enhance their academic programs with social action project work.
- Managed 5 staff members, liaised with the Board of Directors, raised \$400,000 annually.
- Developed a social action based language arts curriculum implemented in partnership with language arts departments in schools.

**1994-1998**

**Outward Bound South Africa**

**South Africa**

*Program Director*

- Developed and implemented innovative experiential education programs for youth and adults who suffered under apartheid.
- Managed 25 staff members, over \$1 million in assets, and an annual budget of \$300,000.
- Developed and maintained partnerships with government agencies, business, philanthropists, and non-government organizations.

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## EDUCATION

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- *University of California, Berkeley*, Doctor of Education, Leadership for Educational Equity, expected 2010
- *San Francisco State University*, Professional Clear Single Subject Teaching Credential, Social Science, 2003
- *San Francisco State University*, Master of Arts, Education, Concentration Youth Development, 2002
- *University of California Los Angeles*, Bachelor of Arts, Sociology, Concentration Political Sociology, 1994

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## COMMUNITY INVOLVEMENT

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- *Member*, California Standards for the Teaching Profession Continuum Working Group, 2009-present
- *Member*, School Site Council, Hannah Ranch Elementary School, West Contra Costa Unified School District, present
- *Commissioner*, City of Hercules Education Commission, 2007-2008
- *Member*, University of California Office of the President Cadre of Experts for High School Admissions, 2003-present
- *Member*, Board of Directors/Advisory Council, Bay Area Wilderness Training, Earth Island Institute, 2001-present
- *Accreditation Visiting Committee Member*, Western Association of Schools and Colleges, Commission on Schools, 2002-present

# LAURA FLAXMAN

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## Employment

CO-PRINCIPAL & FOUNDER  
*ARISE High School* 2006-PRESENT  
Oakland, CA

Planned, led and created a new small innovative charter high school and accompanying non-profit organization. Responsible for every aspect of starting and running the school, from hiring and supervising staff, to working with students and families, to running the business side of the school. Co-advised 16 students, taught an art class during a three-week "intersession" course, and taught an English course as an instructor for Merritt College.

CO-DIRECTOR, SMALL SCHOOLS PROJECT  
*Coalition of Essential Schools* 2003-2006  
Oakland, CA

Collaborated on the creation of the CES Small Schools Project, a Bill & Melinda Gates Foundation funded initiative to identify 20 existing, exemplary small CES high schools to serve as Mentor Schools, create 10 new small high schools and break down 3 existing large high schools into small schools. Responsible for recruiting, identifying and selecting the schools in all three categories, convening and leading the national network of these schools and school teams, creating and facilitating professional development for the network and beyond, and providing technical assistance and coaching to the new school design teams.

PRINCIPAL  
*Life Academy of Health & Bioscience* 2001-2003  
Oakland, CA

Created the first new small autonomous high school in Oakland, hired the staff, recruited students, responsible for every aspect of creating, supervising and running a high school of 250 students and an annual operating budget of \$1,400,000. Sought and received accreditation in the first year from the Western Association of Schools and Colleges. Brought in outside resources, grants and community and business partners, served as spokesperson for the school in the school district, community and with local and national news media. Served as a leader in the small schools initiative locally and nationally. Served as advisor to 16 students and taught an annual "Intersession" portraiture class.

ASSISTANT PRINCIPAL  
*Fremont High School* 2000-2001  
Oakland, CA

Supervised and evaluated teachers; collaborated with a group of teachers to plan and implement weekly staff development focused on examinations of student work; managed disciplinary issues with students; responded to individual student and parent concerns and needs; worked on a school improvement plan for Fremont while also creating a new small autonomous school.

PRINCIPAL INTERN  
*Boston Arts Academy* 1999-2000  
Boston, MA

As part of the practicum for Harvard, worked with the Headmaster of this public, visual and performing arts pilot school in its second year. Supervised teachers and helped teachers to develop curriculum. Co-taught a tenth grade writing class. Planned, staffed, budgeted, implemented and evaluated school-wide college preparation events including an on-site fair and a day of college visits for the entire student body. Worked with the Headmaster and Curriculum Coordinator to plan the staff retreat and weekly staff meetings.

SCHOOL DESIGNER 1997-1999  
*Expeditionary Learning Outward Bound* *New York, NY*

Responsible for working with public middle and high schools to help them implement the Expeditionary Learning design. Coached teachers and administrators in planning and developing curriculum, instituting structures required by the design and conducting annual school reviews. For three years created and managed an annual summer institute in New York City serving over a hundred teachers from more than a half a dozen schools in Manhattan, the Bronx, Brooklyn and Queens. Worked in Districts 2, 15, 20, 27 and the Alternative High School Division; helped open three middle schools.

SITE COORDINATOR, INSTRUCTOR AND PROGRAM MANAGER 1993-1996  
*New York City Outward Bound Center* *New York, NY*  
*South Bronx High School* *Bronx, NY*

Team taught a social studies class and ran an Outward Bound program at South Bronx High School. Led students in grades 9-12 on weekend trips in both wilderness and urban settings as part of the class and an after-school club. Taught an English elective. Ran an annual Unity Week Festival at the school. Provided professional development opportunities for teachers in hands-on learning and community building strategies for the classroom. Supervised site coordinators and instructors placed in various New York City high schools.

TEACHER 1992-1993  
*August Aichhorn Center for Residential Care* *New York, NY*

Taught residents with severe emotional and psychological issues social studies and art. Started a school literary magazine.

TEACHER 1990-1992  
*Thomas Jefferson High School* *Brooklyn, NY*

Taught Special Education students diagnosed with both learning and emotional disabilities in grades 9-11 English, reading and art. Elected to serve on the School Based Management Team. Won a State Incentive Grant to bring arts organizations into Special Education classes.

## Education

MASTER OF EDUCATION JUNE 2000  
*Harvard University* *Cambridge, MA*  
Completed the School Leadership concentration and the Principal Certification pattern.

MASTER OF ARTS IN ENGLISH  
*Bread Loaf School of English*  
Recipient of a named scholarship for an outstanding New York teacher and of a Bread Loaf Teacher Research grant for developing curriculum.

AUGUST 1996  
Middlebury, VT

BACHELOR OF ARTS  
*Wesleyan University*  
Double major in English and Studio Art. Recipient of an Olin Fellowship for work on creative writing project and a Dana Grant for summer internship with the New York Times West African Bureau.

JUNE 1990  
Middletown, CT

## Select Publications & Workshops

*Small Schools, Big Ideas: The Essential Guide to Successful School Transformation*

Benitez, Davidson, Flaxman. Jossey-Bass 2009. Author.

*Why Should I Come to this School? Structuring Schools with Students at the Center*

Small Schools Planning Institute sponsored by the Small Schools Workshop. January 2005. Clearwater, FL. Facilitator.

*Small Schools Panel*

Teach for America Alumni Summit. September 2004. Palo Alto, CA. Panelist.

*Life Academy and Fremont High School: Lessons for Large School Conversions*  
Horace, 20:3. Spring 2004. Author.

*Less is More: Powerful Student Engagement & Learning Through Life Academy's Intersession*

Fall Forum sponsored by the Coalition of Essential Schools. November 2003. Columbus, OH. Facilitator.

*Life Academy's Intersession*

Small Schools Conference sponsored by the Bay Area Coalition for Equitable Schools and the Oakland Unified School District. March 2002. Oakland, CA. Facilitator.

*Teachers Find Service Just Outside Doors*

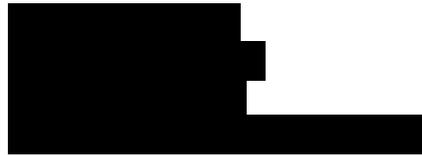
The Web, The Expeditionary Learning Outward Bound Newsletter, Volume VIII, Issue No.3. March 2000. Author.

## Other

- Co-Founder and Founding Board Vice-President, Oakland Small Autonomous Schools Foundation, incorporated in 2003
- Conversational Spanish and some French
- Wrote and produced a one-act play performed at the Village Gate in NYC in 1993
- New York State Teaching Certification (English, Grades 7-12)
- Massachusetts Principal Certification (Grades 9-12)

- California Tier II Administrator Credential

# Louise J. Santiago



## QUALIFICATIONS

- ✦ Innovative solutions provider
- ✦ Excellent public speaking skills
- ✦ Effective volunteer management skills
- ✦ Active youth advocate
- ✦ Published author
- ✦ Creative, hardworking, flexible

## EDUCATION

**2010 CHARTER SCHOOLS DEVELOPMENT CENTER, Sacramento, CA**  
Chief Business Officer Training

**2006-PRESENT CAPELLA UNIVERSITY, Minneapolis, MN**  
Doctor of Philosophy, K-12 Education (in preproposal phase)

**2001 CHARTER SCHOOLS DEVELOPMENT CENTER, Sacramento, CA**  
Charter School Leadership Institute "Boot Camp"

**1996-1998 St. Mary's College, Moraga, CA**  
Master of Arts: Educational Administration

**1978-1983 University of California, Berkeley, CA**  
Bachelor of Arts: Religious Studies

**1990 CENTER FOR MINISTRY DEVELOPMENT, ARCHDIOCESE OF SAN FRANCISCO, San Francisco, CA**  
National Youth Ministry Certificate

**1989 DIOCESE OF PHOENIX, Phoenix, AZ**  
Survival School - Volunteer Management Training

## WORK HISTORY

**2009-present ARISE High School, Oakland, CA**  
Director of Operations, Fiscal, HR and Facilities Management and Oversight

**2009-present Touro University, Vallejo, CA**  
Adjunct Faculty, Educational Administration and Leadership Program.  
ED603 - Educational Research and Data Driven Decision Making  
ED604 - Leadership & Action Research  
ED605 - Instruction, Curriculum & Supervision  
ED606 - Budget, Planning & Human Resources

**2008-present JANUS LEARNING, LLC, Vallejo, CA**  
Educational Consultant: Providing educational coaching and support to individuals, schools and other educational organizations.  
Sample projects include WASC Accreditation Training and Coaching for California Charter Schools Association and National Data Report for New Technology Foundation

**2002-2008 MARE ISLAND TECHNOLOGY (MIT) ACADEMY, Vallejo, CA**

**Director**

Complete oversight including administration, fiscal, facilities, and personnel management  
Provide innovative solutions to facilities problems (e.g. contact National Guard for the temporary use of tents)  
Coordinate multiple funding streams and grant reports as required  
Manage federal grants of approximately \$3,000,000 annually, including Safe Schools, Healthy Students; Teacher Incentive Fund; Character Education; Foreign Language Assistance Project; Gaining Early Awareness and Readiness for Undergraduate Programs.  
Cooperatively work with board, staff, parents and students to implement the charter

**2001-2002 MARE ISLAND TECHNOLOGY (MIT) ACADEMY, Vallejo, CA**

**Assistant Director**

High School Site Supervision  
GEAR UP Coordinator  
Supervision of Curriculum Development  
Supervision of Middle School and High School Faculty  
Site Coordinator for Virtual High School courses  
Liaison for University of California Online AP courses  
Develop Student Community Service Program

**2000-2001 MARE ISLAND TECHNOLOGY ACADEMY MIDDLE SCHOOL, Vallejo, CA**

**Middle School Math, Science and Technology teacher**

Taught Math & Science to 6<sup>th</sup> & 7<sup>th</sup> graders  
Wrote grade level competencies  
Worked to help students catch up to the standards of the school

**1991-2000 ST. PATRICK - ST. VINCENT HIGH SCHOOL, Vallejo, CA**

**Director of Campus Ministry, Member of Administrative Team, Religion Teacher**

Managed departmental budget of approximately \$150,000 per year.  
Lead and managed student and faculty activities and community service program  
Recruited and Trained youth and faculty leaders for various activities  
Networked with community organizations to ensure strong community service placements

**1998 VALLEJO Y.E.S. INSTITUTE, Vallejo, CA**

**Coordinator of Summer training**

Placement and management of summer student workers  
Coordinated all publicity and registrations through private and public schools  
Secured placement sites and supervisors through local businesses  
Recruited trainers and coordinated week long training  
Maintained student records for Vallejo City Unified School District elective credit  
Member of the original Task Force which created this program

**1993-1998 KidSTOCK, San Francisco, CA**

**Costume Designer, Summer Children's Theater**

Assisted with development of summer staff training, helped conduct training  
Supervised one volunteer assistant for costume  
Developed costume inventory control sheets for each play  
Designed or altered costumes as needed

**1990-1992 CATHOLIC YOUTH ORGANIZATION, YOUTH MINISTRY SERVICES, San Francisco, CA**  
**Associate Director, also as Program Coordinator, 1983-1986**

Training and Conference Coordinator, Library and Resource Manager, Advisory Board Liaison  
Coordinated annual Youth Day Conferences: facilities, speakers, agenda, and marketing/registration  
Coordinated the local site for the National Certificate in Youth Ministry Studies program  
Updated and maintained an extensive resource library  
Maintained the computer system and database using both IBM and Macintosh platforms.

**1986-1990 ST. LUKE CATHOLIC PARISH, Foster City, CA**  
**Youth Ministry Coordinator**

Administered all functions of a Junior High and High School program  
Provided leadership and teacher training as well as ongoing supervision  
Supervised one paid Assistant and 17 Volunteers

**1985 CATHOLIC YOUTH ORGANIZATION, San Jose, CA**  
**Summer Camp Director: Camp St. Joseph's**

Administered all operational aspects of summer camp  
marketing and public speaking to attract campers and counselors  
interviewing, hiring, training, and direct supervision of counseling staff  
scheduled activities, managed discipline and problem situations  
negotiated camp needs with facility personnel.

## **VOLUNTEER EXPERIENCE**

**2005-2006 New Leaders for New Schools, Oakland, CA**  
Mentor Principal for Aspiring School Administrators

**2001-2003 FIGHTING BACK PARTNERSHIP MENTOR COLLABORATIVE, Vallejo, CA**  
Advisor

**1997-1998 YOUTH ADVISORY COMMISSION, Vallejo, CA**  
Adult Advisor

**1979-1983 ST. PAUL CATHOLIC PARISH, San Francisco, CA**  
Youth Ministry Coordinator

## **PRESENTATIONS**

CCSA (California Charter Schools) Workshop Presenter: WASC Preparation: A detailed, hands-on review to prepare for a successful accreditation process 11/2009)

CCSA (California Charter Schools) Webinar Presenter: WASC Overview: An Introduction to the Accreditation Process (11/2008)

CCSA Conference (California Charter Schools) Presenter: WASC Accreditation Process (3/2008)

CCSA Conference (California Charter Schools) Presenter: Teacher Incentive Fund Grant (3/2008)

Successful Practices Network Presenter: Mandarin CO-OP: a Higher Ed Partnership for Foreign Language Instruction (2/2008)

BayCES Conference (Bay Area Coalition of Essential Schools) Panel Presenter: Strategic Alliance Initiatives, New Tech Foundation (3/2005)

CANEC Conference (predecessor of CCSA) Presenter: How-to's of Parent Volunteerism (3/2000, 3/2001)

## **PUBLICATIONS**

Ciernick, B. and Santiago, L., 1996, The Confirmation Director's Manual, Peter Li Publishing, Milwaukee, WI

# Jason Gardner

## Objective

To educate the hearts and minds of young people in the community and to create a safe environment that fosters learning.

## Experience

2009-Present Alternatives in Action Alameda, CA

### Bay Area School of Enterprise

#### Coach/Co-Director

- Co-lead of the school program (starting July 2010)
- Teaches Humanities to 11<sup>th</sup> and 12<sup>th</sup> grade
- Schedules all students into classes, assists with Master Schedule
- Coordinates Outdoor Education Program
- Counsels seniors in graduation progress

2006–2009 Oasis High School Oakland, CA

#### Lead Teacher

- Teaches U.S. History, Government, English, and World Geography
- Schedules all students into classes, assists with Master Schedule
- Coordinates Outdoor Education Program
- Counsels seniors in graduation progress

2005-2006 Bancroft and Oasis Schools Oakland, CA

#### Student Teacher

- Taught Pre-history/Early Man to sixth graders at Bancroft Elementary School
- Taught U.S. History at Oasis High School

1992-2005 West Coast Metals Windsor, CA

#### Owner and Manager

- Managed twelve to twenty employees in day to day operations of recycling scrap metal
- Hired and trained all new employees
- Managed daily bookkeeping
- Worked with compliance agencies at federal, state, and local levels (OSHA, EPA)

1988-1992 West Coast. Metals Windsor, CA

#### General Employee

- Drove roll-off and eighteen wheel flat bed trucks
- Operated and maintained heavy equipment

## Education

2005-Present Mills College Oakland, CA

- Teaching Credential in Social Sciences, Awarded 2006
- Currently enrolled in Masters of Education Program

2003-2005                      San Francisco State University                      San Francisco, CA

- Bachelor of Arts in History, Awarded 2005
- Minor in Global Peace and Human Rights Studies

2001-2003                      San Francisco City College                      San Francisco, CA

- Undergraduate requirements completed

### Interests

Co-Founded Bay Area Youth Gone International (BAYGI), hiking, riding motorcycles, traveling, watching films

# PATRICIA MACIAS-MURILLO

## SUMMARY OF QUALIFICATIONS

- Twenty years of progressive leadership in the non-profit sector serving children, youth and their families.
- Strong administrator with extensive experience managing and developing programs, staff and volunteers.
- Skilled collaborator with experience in building relationships with public and private organizations, community members, youth and families

## PROFESSIONAL EXPERIENCE

2007-Present Alternatives in Action

Alameda, CA

*Executive Director*

- Responsible for the overall strategic, financial, legal and programmatic quality of youth-serving non-profit operating a charter high school (Bay Area School of Enterprise serving 120 youth), a preschool program (30 preschool children) and comprehensive after school programs at three high schools (600 youth served annually at Life Academy, Excel High School and the Bay Area School of Enterprise).
- Manage 2 million dollar budget and ensure fiscal health including oversight of financial controls, audit procedures and financial reports. Staff to Board of Director's Finance and Audit Committee.
- Ensure regulatory compliance for overall organization including non-profit business compliance, preschool Community Care licensing requirements, California Department of Education compliance, 21<sup>st</sup> Century and other federal grant requirements.
- Provide Board development and leadership including recruitment, training and annual planning with members of the Executive Committee of the Board of Directors.
- Ensure fund development and sustainability planning and implementation including diversifying funding base.
- Manage the senior leadership team towards achievement of strategic and annual goals and objectives.

2004 – 2007 Boys & Girls Clubs of San Francisco

San Francisco, CA

*Senior Director of Program Services*

- Served as part of the Senior Management of the Office of Program Services Management team charged with providing leadership and strategic direction to the development and implementation of agency programs serving 12,000 youth annually through nine facilities in the City of San Francisco and an annual operating budget of 7.1 million dollars
- Directed oversight of three facilities offering comprehensive youth development programs to 500 youth daily; two major initiatives and the establishment of an organization-wide training and professional development committee. Responsibilities and duties included:
  - Responsible for grant administration, reporting and communication to funders in partnership with Development Department
  - Ensured 500 youth ages 6 to 18 received quality comprehensive youth development services daily during out-of-school time and provide an additional
  - Monitored progress in program quality, facility maintenance and development, risk management, budget management and community development

- Provided leadership in community development efforts in neighborhoods served by three sites including managing formal and informal partnerships, contracts and MOUs.
- Conducted annual training needs assessment of 100 BGCSF staff, lead five sub-committees to meet training needs and addressed organizational improvement related to staff development.
- Lead in developing a city-wide behavioral health component including individual and group clinical services to high need youth funded through Medi-Cal reimbursement and juvenile justice funding.

2005 – 2006 San Jose State University, School of Social Work

San Jose, CA

*Faculty Field Liason*

- Served as faculty for field work courses, conducted site visits, maintained relationships with field work instructors and ensured University requirements were met by students for field work component of Masters program.

1997–2004 Alternatives in Action – HOME Project

Alameda, CA

*Director, HOME Project, 2003 – 2004*

*Director, HOME & Co-Director, Bay Area School of Enterprise, 2002 – 2003*

*Program Manager & Director of Learning, 1997 – 2002*

- Served on executive management team for innovative youth development non-profit. Joined organization in second year of formation and assisted with organizational development including providing leadership in strategic planning and implementation, program evaluation and fiscal management of 1.2 million dollar budget. Successfully participated on fund development team.
- Directed the planning, design and implementation of multiple youth development programs focused on civic engagement and community development including on-site and off-site after-school programs, member support services for youth and families, a post-high school program and an internship and volunteer program.
  - Managed adult and youth staff, contractors, interns and volunteers to achieve program goals.
  - Led process to identify organizational best practices and develop and implement curriculum for staff and intern trainings to support professional development.
  - Built formal and informal partnerships with to support program development with local government agencies, schools, community organizations and individuals.
  - Taught high school and community college courses utilizing project-based curriculum in Adolescent Psychology, Effective Citizenship, Community Leadership and Career & Life Planning.
  - Coordinated pilot year of multi-year evaluation process including developing evaluation framework, methodology and instruments to assess program effectiveness.
  - Frequently conducted trainings and presentations to community organizations, colleges and others.

1997 – 1998 Office of Alameda County Supervisor, Wilma Chan

Alameda, CA

*Planning Coordinator, Encinal Healthy Start*

- Facilitated community needs assessment process for a high school-based collaborative representing parents, service-providers, government officials, students, school personnel and community members.
- Supported parents, staff and students in developing needs assessment strategies and instruments.



# Sheila Vijay SathWarner

## EDUCATION and LICENCES

### California License, Clear Credential: Social Studies grades 9-12, August, 2008

**Harvard Graduate School of Education** Cambridge, MA  
Masters of Education in Teaching and Curriculum Awarded, June 2004

**Carleton College** Northfield, MN  
Bachelor of Arts in History, cum laude, Awarded, June 2000

## TEACHING EXPERIENCE

**Bay Area School of Enterprise, Alternatives in Action**  
July 2009 – Present *Co-Director/Coach* Alameda, CA

- Co-lead of the school program (starting July 2010)
- Plan and teach Humanities to 10<sup>th</sup> and 12<sup>th</sup> grade and Poetry curriculum
- Lead on Graduation and senior rituals
- Assist and support teachers at BASE High School through classroom observations
- Participate in the hiring process for new staff

**Oasis High School**  
July 2004 – Present *Lead Teacher/Instructional Specialist* Oakland, CA

- Plan and teach Social Studies, Poetry and Health Education curriculum
- Assist the Dean of Students in student discipline and creation of school policy
- Assist and support teachers at Oasis High School through classroom observations
- Create curriculum for the Oasis Service Learning course
- Participate in the hiring process for new staff
- Participate in all aspects of school life
- Build the culture of a new charter school
- Teacher mentor for the Gay Straight Alliance

**East Boston High School**  
September 2003 – June 2004 *Intern at Success Program* Boston, MA

- Plan and teach US History curriculum at an alternative education program for 9<sup>th</sup> grade repeaters
- Observe and assist mentor teacher with lesson planning and classroom management
- Help organize curriculum-based field trips to various locations in Massachusetts

**Books of Hope**  
September 2003 – June 2004 *Editor* Boston, MA

- Assist youth from the Somerville Projects with poetry and short stories they hope to publish
- Edit poetry and other writings from students for publication
- Help to lead and facilitate poetry workshops

**Planned Parenthood Golden Gate**  
August 2002 – May 2003 *Community Health Educator* San Francisco, CA

- Teach Sexuality Education to Grades 5<sup>th</sup> – 12<sup>th</sup> in many of the lowest performing schools in Oakland
- Create a Peer Education Program at McClymonds HS, Oakland

**Planned Parenthood Mar Monte**

November 2001- July 2002      *Community Health Educator/Outreach Worker*      San Jose, CA

- Conduct workshops for youth in Juvenile Hall and Alternative High Schools
- Partner in a Women’s Health Collaboration preventing HIV transmission in IUD women

**June Jordan’s Poetry for the People, UC Berkeley**

January 2001 – June 2003      *Student Teacher Poet*      Berkeley, CA

- Taught and facilitated workshops on poetry for undergraduates at UC Berkeley
- Assisted in creating Lectures and Curriculum in African American/Latino/Arab-American Poetry
- Published in bi-yearly Poetry Anthologies
- Performed poetry at readings in the Bay Area.

**OTHER EXPERIENCE**

**June Jordan Poetry Prize**

October 2006 – Junw 2008      *Curriculum Developer*      Oakland, CA

- Create and develop the poetry reader and curriculum for Oakland Unified School District
- Lead the professional development training for OUSD teachers on using this curriculum.

**Still I Stand: A One Woman Show**

September 2006 – February 2008      *Co-Producer/Director*      Oakland, CA

- Help to produce and direct a one woman show about the life and struggles of Marissa Saunders, a single mother in Oakland

**On the Verge**

March 2005 - March 2006      *Program Participant*      Oakland, CA

- Participated in a mentoring leadership program

**Project Hip Hop**

September 2003 – February 2004      *Volunteer*      Boston, MA

- Support youth organizers in planning events that promote issues of social justice
- Help to organize a bi-monthly Open Mic for youth in the Boston Area.

**Women’s Community Clinic**

January 2002 – January 2003      *Volunteer*      San Francisco, CA

- Provide health education to clients
- Trained as a Pregnancy Options Counselor
- Process labs and assisted in running the front office

**Bay Area International Group**

June 2001 – November 2001      *Research Assistant*      Berkeley, CA

- Research and analyze family planning programs in developing countries
- Conduct an extensive literature review for a working paper on Community Based Family Planning programs

**ACCOMPLISHMENTS AND AWARDS**

**UC Berkeley Poetry for the People**

Alumni Teaching Award, April 2009

- Honored for excellence and commitment to teaching students in High School

### **Oasis High School Publishing**

Program Coordinator, June 2005 – Present

- Direct and lead in the creation of poetry books featuring the words and photography of Oasis High School students
- The proceeds from the books and poetry readings go toward maintaining the program.

### **Environmental Studies Program**

Commencement Speaker - June 2003

- Keynote Speaker for the 8<sup>th</sup> grade graduating class of this Alternative School in Oakland

### **Carleton College Women's Rugby Team**

Captain - 1996 – 2000

- Elected to many roles on the team including: President, Treasurer, Coach and Captain in various years
- Led the team to win the All Minnesota State Championship in 1999

### **University of Dar es Salaam, Tanzania**

Student - Fall 1999

- Conducted a study on the reproductive health of Maasai women.
- Climbed Mt. Kilimanjaro to 19,000ft

### **COMPUTER SKILLS**

- Highly proficient in Microsoft Office applications including Microsoft Word, PowerPoint, Excel and Outlook

### **REFERENCES**

Hugo Arabia, School Principal, Oasis High School	510-251-8103 x14
Page Tompkins, BTSA Coach	415-336-3390
Javier Armas, Co-Founder Oasis HS	510-520-5342

# JENNA MARIE STAUFFER

## PROFESSIONAL EXPERIENCE

Aug 2000 – present **Lighthouse Community Charter School** Oakland, CA  
*Founder & Director of Strategic Development*

Lead founder of the Lighthouse Community Charter School. Oversees the daily operation, finances, fundraising, community outreach, board management, strategic planning, and personnel for the Lighthouse Community Charter School, a K – 12 public school of choice serving low-income students and their families. Has grown the school from 92 students in 2002 to 675 students with 90 staff members in 2009.

Jan 2000 – Apr 2000 **Experiential Educators Network (EEN)**, Harvard Graduate School of Education  
*Conference Co-Chair* Cambridge, MA

Organized and implemented *The Common Thread*, the first ever student-run conference sponsored by EEN and the Harvard Outward Bound Projects. Raised funds, organized event, and evaluated overall project.

Aug 1998 – Apr 2000 **New York Expeditions** Albany, NY  
*Project Teacher*

Responsibilities included the oversight of New York Wired Scholars, ten selected high school juniors, as they traveled New York State on a mission to learn about the state's history while videoed by production crew; facilitated discussions and learning experiences of scholars about sites and themes; served as a liaison between educational constituents and production crews. Episodes aired on PBS and distributed to history teachers around New York.

Aug 1997 - Feb 1999 **Wilderness Community School** Johnsbury, NY  
*K - 8 Teacher*

Served as Lead teacher at an independent K - 8 school in its inaugural and second years of operation. Responsibilities included authoring and implementing K - 8 integrated curriculum and authentic assessment that incorporated the natural environment of the Adirondack Mountains; organized and led an array of outdoor expeditions for students; organized and implemented a variety of service projects throughout the community; maintained organizational structure that was created in the school's inaugural year; served as a liaison to both parents and school board members; co-authored school handbook and several grants.

1995 - 1997 **Samuel Gompers Middle School** Los Angeles, CA  
*7<sup>th</sup> Grade Integrated Science & Health Teacher*

Developed and implemented curriculum and assessment for 7<sup>th</sup> grade integrated science and health classroom; represented Gompers MS in the Los Angeles Systemic Initiative; served on School Improvement and LEARN committees; chaired the Teacher Resource Room committee; volunteered in after school reading program. Served as Leadership Advisor. Founded the Gompers Environmental Middle School Team.

1995 - 1997 **Teach for America** Los Angeles, CA  
*Teach for America (TFA) Corps Member*

Participated in National Corps of Teachers placed in underresourced public schools for two years; participated in National Corps Member Advisory Committee at 5-week TFA institute held in Houston, TX; advised Secondary Science Learning Team.

## EDUCATION

1999 - 2000 Harvard University Graduate School of Education Cambridge, MA  
*Master of Education Individualized Master's Degree Program*

1996 - 1997 Chapman University Manhattan Beach, CA  
*Teacher Credentialing Program. Department of Education.* GPA: 3.757

1991 - 1995 Purdue University West Lafayette, IN  
*Bachelor of Science. Department of Forestry and Natural Resources. Wildlife Science (Honors) Option.*  
Two-year, field-based honors thesis, "Habitat Characteristics Associated with Nest Site Selection of Great Horned Owls, *Bubo virginianus*." GPA: 3.33

## **VOLUNTEER & COMMUNITY WORK**

August 2008 – present Oakland Rotary #3, Active Member

Oakland, CA

Co-chair of the “Three Books for Every Third Grader” initiative in Oakland, responsible for mobilizing 100s of volunteers to distribute 16,000 books to 4,000 3<sup>rd</sup> graders across Oakland

August 2009 – present Budget Advisory Committee, Member, District 5 Representative

Works with fellow citizens to help inform Oakland City Council’s budget and strategic direction. Appointed by Oakland City Council representative, Ignacio De La Fuente.

## **PERSONAL**

Mother to Ruby Sexton, age 4

Wife to school’s co-founder, Steve Sexton, Director of Secondary Programs

Enjoys cooking, reading, & exercising

# MELISSA BARNES DHOLAKIA

## EXPERIENCE

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2003-2010 **Lighthouse Community Charter School** Oakland, California

*Director of Elementary Programs*

- Co-led growth of an exemplary, urban school from 4 grades serving 184 students to a K-12 program serving 650 students.
- Increased K-8 program's statewide similar school's rating from 4 out of 10 to 10 out of 10, averaging a 10% gain in proficiency each year over the past 3 years
- Manage daily operation of K-6 program, serving a diverse urban student population and their families.
- Coach, supervise, and support faculty in curriculum development, instruction, and assessment.
- Develop school wide and individual professional development opportunities for faculty in alignment with best practices.
- Led establishment and implementation of internal quarterly assessments designed to measure and track student progress, inform instruction, and prepare students for California Standards Test.
- Develop and implement strategies to improve school culture, including guiding principles, crew, conflict resolution and staff equity work.
- Promote strong family partnerships through Individual Learning Plans for students, bi-annual "Expos" of student work, family education opportunities, and regular family correspondence.

2002-2003 **MBD Partners** Oakland, California

*Managing Partner*

- Developed online teacher education courses for Sylvan Learning and Walden University.
- Designed and delivered teacher training for Winnetka School District on integrating technology in the classroom.

1998-2002 **Sylvan Learning Company** Los Angeles, California

*Manager of Product Development, Online Higher Education*

- Managed interdepartmental team through all aspects of development and production of multimedia distance learning courses and degree programs for K-12 educators.
- Recruited nationally renowned experts to collaboratively craft and deliver curriculum, instruction, and assessment.
- Strategically operated \$2 million product budget creating 20 percent surplus.
- Led change to redesign and migrate 20 years worth of static courseware to an interactive, online curriculum.

1997-1998 **University of Oregon, College of Education** Eugene, Oregon

*Graduate Teaching Fellow*

- Instructed, observed, and assessed university juniors and seniors within the Teacher Licensure Program.

1994-1996 **National Experimental High School** Hsinchu, Taiwan ROC

*Teacher, Curriculum Developer, Soccer Coach*

- Taught Language Arts and Social Studies at the elementary and middle school levels. Coached soccer.
- Led project to improve and expand curriculum to include literacy blocks and middle school social studies.

1991-1994 **Washington State Public Schools** Walla Walla, Prosser, and Tumwater, Washington

*Teacher, Curriculum Review Committee, Technology Development Committee, Cross Country and Track Coach*

- Taught language arts and social studies at the middle and high school levels. Coached cross country and track.
- Selected to work on district initiative, aligning curriculum with new state standards.
- Reviewed and advised on technology adoption and integration strategies.

## EDUCATION

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2002-2004 **New Leaders for New Schools** New York, New York

- Selected from highly competitive national field to receive fellowship in urban education reform, combining rigorous coursework with full-time residency program.
- 4.0 GPA, Administrator Credential coursework completed

1996-1998 **University of Oregon** Eugene, Oregon

- Master of Arts in Asian Studies, Fellowship in College of Education. Concentration in educational policy.
- 3.96 GPA, University Scholarship for Academic Merit and Freeman International Scholarship recipient.

1987-1991 **Whitman College** Walla Walla, Washington

- Bachelor of Arts in History, Education Certification
- Graduated on Dean's List. Awarded distinction within major for thesis defense.
- Selected to address Washington State Legislature on the future of teacher education programs.

# Stephen Sexton

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## WORK EXPERIENCE

- 9/02 – Present *Director of Instruction (7 – 12<sup>th</sup>), Lighthouse Community Charter School*  
Oversees daily management, instruction, program, teacher development, student culture, parent involvement, and operations of a 675-student charter school. One of the four founders of the school.
- 9/00 – 9/01 *Director of Curriculum, Teach For America*  
Developed a four hundred-page comprehensive teacher-training curriculum. The curriculum included instructional and reference materials, curricular scope and sequence, recommendations for implementation, and assessments of teacher efficacy. Trained staff members in effective methodologies and oversaw curriculum implementation in both Houston and New York City.
- 5/00 – 8/00 *School Director, Teach For America*  
Managed a team of ten teacher trainers focused upon developing effective teachers while simultaneously acting as Principal of Welch Middle School in Houston, Texas.
- 8/98 – 6/00 *Math, Science, and Technology Teacher, Francis W. Parker Charter Essential School*  
Taught integrated math, science, and technology to 7<sup>th</sup> through 10<sup>th</sup> grade students in Ayer, Massachusetts. Students engaged mathematics via inquiry and real-world design projects. Developed math, science, and technology curriculum map while leading Division II math, science, and technology revisions. Coached boys basketball team.
- 6/98 – 8/98 *Corps Member Advisor, Teach For America*  
Served as an advisor and mentor to 20 new teachers working as a part of Teach For America's 1998 Summer Institute in Houston, Texas.
- 6/97 – 6/98 *Math and Science Teacher, Wilderness Community School*  
Taught math and science in a "One Room Schoolhouse" in upstate New York. Student ages ranged from 4 to 12 and instruction was crafted to be both experiential and constructivist.
- 8/95 – 6/97 *Science Teacher, Samuel Gompers Middle School*  
Taught science to 8<sup>th</sup> grade LEP and ESL students in Watt, California. Developed and co-founded Gompers Environmental Middle School (GEMS) to expose students to environmental issues and enable community action. Founded and coached both girls and boys soccer teams.

## PROFESSIONAL PRESENTATIONS

- May 2000 *The Coalition of Essential Schools 2000 Spring Forum*  
Presented an experiential math curriculum to K-12 teachers with several students.
- March 2000 *The Common Thread, Harvard Education Graduate School of Education (HGSE)*  
Presented an experiential math program with several students to HGSE students.
- October 1999 *The Coalition of Essential Schools 1999 Fall Forum*  
Collaborated to present a workshop on operating an effective charter school.
- October 1998 *The Coalition of Essential Schools 1998 Fall Forum*  
Presented a workshop that demonstrated effective methods for integrating both math and science.
- July 1998 *Society of Advancement of Chicanos and Native Americans in Science National Conference*  
Presented constructivist methods in science instruction workshop to K-12 science teachers.

**EDUCATION**

Bachelors of Science, Mechanical Engineering, University of Utah

## Romeo Garcia

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**OBJECTIVE:** To continue serving the community that I live in, by working in an organization which values education and strives to provide equal access to educational, economic and social opportunity for all people.

### EDUCATION

2000 – Present	Ed.D, Educational Leadership Mills College
1985 – 1987	M.A., Education: Staff Development Mills College
1983 - 1984	California Teaching Credential Mills College
1976 – 1980	B.A., Theater Arts and Rhetoric Occidental College

### EMPLOYMENT

*2007-Present, Co-Principal, ARISE High School, Oakland, CA*

Co-founded and responsible for running all aspects of a new charter school and non-profit, including financial management, staff hiring/training and supervision, student supervision, parent outreach, program development, public relations, evaluations and reporting. Responsible for a daily advisory of 17 students and teaching a weekly college seminar for juniors and seniors.

*1996 – 2008, Director of TRiO Programs, Mills College, CA*

Manage administrative operations of TRiO Programs, Educational Talent Search and Upward Bound Program, including financial management, staff hiring/training and supervision, program development, outreach, public relations, evaluations and reporting. Serve as liaison between Mills College and Oakland community.

*1992 – 1996, Assistant to the President, Mills College, CA*

Senior level professional position. Managed office budgets. Ensured the smooth processing of correspondence. Coordinated master calendar and associated tasks, such as Commencement. Wrote reports and speeches. Acted as President's liaison with key administrative offices, faculty, students and community organizations. Staffed key committees: Committee on Diversity and the Staff Advisory Committee. Worked effectively in a multicultural environment.

*1990 – 1992, Assistant Director, Mills College Upward Bound*

Liaison between Program and parents, target schools, community

representatives, and post-secondary institutions. Coordinated student recruitment, preparation of academic programs and monitoring of students progress and needs. Recruited and supervised academic year teachers and tutors and summer staff. Assisted seniors with the college application and selection process. Monitored academic achievement, prepared individual education plans, and provided guidance in personal/social development. Assisted in the successful writing of TRiO program proposal.

*1984-1990 Teacher, Oakland Unified School District*

Elementary school teacher in self-contained classroom. Responsible for developing and delivering curriculum, student activities, grade level expectations and community involvement. Coordinated committees at the school site and district level.

## **BOARD AFFILIATIONS**

College Preparatory School, 2009-Present  
American Council on Education  
    College Is Possible Liaison, 2000-Present  
California Education Roundtable  
    Intersegmental Coordinating Committee, 2003 - Present  
English Center for International Women  
    Board of Directors 1993-2005  
    President 1998 – 2004  
Julia Morgan School for Girls  
    Board of Directors, 2001-2004  
United Way of the Bay Area, 1993-1996  
Western Association of Educational Opportunity Personnel  
    Chapter Secretary 1990  
    Chapter President 1998, 1999  
    Board of Directors 1991, 1992, 1998,1999

# Budget Narrative

## Budget Narrative

Attachment 1:

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**SECTION C: Budget Narrative**

Budget Category/Narrative	Quantity	Cost	Total
<i>1. Personnel: Differentiated Compensation &amp; Incentives:</i>	<i># Staff Eligible</i>	<i>Amount of Award</i>	<i>Total</i>
<p><i>Section A:</i> The incentive fund awards are based on the performance based compensation system described in section 2 and figure 2.1 of the project proposal. The portion of the grant dedicated to this purpose diminishes each year as the partner schools assume increasing shares of the incentive fund. Award amounts are estimated based on an analysis of teacher effects on relevant student achievement indicators in currently in Reach Consortium partner schools with an assumption of improvement. Reach Consortium partner schools have committed to providing the balance should awards exceed the budgeted amount.</p>	95	██████████	██████████
<p><i>Section B:</i> Personnel costs incorporated into section B of the budget summary included portions of base salary increases in base salary pay as a result on the evaluations based on student achievement and performance evaluations. Retention bonuses are included in the salary schedule for each consortium partner school. Teachers who, based on their evaluations, receive: 2/3 of the student performance bonus, earn "Applying" or better on their performance evaluation, and who participate in formative assessment are eligible for a 2% salary increase above any increases to which they would otherwise be entitled. Reach Consortium partner schools have incorporated \$30,000 per year of additional incentives for base salary increases based on these</p>	95	██████████	██████████

<p>measures. These descriptions are based on the performance based compensation system described in section 2 and figure 2.1 of the project proposal.</p>			
<p>Section B: Additionally, the personnel line-item of section B of the budget summary includes an increasing share contributed to the incentive fund by each LEA to ensure sustainability of the Performance Based Compensation System beyond the life of the grant. This accounts for ██████ in year 2 of the grant, ██████ in year 3, ██████ in year 4, and ██████ in year 5. Ultimately, partner LEAs will have assumed 20% of the cost of the annual incentive funds. In the case of Lighthouse a Reach Consortium partner schools that had a small part in an earlier TIF round, this contribution is sufficient to ensure that this grant award funds exclusively an expansion of any previous awards.</p>	<p>95</p>	<p>██████</p>	<p>██████</p>

<p><i>1. Personnel: the following requested funds will be used to hire personnel as employees of the project.</i></p>		<p><i>Base Annual Salary</i></p>	<p><i>Total for Grant Period</i></p>
<p><i>Section A:</i> Personnel costs incorporated into section A of the budget summary include salaries associated with Project Administration including a full time project coordinator, a half time Executive Director, and a half time chief financial officer.</p>	<p>2 FTE</p>	<p>██████</p>	<p>██████</p>
<p><i>Section A:</i> includes ██████ per annum per site for site based coordination and capacity building (██████ per annum) used to implement the grant, liaise with the project managers, and align the grant objectives with schoolwide capacity building efforts. The amount is estimated to be 1.286 FTE per site.</p>	<p>5.15 FTE</p>	<p>██████</p>	<p>██████</p>
<p><i>Section A:</i> The lead program agency capacity building activities ██████ per annum in faculty salaries to provide one-on-one</p>	<p>1.7 FTE</p>	<p>██████</p>	<p>██████</p>

coaching, design seminar series, train instructional supervisors and leaders, etc.			
<i>Section B:</i> Included in the proposal narrative, but not included in section B of the budget narrative, is additional personnel time, primarily in the form of principal and senior management salaries. The project is sufficiently integrated with the core mission and vision of the schools and the partner non-profit so as to make principal and management time working on the project virtually indistinguishable from their duties as instructional leaders. Nevertheless, their work in this regard increases the sustainability of the project and creates institutional support for a performance based compensation system beyond the life of the grant	N/A	N/A	N/A
<i>2. Fringe Benefits: Fringe benefits are calculated at 22% of the salary and include health insurance, workers compensation, and federal and state taxes, including social security. Fringe benefits are calculated as a percentage of salary in both sections A and B.</i>			<i>Total</i>
Section A: performance based compensation			██████████
Section A: other salary			██████████
Section B: performance based compensation			██████████
<i>3. Travel:</i>		<i>Per Annum</i>	<i>Total</i>
Section A: Travel costs include 3 project managers travel each year to the required Teacher Incentive Fund Grantee Meeting and 2 project managers each year to the Teacher Incentive Fund Topical Meeting. Expenses include round trip airfare, lodging expenses for four nights, per diem expenses, and local transportation.		██████████	██████████

4. Equipment	Partners Included	Per partner	Total
<p><i>Section A:</i> equipment expenditures listed in Section A include technology required for computer adaptive testing hardware and software sufficient to test each student in each Reach Consortium school three to four times annually using the North West Evaluation Associations Measures of Academic Performance as well as additional computer hardware and software necessary to administer the project including a dedicated server. The cost of this equipment is included entirely in the first year of the project, after which schools will maintain the equipment at their own expense. Cost included [REDACTED] per site and [REDACTED] for the Reach Institute.</p>	5	[REDACTED]	[REDACTED]
<p><i>Section B</i> includes [REDACTED] per annum contributed by the Reach Institute for School Leadership from the Teacher Credentialing Block Grant, a California State grant, to subsidize the cost of teaching materials and office supplies to support the capacity building components of the project. Items include (per annum):                      *LCD Projectors: [REDACTED]                      *Laptop Computers: [REDACTED]                      *Portable Project Screens: [REDACTED]                      *Software: [REDACTED]                      The block grant is non-categorical and can be used for any purpose consistent with the Reach Institute’s teacher development purposes.</p>	1	[REDACTED]	[REDACTED]

5. Supplies		Per Annum	Total
<p><i>Section B:</i> As shown in section B of the budget summary, the Reach Institute will utilize [REDACTED] per annum of the Teacher</p>		[REDACTED]	[REDACTED]

<p>Credentialing Block Grant to subsidize the cost of teaching materials and office supplies to support the capacity building components of the project.                  Supplies expenses includes:                  *Office Supplies: ██████████                  *Teaching Materials: ██████████                  *Library: ██████████                  The block grant is non-categorical and can be used for any purpose consistent with the Reach Institute’s teacher development purposes.</p>			
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<i>6. Contractual</i>	<i>Quantity</i>	<i>Per Annum</i>	<i>Total</i>
<p><i>Section A:</i> The contractual line item in Section A consists of entirely ██████████ for evaluation purposes. The evaluation team, which will incorporate both qualitative and quantitative analysis and will likely include a combination of professors of education subcontracted by the Reach Institute together with graduate students working under the contractors supervision.</p>	1.5 FTE	██████████	██████████
<p><i>Section B</i> includes an additional ██████████ per annum contributed by the Reach Institute for School Leadership from the Teacher Credentialing Block Grant, a California State grant, to subsidize the cost adjunct coaches for professional development. Coaches will be experienced principals and educational leaders utilized to provide experienced training and one-on-one coaching to school leaders. The block grant is non-categorical and can be used for any purpose consistent with the Reach Institute’s teacher development purposes.</p>	.1 FTE	██████████	██████████

7. Construction	N/A		
8. Other	N/A		
9. Total Direct Costs (lines 1-8)	N/A		
10. Indirect Costs	N/A		
11. Training Stipends	N/A		
12. Total Costs (lines 9-11)			
<p>The complete budgeted expenditures for the project total ████████ over the course of the grant, with the requested federal funds accounting for ████████ (93% of the total budget) and site based funds drawn from general revenues and state grants accounting for ████████ (7% of the total budget). The intention of the grant is to invest intensively in the infrastructure, capacity building, and evaluation sufficiently so that, after the grant period concludes, the original members of the Reach Consortium can continue to a Performance Based Compensation System out of site based revenues.</p>			