

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**TIF General Competition**

**CFDA # 84.374A**

**PR/Award # S374A120029**

**Grants.gov Tracking#: GRANT11188956**

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

\* 1. Type of Submission:

- Preapplication  
 Application  
 Changed/Corrected Application

\* 2. Type of Application:

- New  
 Continuation  
 Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

07/26/2012

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

**State Use Only:**

6. Date Received by State:

7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

Gilchrist County School District

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

59-6000620

\* c. Organizational DUNS:

1000127980000

**d. Address:**

\* Street1:

310 NW 11th Avenue

Street2:

\* City:

Trenton

County/Parish:

\* State:

FL: Florida

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

32693-3804

**e. Organizational Unit:**

Department Name:

Division Name:

NEFEC/TIF Grant

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

Prefix:

Mrs.

\* First Name:

Marsha

Middle Name:

\* Last Name:

Hill

Suffix:

Title:

Director of Instructional Services, NEFEC

Organizational Affiliation:

\* Telephone Number:

386-329-3800

Fax Number:

386-329-2571

\* Email:

hillm@nefec.org

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

B: County Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.374

CFDA Title:

Teacher Incentive Fund

**\* 12. Funding Opportunity Number:**

ED-GRANTS-061412-001

\* Title:

Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF): TIF General Competition CFDA Number 84.374A

**13. Competition Identification Number:**

84-374A2012-1

Title:

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

Areas Affected by Project-Counties.pdf

Add Attachment

Delete Attachment

View Attachment

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

Sustainable Educator Evaluation and Compensation (SEEC) Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="1,933,959.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,933,959.00"/>

**\* 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 in attachment.)**

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:

Fax Number:

\* Email:

\* Signature of Authorized Representative:

\* Date Signed:

**AREAS AFFECTED BY PROJECT (COUNTIES)**

Teacher Incentive Fund (CFDA # 84.374)

Gilchrist County School District (acting fiscal agent) North East Florida Educational Consortium (NEFEC) – Sustainable Educator Evaluation and Compensation (SEEC) Project

County School Districts affected:

Baker County District Schools

Bradford County District Schools

Columbia County District Schools

Flagler County District Schools

Gilchrist County District Schools

Lafayette County District Schools

Levy County District Schools

Suwannee County District Schools

Union County District Schools

## CONGRESSIONAL DISTRICTS SERVED

Teacher Incentive Fund (CFDA # 84.374)

Gilchrist County School District (acting fiscal agent) North East Florida Educational Consortium (NEFEC) – Sustainable Educator Evaluation and Compensation (SEEC) Project

Program/Project Congressional District affected:

Baker County District Schools – FL-004  
Bradford County District Schools – FL-006  
Columbia County District Schools – FL-004  
Flagler County District Schools – FL-007  
Gilchrist County District Schools – FL-006  
Lafayette County District Schools – FL-002  
Levy County District Schools – FL-005, FL-006  
Suwannee County District Schools – FL-002  
Union County District Schools – FL-004

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Stephanie Simonds</p>	<p>* TITLE</p> <p>Superintendent of Schools/Gilchrist County</p>
<p>* APPLICANT ORGANIZATION</p> <p>Gilchrist County School District</p>	<p>* DATE SUBMITTED</p> <p>07/26/2012</p>

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee Tier if known:

\* Name: North East Florida Educational Consortium  
\* Street 1: 3841 Reid Street Street 2: \_\_\_\_\_  
\* City: Palatka State: FL: Florida Zip: 32177-2509  
Congressional District, if known: FL-003

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

\* Name: Gilchrist County School District  
\* Street 1: 310 NW 11th Avenue Street 2: \_\_\_\_\_  
\* City: Trenton State: FL: Florida Zip: 32693-3804  
Congressional District, if known: FL-006

<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Teacher Incentive Fund CFDA Number, if applicable: 84.374
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<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
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**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name \_\_\_\_\_ Middle Name \_\_\_\_\_  
\* Last Name \_\_\_\_\_ Suffix \_\_\_\_\_  
\* Street 1 \_\_\_\_\_ Street 2 \_\_\_\_\_  
\* City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \_\_\_\_\_ \* First Name \_\_\_\_\_ Middle Name \_\_\_\_\_  
\* Last Name \_\_\_\_\_ Suffix \_\_\_\_\_  
\* Street 1 \_\_\_\_\_ Street 2 \_\_\_\_\_  
\* City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the 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.

\* Signature: Stephanie Simonds  
\* Name: Prefix Mr. \* First Name Don Middle Name \_\_\_\_\_  
\* Last Name Thomas Suffix \_\_\_\_\_  
Title: Superintendent of Schools, Gilchrist County Telephone No.: 352-463-3200 Date: 07/26/2012

**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.

**Optional - You may attach 1 file to this page.**

GEPA Statement.pdf

Delete Attachment

View Attachment

**Notice to All Applicants**  
**(GEPA Requirement) (OMB#1801-0004)**

Gilchrist County School District and each of the participating districts have adopted a school board policy that insures equitable access to, and participation in, its Federally assisted program for students, teachers and other program beneficiaries with special needs. Furthermore, the districts also have adopted policies that prohibit discrimination on the basis of gender, race, national origin, color, disability, or age. These school board policies form the foundation of equity to access to the benefits of this project for the project personnel, teachers and other school personnel, LEP students and their families.

In addition, as a matter of policy, each NEFEC project is required to conduct a semi-annual project program and compliance review to monitor the ongoing integrity of program implementation and financial transactions. These reviews are conducted in house by trained personnel external to the project and require site visits to the districts where district participation is involved.

---

## 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 an 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 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 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>
Gilchrist County School District
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>
Prefix: Mr. * First Name: Don Middle Name:
* Last Name: Thomas Suffix:
* Title: Superintendent of Schools/Gilchrist County
<b>* SIGNATURE:</b> Stephanie Simonds <b>* DATE:</b> 07/26/2012

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mrs.	Marsha		Hill	

Address:

* Street1:	3841 Reid Street
Street2:	
* City:	Palatka
County:	Putnam
* State:	FL: Florida
* Zip Code:	32177-2509
* Country:	USA: UNITED STATES

\* Phone Number (give area code)    Fax Number (give area code)

386-329-3800	386-329-2571
--------------	--------------

Email Address:

hillm@nefec.org
-----------------

**2. Applicant Experience:**

Novice Applicant     Yes     No     Not applicable to this program

**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:**

--	--	--	--

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## PROJECT ABSTRACT

**APPLICATION COMPETITION:** The Sustainable Educator Evaluation and Compensation (SEEC) Project is seeking funding under the **GENERAL TIF** competition – CFDA# 84.374A.

**APPLICANT NAME: GILCHRIST COUNTY SCHOOL DISTRICT ELIGIBILITY**

**CLASSIFICATION: Two or more LEAs PARTICIPATING AGENCIES AND LEAs** are the North East Florida Educational Consortium (lead agency); Gilchrist County School District (LEA and fiscal agent); Baker County School District (LEA); Bradford County School District (LEA); Columbia County School District (LEA); Flagler County Public Schools (LEA); Lafayette District Schools (LEA); School Board of Levy County (LEA); Suwannee County Schools (LEA); and Union County School District (LEA)

**TOTAL SCHOOLS** in the nine districts are a) Regular Day Schools – 71; b) Residential or Special-purpose schools – 7; and c) Virtual Schools - 8

**TOTAL HIGH NEED SCHOOLS TO BE SERVED BY TIF:** All 71 regular day schools in the participating LEAs are high need schools as defined by their FRL percentages. 69 schools had FRL percentages exceeding 50%. Two high schools (49.6% and 45.9%) have been determined eligible through an analysis of their feeder pattern. Therefore, all regular schools in the participating LEAs will be included in the observation/evaluation, performance compensation, and professional development components of the SEEC Project.

### **SUMMARY OF PROJECT OBJECTIVES:**

**Goal 1:** Increased Student Growth. Specifically the project will 1-1) Increase student achievement in Math by 3% annually; 1-2) Increase student achievement in Reading by 3% annually; 1-3) Increase student achievement in Science by 3% annually; 1-4) Increase student graduation rates by 5% annually; 1-5) Increase the college-going rates of graduates by 5%

annually; 1-6) Reduce the achievement gap between white, minority economically disadvantaged, English language learners, and students with disabilities by 2% annually.

**Goal 2:** Improved Educator Performance. Specifically the project will 2-1) Increase the percentage of instructional staff that perform at Effective or higher levels of performance, as measured by student growth and formal, rubric-driven instructional practice assessments; 2-2) Increase the percentage of instructional staff that perform at Effective or higher levels of performance, as measured by student growth and formal, rubric-driven instructional practice assessments; 2-3) Increase the percentage of educator compensation paid out by LEAs that is associated with Performance Based Compensation.

**Goal 3:** Improved System for Student Growth Assessment. Specifically, 3-1) Incorporate End-of-Course exams into the student growth model as they are developed statewide; 3-2) Incorporate PARCC and other assessments related to Common Core into a student growth model as they become available; 3-3) Identify grade and course-specific growth assessments for 5% more teachers each year and, therefore, reduce the number of instructional personnel who are assessed on the basis of school-wide measures; 3-4) Improve the relationship between the results of interim and summative assessments.

**Goal 4:** Improved System for Educator Practice Assessment. Specifically 4-1) Conduct training to all educators in the components of the educator practice assessments; 4-2) Conduct reliability training for all observers of educator practice; 4-3) Use the results of annual inter-rater reliability assessments to target and improve the consistency of educator evaluations.

**COMPETITIVE PREFERENCE PRIORITIES:** The SEEC Program is applying under both **PRIORITY 4 – New and Rural Applicants;** and **PRIORITY 5 – A Educator Salary Structure Based on Effectiveness**

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

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**PRIORITY 4 New or Rural Applicants.**

The Sustainable Educator Evaluation and Compensation Project (SEEC) includes **nine (9) rural, high poverty LEAs<sup>1</sup>** brought together under the leadership of the North East Florida Educational Consortium (NEFEC). Each LEA serves one of Florida’s 67 counties and **none have been involved in a previous TIF-funded project.** As shown in Table 1, 16.2 percent of all residents were living below poverty in 2010, compared with all Florida’s percentage of 13.8, but the FRL percentage (TABLE 2) revealed an even higher need.

**TABLE 1: Persons in Poverty, 2010<sup>2</sup>**

LEA / County	2010 Population	Poverty	
		Total Persons	Percent
Baker	27,115	4,610	17.0%
Bradford	28,520	4,563	16.0%
Columbia	67,531	10,535	15.6%
Flagler	95,696	11,388	11.9%
Gilchrist	16,939	3,405	20.1%
Lafayette	8,870	1,597	18.0%
Levy	40,801	8,813	21.6%
Suwannee	41,551	7,188	17.3%
Union	15,535	3,309	21.3%
TIF School Districts	342,558	55,408	16.2%
FLORIDA	19,057,542	2,629,941	13.8%

<sup>1</sup> NOTE: the terms LEA and District are used interchangeably throughout this proposal

<sup>2</sup> SOURCE: Data from the U.S. Census of Housing and Population, 2010

**REQUIREMENT 3. Documentation of High Need Schools.** Flagler County, as depicted on Table 1, had an overall poverty rate that is relatively low. However, this is largely due to a significant retirement population that artificially inflates the incomes of the County as a whole. A better indicator of actual poverty in Flagler County is the number and percentage of students who are eligible for Free-and-Reduced Lunches (FRL). As shown on Table 2, Flagler County's FRL percentage places it squarely in the middle of LEA's included in the SEEC Project. A detailed listing of the 71 schools included in the project is provided under Appendix 2 - Other Required Attachments.

**TABLE 2: High Need Schools: Free and Reduced Lunch Eligibility by District<sup>3</sup>**

LEA / County	Students	Free / Reduced Lunch: as of 5/21/2012	
		Total	Percentage
Baker	5,050	2,784	55.1%
Bradford	3,354	2,254	67.2%
Columbia	9,762	6,285	64.4%
Flagler	13,007	8,098	62.3%
Gilchrist	2,650	1,576	59.5%
Lafayette	1,172	720	61.4%
Levy	5,723	4,176	73.0%
Suwannee	6,060	4,124	68.1%
Union	2,255	1,304	57.8%
TIF School Districts	49,033	31,321	63.9%
FLORIDA	2,667,830	1,536,044	57.6%

<sup>3</sup> SOURCE: Florida Department of Education, Survey 2 Data, 5/21/2012

**PRIORITY 1. An LEA-Wide HCMS focused on Educator Evaluation**

**Coherent and Comprehensive Human Capital Management System (HCMS).**

The nine LEAs involved in this project are committed to implementing a comprehensive human capital management system throughout their districts, though TIF funds will only be used to support the professional development and performance based compensations systems for the seventy-one (71) schools identified in this project. However, in light of the high levels of poverty that characterize these districts, the 71 identified schools represent over 90 percent of all schools in the participating LEAs, and the schools not included are specialized programs that require unique solutions (e.g., residential, virtual, etc.) which will be developed over the course of this project.

(a1) Alignment of Human Capital Management System (HCMS) with each participating LEA’s clearly described vision of instructional improvement. The nine LEAs involved in the SEEC Project have adopted a vision of instructional improvement founded on the concept that “highly effective teachers and leaders make the difference in student achievement” and that valid and reliable measurement of the contributions of effective teachers and leaders is directly aligned to broad systemic change. This statement demonstrates a shared belief that the classroom environment in each of our schools and at all levels needs to be under the direction of an effective teacher, one who is current in strategy and pedagogy for the 21<sup>st</sup> century learner.

Each of the many efforts we have begun and will continue to build through this Project related to staff development correlates with our overall goals for strengthening the skills of our staff through a united effort. The LEAs uniformly recognize that, to make a difference in the impact of education on our students, we must combine data on instructional and leadership **practices** with data on student **outcomes** (i.e. student achievement) to bring about positive change for our students, staff, and communities. We envision a brighter future for our students

and our communities as a whole. We have considered in depth the academically based changes that need to be made in order for our youth to be ready for the 21<sup>st</sup> century. In doing so, the LEAs involved in this project have already undertaken many school improvement initiatives such as college and career readiness, a focus on STEM coursework, and an emphasis on reading across the curriculum.

Some of our LEAs are further along than others on this journey and some have achieved greater results in student achievement than others. This is one of the strengths of our proposal – using a regional consortium- NEFEC – to draw on the successes of some LEAs in differentiated instruction and performance based compensation to inform the comprehensive and systemic growth for all the involved LEAs. NEFEC, itself, is a strength, having just been awarded accreditation through AdvanceEd<sup>4</sup>. Part of our shared vision includes overall goals related to: (a) improved student growth; (b) improved educator effectiveness; (c) improved student growth assessment models; and (d) improved reliability of educator practice assessments.

(a2) Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools. As shown on Table 2, above, and detailed in Appendix 2, virtually all schools in the nine (9) participating districts are high-need schools as documented by the number of students on Free-and-Reduced Lunch Plans. The seventy-one (71) schools included in this project include every school in the participating districts except a very few specialized programs for which free-and-reduced lunch (FRL) status is unavailable, including virtual schools and residential programs. **With a nearly 64 percent FRL rate across the nine districts, a rate 11 percent higher than the State average, all regular schools in the nine SEEC districts are**

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<sup>4</sup> NEFEC is the Educational Service Agency (ESA) for the participating districts, providing a myriad of services. NEFEC was recently accredited by AdvaneEd and is one of very few ESAs to be so designated.

**high need schools<sup>5</sup>, and only two high schools were certified as eligible through a feeder pattern methodology. As such, the SEEC project will essentially serve every school, every teacher, and nearly every student in the participating districts.**

*(a2i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness.* The administrative leaders of the nine LEAs participating in the SEEC project are committed to a HCMS which has, as its components and values: transparency, fairness, equity, and respect for existing legal agreements, including union bargaining agreements; established procedures for the collection, retrieval and use of data to provide feedback to an individual, a team, a school, and the LEA; data-based personnel decisions including rewarding and recognizing high performance through a variety of financial and non-financial means; focus on student achievement and the specific conditions of the site in establishing expectations; growth of the individual and the continuous improvement of the organization; assessment scheduling based on the experience and performance of the individual; levels of instructional practice evaluation including a *status assessment* which evaluates an individual's performance across a broad range of performance expectations, and a *deliberate practice assessment* which targets a narrower range of performance, addressing high effect strategies of instructional and leadership personnel.

Financial incentives included in the SEEC program plan are shown in Table 3, below. Because of the relatively low pay scales in the LEAs included in the SEEC project, these financial incentives can amount to nearly 6 percent of a teacher's existing salary. Besides additional compensation, some high performing teachers will be chosen to serve in newly created career-ladder positions – Teacher Support Colleagues.

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<sup>5</sup> Of 86 total schools, 15 are virtual, residential, or otherwise special purpose schools outside the purview of this grant. The remaining 71 schools are included.

**PRIORITY 5. Educator Salary Structure Based on Effectiveness.**

**TABLE 3: SEEC Performance Based Compensation Plan (DESIGN MODEL 1)**

Performance Level	LEAs employing a four-tiered evaluation system	LEAs employing a five-tiered evaluation system	Career-Ladder Staff consideration
Exemplary	N/A	Educators receive annual incentives of \$1,800.	YES
Highly Effective	Educators receive annual incentives of \$1,575.	Educators receive annual incentives of \$1,350.	YES
Effective	Educators receive annual incentives of \$1,000.	Educators receive annual incentives of \$1,000.	YES

The SEEC project will implement a HCMS that gradually expands to address all components of human capital decision making. During the initial implementation of the project, instructional and leadership staff will be allowed to voluntarily participate in Performance Based Compensation (PBC) and Professional Development (PD) components of the project, though all personnel, regardless of participation, will be addressed by the same evaluation methods (i.e., all instructional staff will be similarly evaluated and all leadership staff will be similarly evaluated).

Previous experience with implementing changes to HCMS has shown that educators are more receptive to and supportive of changes which are not unilaterally imposed and do not allow time for feedback and refinements. Therefore, the implementation of a comprehensive HCMS will proceed incrementally, but with a goal that evaluation data will serve as the basis for all human capital decisions, including not only selection, retention, dismissal, and compensation, but, eventually all aspects of human resource decision-making. **By means of a detailed use of both educator practice and student achievement data, the HCMS proposed in the SEEC**

**project will serve as the basis for differentiated professional development, placement, promotion, and, in conjunction with state policy that will be in effect for the FY2015 school year, even tenure.**

(a2ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made. As a result of both the SEEC project and Florida legislation, educator effectiveness will serve as the primary basis for all human capital decisions. Florida State law (SB 736) requires that, beginning in school year 2014-15, teachers receiving successive evaluations of Needs Improvement will be placed in a status that requires them to receive PD targeted to their areas of deficiency and provides for deliberate practice assessments of those deficient skill areas in the next school year. Teachers receiving multiple evaluations of Unsatisfactory will be terminated. Finally, increased compensation to teachers must be based, in large measure, on educator evaluations including student growth. Specifically, the legislation requires that ***a majority of increased compensation to teachers be based on educator effectiveness.***<sup>6</sup>

Educator effectiveness will not simply be used for hiring, retention, dismissal, and compensation. Perhaps more importantly, educator effectiveness will slowly become the primary mechanism for assigning teachers to students. That is, based on analytical models, principals will be given data enabling them to determine how effective specific teachers are with specific types of students. For example, because the Florida system of school grading includes

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<sup>6</sup> Beginning July 1, 2014, instructional personnel new to the district, returning to the district after a break in service without an authorized leave of absence, or appointed for the first time to a position in the district in the capacity of instructional personnel shall be placed on the performance salary schedule. The annual salary adjustment under the performance salary schedule for an employee rated as **highly effective** must be greater than the highest annual salary adjustment available to an employee of the same classification through any other salary schedule adopted by the district. The annual salary adjustment under the performance salary schedule for an employee rated as **effective** must be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification. The performance salary schedule shall not provide an annual salary adjustment for an employee who receives a rating **other than highly effective or effective** for the year.

an assessment of the progress made with the bottom quartile of students, the LEAs in the SEEC project have been involved with assessing the variable effectiveness of teachers in achieving growth with that quartile of students. Furthermore, the models allow principals the ability to analyze teacher effectiveness across a wide range of student characteristics (e.g., English Language Learners, students with exceptionalities, etc.), and to *utilize that data to make informed decisions about placing specified students with specific teachers.*

(a2iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions. All of the LEAs included in the SEEC project are committed to using educator effectiveness, including both educator practice and student growth in roughly equal weights, to inform a broad range of human capital decisions. Furthermore, this commitment is supported by State law as well as the policies and procedures to which the LEAs agreed in order to participate in the State Race To the Top plan. The SEEC program will also benefit from the fact that Gilchrist County, one of the participating LEAs, has over ten (10) years experience in implementing a performance based compensation system based, in large measure, on student growth. All the LEAs in SEEC also have at least one year experience with a formal, rubric-based instructional evaluation system, and several also have similar experience evaluating school leaders.

(a2iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts. All the LEAs participating in the SEEC project have signed a Memorandum of Agreement (see Appendix) stipulating their commitment to implementing a

HCMS based on educator effectiveness. The implementation of the SEEC program has been specifically designed to build capacity and overcome educator reluctance by beginning with a pilot program of only 14 schools with voluntary educator participation and gradually moving to a program that covers every school and educator with an integrated compensation system.

(a2v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools. The SEEC program has different challenges than those found in other LEAs. Every school in the nine (9) targeted LEAs is a high need school (except virtual and residential schools for which free- and reduced lunch status is not collected). Therefore, the challenge for the LEAs in the SEEC program is not attracting and retaining educators in high-need schools, the challenge lies in attracting those educators to the districts themselves. Specifically, as shown previously, the LEAs involved in the SEEC program are rural, typically high poverty areas. As a consequence, the SEEC program relies heavily on both financial and nonfinancial incentives to attract and retain effective educators.

Perhaps the greatest incentives available through the SEEC program, however, are nonfinancial. Surveys of teachers and motivation studies conducted by some of the project's participants have indicated that educators are motivated more by two incentives that are key to educator motivation:

1. opportunities to improve their performance as a result of improved planning and training; and
2. opportunities to receive the support of their peers.

Despite the fact that the SEEC LEAs represent small, rural communities, or perhaps **because they represent small, rural communities**, the opportunity for training in a collegial

environment is believed to have at least as much reward currency for educators as the financial awards themselves. Therefore, multiple opportunities for advancing one's skills and engaging in collaborative planning efforts are included in every facet of the SEEC program

The SEEC program will also serve as an effective incentive and the LEA commitments and the requirements of State legislation will assure that these incentives will be sustainable into the future.

### **Rigorous, Valid, and Reliable Educator Evaluation Systems.**

(b1) Each participating LEA has finalized a high-quality evaluation rubric, with at least four performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated. The LEAs involved in the SEEC project have all developed variations on an educator improvement program that **targets increased student learning growth** by improving the quality of its instructional and leadership personnel, including:

- Increases in **student growth** based on the results of summative assessments (Value-Added Model – **VAM**, End of Course Exams -**EOC**) and other measures of student academic performance;
- Improvement in the **instructional practice** of teachers;
- Improvement of **leadership skills** of school-based administrators; and
- Increases in the **use of effective, standards-driven instruction through a rigorous system of interim assessments** and related professional development, both of which are tied to standards.

The concepts forming the foundation for the LEA's evaluation systems for instructional personnel are based on contemporary research and designed to align with the Florida Educator Accomplished Practices (FEAP) and conform with the requirements of Florida's Race to the Top

(RTTT) plan. Plans developed by the LEAs include at least **annual evaluations**<sup>7</sup> for all instructional personnel including two generally equivalent components - (1) student growth measures and (2) the assessment of educator practice.

**PRIORITY 2. Student growth is a significant part of educator evaluation**

Student growth. Assessment of Student Growth in Florida begins with the Florida Comprehensive Assessment Test (FCAT). FCAT is administered annually in grades 3 through 11 and, in its current formulation, is aligned with Florida’s Next Generation Sunshine State Standards. FCAT Reading is administered in grades 3 – 10. FCAT Math is administered in grades 3-8, augmented by end-of-course exams developed for Algebra I, II, and Geometry for students in grades 8-11. FCAT Science is administered annually in the 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grades, with an end-of-course exam for Biology. The FCAT Writes exam is administered in the 4<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grades.

The FCAT is a vertically aligned instrument allowing for growth assessment on individual students from year to year. In order to apply student growth assessment to teacher evaluations, all the LEAs in the SEEC project adopted a Value-Added Model developed through contract by the State of Florida. The selected model is a *covariate adjustment model*, which begins by establishing expected growth for each student on the Florida Comprehensive Achievement Test (FCAT). The expectation is estimated from historical data each year and represents the typical growth seen among all Florida students who have earned similar test scores the past two years, and share the other characteristics enumerated below. In addition, the expected growth increases for students enrolled in more than one course. Those characteristics

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<sup>7</sup> Less experienced teachers may receive instructional evaluations more than annually, though a full evaluation, including student achievement scores, will be conducted annually.

(i.e., covariates or variables) are used to establish the expected growth for students. The variables included as covariates are: (1) the number of subject-relevant courses in which the student is enrolled; (2) up to two prior years of achievement scores; (3) students with disabilities (SWD) status; (4) English language learner (ELL) status; (5) gifted status; (6) attendance; (7) mobility (number of transitions); (8) difference from modal age in grade (as an indicator of retention); (9) class size; and (10) homogeneity of entering test scores in the class. The inclusion of these control variables effectively establishes expected student scores based on typical growth among students who are similar with regard to these characteristics.

The teacher's *value added score* reflects the average amount of growth teacher's students exhibit above or below the expected growth of similar students in the state. For example, if a teacher's *value added score* is 10, students taught by that teacher grew, on average 10 points higher than expected for similar students in the state. In calculating the teacher's final value added index, the model includes a school component, reflecting how much the teacher's students grew on average above or below similar students within the school.

As shown on Table 4 below, the LEAs have selected alternative student growth measures for teachers who cannot be validly assessed by the FCAT measures. While, in some cases, assessment is conducted on the basis of school-wide measures of FCAT, in other cases, specialized and individualized measures of student growth have been chosen to more accurately reflect an educator's contribution to student achievement. For example, Florida Alternative Assessments are available for students with cognitive challenges, and Industry Certifications are used in some cases for student in vocational programs.

**TABLE 4. Student Growth Measures**

LEA	FCAT TEACHERS		NON-FCAT TEACHERS		NON-CLASSROOM INSTRUCTIONAL	
	Weight	Measure	Weight	Measure	Weight	Measure
Baker	50%	VAM & EOC	50%	Student-Level FCAT: math & reading & EOC (of students assigned to those teachers)	50%	School-Level FCAT (math & reading)
Bradford	50%	VAM	50%	Student-level FCAT: combo of Reading, Math, Science (of students assigned or District-Developed Assessment)	50%	To Be Determined
Columbia	50% (3+ yrs data)  40% (<3 yrs data)	VAM	50% (3+ yrs data)  40% (<3 yrs data)	Student-level FCAT: highest of Reading OR Math (for teachers with <i>some</i> FCAT students or School-level FCAT: highest of Reading OR Math (for teachers with <i>no</i> FCAT students)	30% (3+ yrs data)  20% (<3 yrs data)	School-Level FCAT

LEA	FCAT TEACHERS		NON-FCAT TEACHERS		NON-CLASSROOM INSTRUCTIONAL	
	Weight	Measure	Weight	Measure	Weight	Measure
Flagler	50%	VAM	50%	Student-level FCAT: highest of Reading OR Math (for teachers with <i>some</i> FCAT students) OR School-level FCAT: highest of Reading OR Math (for teachers with <i>no</i> FCAT students or) EOCs or Principal-approved learning target	50%	School-level FCAT OR Student-level FCAT (of students most closely related to their instructional responsibilities)
Gilchrist	60%	VAM & EOC/CP Test	60%	Student-level FCAT (math or reading) & EOC/CP Test/Industry Certification	60%	School-Level FCAT
Lafayette	50% (3+ yrs data)	VAM	50% (3+ yrs data)	Student-level FCAT: closest tie to math or reading (for teachers with <i>some</i> FCAT students or)	30% (3+ yrs data)	School-Level FCAT

LEA	FCAT TEACHERS		NON-FCAT TEACHERS		NON-CLASSROOM INSTRUCTIONAL	
	Weight	Measure	Weight	Measure	Weight	Measure
	40% (<3 yrs data)		40% (<3 yrs data)	School-Level FCAT (for teachers with <i>no</i> FCAT students) OR EOC	20% (<3 yrs data)	
Levy	50%	VAM	50%	Student-level FCAT OR EOCs and other local assessments	50%	FCAT or Personal Learning Goals
Suwannee	50% (3+ yrs data) 40% (<3 yrs data)	VAM	50% (3+ yrs data) 40% (<3 yrs data)	Student-level FCAT (of students assigned to those teachers or) EOCs, AP, ACT	30% (3+ yrs data) 20% (<3 yrs data)	Student-level FCAT (of students assigned to those personnel)
Union	50%	VAM	50%	Student-level FCAT (of students assigned to those teachers or) EOCs, AP, ACT, District-developed assessment	50%	School-level FCAT or Student-level FCAT (of students most related to their instructional responsibilities)

*Instructional practice.* All the participating LEAs have selected models for observing and evaluating instructional practice through direct observation and the evaluation of pedagogical skills, through a formalized, rubric-driven model which categorizes performance into at least four levels: Highly Effective, Effective, Needs Improvement, and Unsatisfactory<sup>8</sup>. In all cases, observation of instructional personnel occurs at least four (4) times per observation period, and direct and immediate feedback to teachers has been incorporated into the strategies to create a common language and facilitate the process of instructional practice improvement.

The three models of instructional evaluation used by the LEAs in the SEEC project are all aligned with the Florida Educator Accomplished Practices (FEAP). The FEAPs are Florida's core standards for effective educators and are based upon three (3) foundational principles: (1) high expectations; (2) knowledge of subject matter; and (3) the standards of the profession. The foundational principles are actualized through six (6) Educator Accomplished Practices: (1) Quality of Instruction; (2) The Learning Environment; (3) Instructional Delivery and Facilitation; (4) Assessment; (5) Continuous Professional Improvement; and (6) Professional Responsibility and Ethical Conduct.

The Marzano Evaluation Model<sup>9</sup> is based on a number of previous, related works generated from a synthesis of the research and theory. Thus the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement.

Marzano's framework is a causal model which assumes if instructional personnel effectively use the teaching strategies in this framework there will be a positive impact on

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<sup>8</sup> Some LEAs currently use a model with more than four levels, including Exemplary, though an effort will be made to achieve congruity in these levels throughout the planning processes included in the management and implementation plan for SEEC. Current planning indicates that LEAs using a five-level model will split the Highly Effective level into Exemplary and Highly Effective.

<sup>9</sup> Marzano, R.J. *The Art and Science of Teaching*, 2007

student performance. The model includes four domains: Domain 1: Classroom Strategies and Behaviors; Domain 2: Preparing and Planning ; Domain 3: Reflecting on Teaching; and Domain 4: Collegiality and Professionalism. The four domains include 60 elements with over two-thirds of them (41) in Domain 1 which involves direct observation of instructional practice.

Charlotte Danielson's, *The Framework for Teaching*<sup>10</sup> is also a research-based set of components of instruction, grounded in a constructivist view of learning and teaching. The framework has been revised in the 2011 edition to include more precise language regarding teacher performance at different levels, critical attributes that are evidence of a teacher's performance at a specific performance level, and teaching examples to assist the observer. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: (1) Planning and Preparation; (2) Classroom Environment; (3) Instruction; and (4) Professional Responsibilities.

The Copeland model of instructional practice assessment has been built on the FEAPs and involves nine (9) domains of instructional practice, including: 1. Planning/Preparation; 2. Classroom Management; 3. Assessment/Evaluation; 4. Direct Instruction; 5. Technology; 6. Collaboration; 7. Professional Learning; 8. Professional Responsibilities; 9. Student Growth and Achievement.

Leadership skills. Similar to instructional practice assessment, all the participating LEAs have selected models for improving the leadership practice of school-based administrators based on approaches which include emphasis on both coaching and direct observation. The evaluation of leadership practice skills is accomplished through a formal, rubric-driven model which categorizes performance into at least four levels: Highly Effective, Effective, Needs Improvement, and Unsatisfactory. All the models involve direct and timely feedback to leaders

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<sup>10</sup> Danielson, C. *The Framework for Teaching*, Revised Edition, 2011

to assist them in improving performance and emphasize multiple observations each year to build a basis for identifying areas of concentration (i.e., deliberate practice) for targeting professional development.

The Table below presents the Instructional and Leadership Evaluation systems currently employed by the participating LEAs. Each LEA has had at least one year experience with the models and is prepared to incorporate observation and evaluation into a broad-reaching HCMS.

**TABLE 5:** Educator Practice Evaluation Systems Adopted/Developed by Participating LEAs

DISTRICT	INSTRUCTIONAL EVALUATION	LEADERSHIP EVALUATION
Baker	Jerry Copeland	Jerry Copeland
Bradford	The Art and Science of Teaching, Marzano, R.	Marzano
Columbia	Jerry Copeland	Jerry Copeland
Flagler	Hybrid model using both the Danielson, C. and Marzano, R. models	Reeves
Gilchrist	The Art and Science of Teaching, Marzano, R.	Reeves
LaFayette	The Art and Science of Teaching, Marzano, R.	Reeves
Levy	Framework for Teaching, Danielson, C.	Reeves
Suwannee	The Art and Science of Teaching, Marzano, R.	Reeves
Union	The Art and Science of Teaching, Marzano, R.	Reeves

(b2i) Each participating LEA has presented a clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels. As shown on Table 4 previously, student growth is a significant part of the evaluation of all educators. In Florida, student growth is largely measured by performance on the Florida Comprehensive Achievement Test (FCAT). FCAT is a vertically aligned test administered annually around selected Florida

Next Generation Sunshine State Standards in grades 3 – 11. Therefore, the value of the assessment lies in its vertical alignment and the fact that it forms an ideal basis for a growth model of student achievement. However, the FCAT is not administered in all grades and subjects. The use of student growth in evaluation in the SEEC program was built out of discussions with educators that resulted in the preference for several basic principles: (1) that, whenever possible, instructional personnel would be evaluated on the basis of student growth from those students that they actually touched during the school day (i.e., there was a clear preference for the use of test scores tied to teachers rather than school-wide score); (2) when tests were used that potentially had less validity and reliability than the FCAT, the weight placed on those tests would be reduced; and (3) when less than 3 years of student achievement data was available for an educator, less reliance and, therefore, less weight, was assigned to those scores.

Based on consideration of these variables, the use of student achievement / growth as a measure of educator effectiveness varies between 20 and 60 percent of the total effectiveness score. However, all the LEAs involved in the SEEC project are committed to the design and development of improved measures of student growth, particularly targeting the district-developed measurements and incorporating Florida's new system of end-of-course exams<sup>11</sup> into measures through which more educators can be assessed using growth models specific to their students. With improved and more directly relevant testing, the weighting of student achievement in educator effectiveness will be increased.

(2ii) Each participating LEA has presented evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments. All the LEAs included in SEEC have adopted Florida's

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<sup>11</sup> End of course examinations are currently conducted or in development in Algebra I, Biology, Geometry, U.S. History

growth model as it pertains to testing conducted under the Florida Comprehensive Achievement Test (FCAT). The growth model is a Value-Added Model (VAM) approach. Specifically, teachers teach classes of students who enter with different levels of proficiency and possibly different student characteristics. Value-added models “level the playing field” by accounting for differences in the proficiency and characteristics of students assigned to teachers. Value-added models are designed to mitigate the influence of differences among the entering classes so that schools and teachers do not have advantages or disadvantages simply as a result of the students who attend a school or are assigned to a class.

After exploring eight different types of value-added models, Florida’s Student Growth Committee recommended a model from the class of *covariate adjustment models*. This model begins by establishing expected growth for each student: (1) Based on historical data each year; (2) Representing the typical growth seen among students who have earned similar test scores the past two years, and (3) Compiling student growth by creating expectancies for performance based on:

Student Characteristics: (1) Up to two prior years of achievement scores (the strongest predictor of student growth); (2) The number of subject-relevant courses in which the student is enrolled; (3) Students with Disabilities (SWD) status; (4) English Language Learner (ELL) status; (5) Gifted status; (6) Attendance; (7) Mobility (number of transitions); and (8) Difference from modal age in grade (as an indicator of retention).

Classroom characteristics: (1) Class size; and (2) Homogeneity of students entering test scores in the class.

While many grades and subjects are not covered by FCAT and, therefore, not covered by the VAM model, the inherent fairness and transparency of the VAM has led many of the

participating LEAs to use school-wide VAM scores in many of those grades and subjects not directly covered by FCAT. In those cases where the VAM is clearly inappropriate, Table 3 presents the LEAs' alternative approaches to student growth assessment.

Going forward, the SEEC program will work toward developing or compiling alternative growth assessment models for students with disabilities, English language learners, and students in grades and subjects not currently covered by the existing VAM model. Furthermore, NEFEC will work with State officials to incorporate PARCC<sup>12</sup> assessments into a growth model as they become available.

(b3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability .

*Plan for Teacher Observations.* The SEEC Program plan for Teacher Observation calls for all Observers to be trained by members of the NEFEC Student Growth Team and outside consultants who have received training in each of the varying methods of teacher evaluation employed in the nine (9) LEAs. NEFEC has previously conducted training for instructional personnel to facilitate the development of a common language of successful instruction and to build capacity throughout the LEAs.

Observer training is particularly important because **the SEEC program intends to conduct Teacher Practice Observations utilizing multiple observers who all use the same instrument for conducting the observations and evaluations of instructional personnel.**

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<sup>12</sup> Partnership for Assessment of Readiness for College and Careers, a model designed to support the implementation of Common Core Standards.

NEFEC is addressing inter-rater reliability by conducting training of teachers and school leaders through Cambridge Education (LLC)<sup>13</sup>. School leaders will be trained to formally calibrate the rating of best instructional practices through repeated observations and rating comparisons of videos showing teachers performing various aspects of their craft.

Teacher Practice **evaluation** is compiled through an extensive collection of data from **observations** ranging from formal observations to brief walk-throughs. **All observations, regardless of length and breadth, shall be accompanied by individual written feedback to the teacher.** Observations are of three types, including:

1. Formal Observations – Observation is scheduled with a classroom teacher. The in-class observation, which often lasts an entire class period (but not less than 30 minutes), is coupled with an in-person Pre- and Post-Observation Conference to gather additional documentation regarding the Teacher’s Planning and Preparation, Self-Assessments and other Artifacts which show evidence of Reflecting on Teaching, and Collegiality and Professionalism.
2. Informal Observations – The in-class observation can be unannounced and typically lasts from 15 minutes to an entire class period. A Post-Observation Conference is required but may be conducted electronically.
3. Walk-Throughs – The Walk-Through is unannounced and can last anywhere from 3 minutes to 15 minutes. Walk-Throughs tend to concentrate on a small area of teacher practice and the results of these observations may or may not be included in the overall evaluation score for a classroom teacher.

The following Table presents the SEEC program model related to the number and types of observations to be conducted annually on classroom teachers, including first year teachers

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<sup>13</sup> Cambridge has been successful helping LEAs implement new evaluation systems in Hillsborough County, Florida, Indiana, Minnesota, New York City, and North Carolina.

who will receive the same evaluation as more experienced teachers, but will be observed more frequently and receive a performance evaluation twice annually.

**TABLE 6 Teacher Practice Observation Process<sup>14</sup>**

	Formal Observation	Informal Observation	Walk- Throughs
Category I Teachers (teachers with 0-3 years in District) <sup>15</sup>	2	1	3
Category II Teachers (teachers with more than 3 years in District)	1	1	2
Struggling Teachers	2	1	3

As shown on the Table below, observations of instructional personnel will be conducted at varying levels of comprehensiveness, from Formal Observations to Walk-Throughs. The use of multiple observers is a strategy designed to enhance the objectivity of the observation and evaluation process. In addition, the desire, generally supported by teachers, to maximize the number of observations on which an evaluation is to be based, requires the use of multiple personnel to perform these observations. **The use of multiple observers, all of whom are basing their assessments on the same core of effective practices, will require training to assure their results have high inter-rater reliability.**

<sup>14</sup> During the first year of implementation, at least one formal and one informal observation will be completed during the first quarter of the school year, and the results of these observations will be for training purposes only, and not included in the final evaluation.

<sup>15</sup> Continued discussion will take place around those situations where teachers move grade levels, teach different subject areas, etc., concerning whether they are to be treated as Level I, II, or III for purposes of evaluation

**TABLE 7. Teacher Practice Observations – Personnel Conducting Observations**

	Principals	Assistant Principals	District Administrators	Student Growth Team	Teacher Support Colleagues
Formal Observations	●	●	●	X	X
Informal Observations	●	●	●	X	X
Walk Throughs	●	●	●	X	X

● Used for coaching and evaluation

X Used for coaching only

Plan for Principal Observations. School leadership personnel will be observed at least two (2) times during each year by district administrative staff. All personnel conducting leadership observations will be trained in the leadership evaluation model in use in their LEA, and ongoing training will be conducted by NEFEC staff throughout the course of the project. Principals of other schools or SEEC Student Growth Team staff may also conduct observations of the principal, but these will be at the option of the principal. A principal may choose to receive up to two (2) additional observations per year from sources other than district administration.

Leadership observations will be scheduled around specific opportunities for observation so that the personnel conducting the observation / evaluation may be able to see the school leader “in action”. The elements identified on the Table 8, below, are included within the Florida Principal Leadership Standards (FPLS) and, therefore, are included in all the methods of leadership evaluation selected by the LEAs. The elements selected are those which are amenable

to direct observation at one or more observational opportunities typically occurring within a school setting.

**Table 8. Observational Opportunities for FPLS Standards**

<b>Observation Context</b>	<b>Florida Principal Leadership Standards</b>
Full Faculty Meetings	Learning Environment Communication
Leadership Team Meetings	Decision-Making School Management
Principal-led Group PD Sessions	Student Learning Results Student Learning as a Priority Instructional Plan Implementation Faculty Development Learning Environment
Instructional Observations and Feedback to Teachers	Planning and Goal Setting Student Learning Results Student Learning as a Priority
School Advisory Council (SAC) or PTA/PTO Meetings	Communication Learning Environment
School-wide and 1 : 1 Meetings with Students	Communication

All data collected through the observations will be captured using a web-based system which will record all comments and assessments made by those individuals conducting leadership observations. The web-based system has direct links to the rubrics for each element

in the Assessment tool. These comments and assessments will be made immediately available to principals for their review and feedback.

Leadership observations will frequently be completed by multiple observers. As such, NEFEC is addressing inter-rater reliability by conducting empirical observation training of school leaders and LEA administrators through Cambridge Education (LLC). An independent evaluation team will also be retained to conduct appropriate measures of association and inference as applied to the leadership practice scores submitted by different observers to determine the degree of inter-rater reliability achieved by various observers. Measures of association and inference will also be applied to the relationship between leadership practice scores and school-wide student achievement scores to determine the degree of validity and reliability of the varying measures.

(b4) Each participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems. Each of the LEAs involved in the SEEC project have used components of the proposed educator evaluation system, some with 1-2 years experience and some with longer-standing experience. All LEAs in the SEEC project used the Value-Added Model (VAM), discussed previously, as one of the primary components of student growth assessment during the recently completed 2011-12 school year. The VAM provides a measure of effectiveness related to student growth at both the teacher level and the school level and, therefore, serves as an appropriate measure for both teachers and school-level administrators. Teachers and schools are provided with a student growth index which indicates their standing relative to teachers and schools with similar students throughout the State of Florida.

The VAM is presently based exclusively on the Florida Comprehensive Achievement Test (FCAT) program and, as such, does not cover every grade and subject. It is in this area that LEAs have experimented during the prior years, using methods of modeling student achievement from tests that are not designed to measure growth (i.e. achievement or mastery tests). In this case, LEAs have looked at alternative methods of simulating growth or simply comparing historical achievement levels in conjunction with using the school-wide VAM score. One of the advantages of having multiple LEAs in the SEEC project is that districts can learn from one another what is successful. Furthermore, the use of an independent evaluator that will specifically address measurement issues as they pertain to the reliability and validity of assessment will serve to benefit improved assessment across all the LEAs.

In relation to educator practice, including both teachers and leaders, all participating LEAs have at least one year of experience in implementing a formal, rubric-based model of practice assessment. What has been missing from the implementation of the evaluation systems in many of the LEAs has been a structured assessment of whether the evaluation rubrics have been used consistently across observers, schools, and disciplines. Educators have, naturally, been concerned with consistency in the application of evaluation tools and, as such the use of an external and objective source of assessing the consistency with which these tools are applied has been met with high favorability.

(b5i) In the case of teacher evaluations, the proposed evaluation system bases the overall evaluation rating for teachers, in significant part, on student growth. As described on Table 4 (page 15), student growth is a significant part of the evaluation of teachers. The variables in the degree of significance are:

- Whether a teacher’s performance can be meaningfully assessed by the VAM which is calculated on the students they directly touch in coursework and is directly relevant to the FCAT scores on which the VAM is based; or,
- Whether there are three or more years of student growth data available on the teacher.

Generally, the principles underlying the selected evaluation system are that teachers should be evaluated, whenever possible, on the basis of student performance by students they actually teach (i.e., classroom enrolled students rather than school-wide scores, when possible) and evaluations should be based on a teacher’s performance seen across multiple (i.e., 3) years of data whenever possible. Therefore, student growth accounts for 50 percent or more of a teacher’s evaluation when the scoring comes from students they actually serve and is based on a three-year trend of teacher performance. When these factors are not available, student growth, as a component of overall evaluation, is reduced to between 20 and 60 percent of the total evaluation.

(b5ii) Each participating LEA evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners. All LEAs involved in the SEEC program are committed to evaluating all teachers and classified instructional personnel. Therefore, teachers of special student populations are included in those instructional personnel described on Table 4 (page 15) as “Non-FCAT Teachers”, including assessments through such mechanisms as the most appropriate of the following:

- District-developed assessments;
- Principal-approved learning targets;

- Industry certifications and/or the Florida Alternative Assessment for students with disabilities; or
- School-wide VAM scores.

(b6i) In the case of principal evaluations, the proposed evaluation system bases the overall evaluation rating on, in significant part, student growth. Principal evaluations are based on two, equally weighted factors: (1) the results of leadership practice assessment, completed through the use of a formal rubric based on the previously described work of Marzano, Reeves, or Copeland; and (2) the school-wide Value Added Measure. As such, the VAM accounts for 50 percent of the overall assessment of principal effectiveness. In the case of large schools, several of the LEAs involved in the SEEC program have indicated a desire to look at using a subset of the school-wide score for assessing assistant principals. That is, in two of the schools in the project, assistant principals are assigned primary oversight of a specific grade level. Therefore, additional planning will be conducted to determine whether a grade-specific school grade is best used in these cases.

(b6ii) The LEA's leadership evaluation assesses a principal's practice in: (A) Focusing every teacher, and the school community generally, on student growth; (B) Establishing a collaborative school culture focused on continuous improvement; and (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities. A significant component of leadership observation and evaluation, regardless of the observational tool, is on principal-led group professional development. School-based leaders are expected to set the tone for a focus on student growth by conducting instructional training in such areas as: Planning and

Goal Setting; Student Achievement Results; Instructional Leadership Decisions; Faculty Proficiencies and Needs; Leading Professional Development; Modeling Coaching and Mentoring; and Use of Technology to Improve Teaching and Learning.

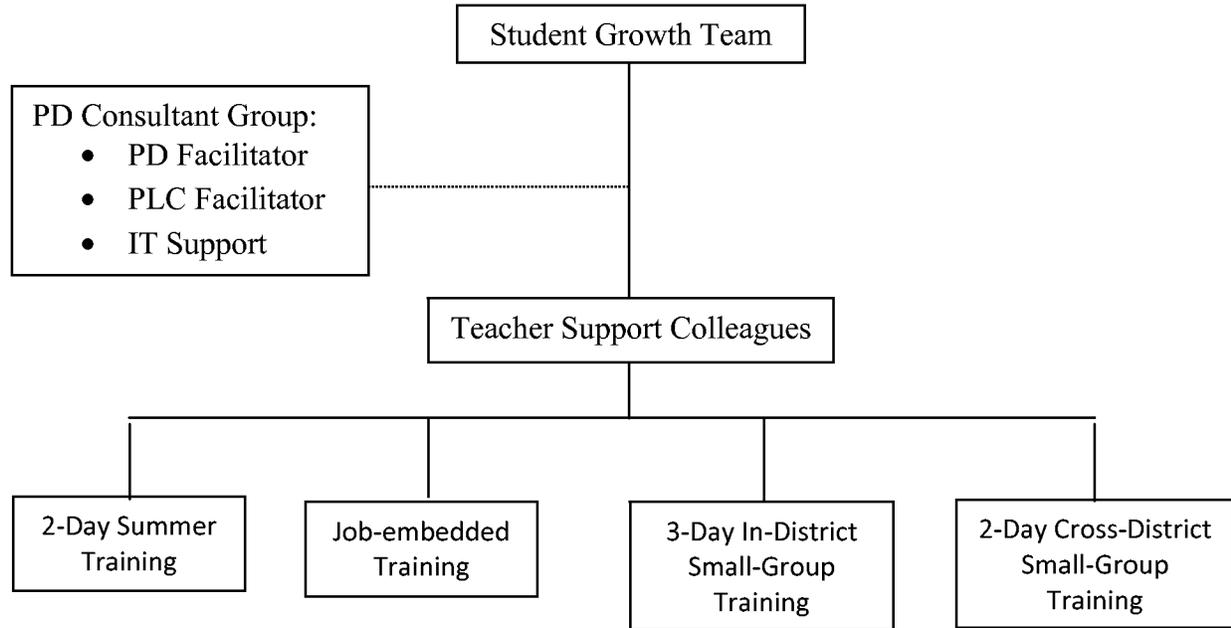
The three observation and evaluation tools used by the SEEC LEAs all are focused on the school administrator as the instructional leader and, as such, have components for assessing principal practice as well as coaching components which provide samples of leadership behaviors and practices which have been shown, through research, to be successful. Examples of successful implementations address all student characteristics, including students with special needs as well as how to implement differentiated instruction in all classrooms.

### **Professional Development Systems to Support the Needs of Teachers and Principals**

Introduction. The SEEC project intends to offer Professional Development (PD) that is based on disaggregated student performance data so that instructional staff are able to develop differentiated instructional approaches. In the first year of implementation—the *Pilot Phase*- FY 2014, PD will be delivered by a 4-member Student Growth Team and 3.5 FTE Teacher Support Colleagues (i.e., Career Ladder Positions) to teachers and school leaders in 14 secondary schools chosen by the participating LEAs. Both during the Pilot Phase and subsequent full implementation, PD will be supported by a consultant team consisting of operational facilitation support, Professional Learning Community support, and technology support personnel.

After full implementation, the PD is designed to be delivered in small-group sessions by an 8-member Student Growth Team, supported by 17.75 FTE Teacher Support Colleagues (i.e., Career Ladder Positions), or a ratio of 0.25 FTE per school, that will provide job-embedded PD. The Teacher Support Colleagues will participate in the small group PD sessions, and will work with teachers and leaders in a variety of job-embedded training situations.

FIGURE 1. Professional Development Organizational Plan



The SEEC Student Growth Team will be comprised of professional trainers hired and trained by the North East Florida Educational Consortium (NEFEC). The Teacher Support Colleagues will be selected by the LEAs based on their history of effective instructional practices and consequent student growth.

During the SEEC project planning year (FY 2013), the combined PD Team (Student Growth Team and Teacher Support Colleagues) will receive training from NEFEC staff and the PD Consultant Group, and will deliver two (2) days of small-group PD (one in-district and one cross-district) to the 650 teachers and school administrators assigned to the 14 schools selected for Pilot implementation. In the first year of Pilot implementation (FY 2014), the SEEC project will deliver five (5) rounds of professional development including every teacher and school leader in 14 selected middle and high schools in the nine LEAs included in the project. By FY 2015, PD will be delivered by the full 8-member Student Growth Team, supported by 17.75 FTE

Teacher Support Colleagues, to the 3,400 teachers and school administrators assigned to the 71 schools across the nine participating LEAs.

School leaders will, on some occasions, be incorporated into the PD provided to teachers and, during cross-district training, be given training targeted specifically to leadership. During the first year, PD will be oriented around Florida's Next Generation Sunshine State Standards and, as such, will focus on standards and benchmarks associated with specific grades and subjects. Teachers will be brought together in grade and subject related groups of 10-20 teachers to design curriculum mapping strategies accommodating the relevant standards and benchmarks, review and analyze the results of interim assessments, and develop instructional strategies designed to increase student achievement.

Three of the five rounds of PD will be provided in day-long sessions comprised of teachers and leaders from individual districts. The agenda for each session will vary according to the needs of the teachers in the room as determined through teacher feedback from prior PD sessions, school principal feedback, data from interim assessments, and the compilations of instructional and leadership practice observation data. The two remaining rounds of PD will be provided through cross-district training, again provided in day-long sessions serving groups of grade and subject-related teachers from across all nine LEAs and providing a specialized opportunity for disaggregated training of school leaders, thereby facilitating the dissemination of best practices throughout the nine LEAs.

Each PD session is comprised of teachers and school leaders from multiple schools and is professionally facilitated by two members of the Student Growth Team and the Teacher Support Colleague responsible for the instructional and leadership staff being trained.

(c1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools.

Each of the nine LEAs included in this project will use slightly different technology and processes to achieve a differentiated system of professional development based on educator practice and student achievement. However, the basic principles involved in using disaggregated information as the basis of professional development are the same across all the LEAs involved in *SEEC*.

During the early implementation years of the SEEC project, the Student Growth Team will oversee the administration of NGSSS (Next Generation Sunshine State Standards) aligned benchmark assessments to students in reading (grades 3-10), math (grades 1 through Algebra II), science (grades 5-8), biology and US history. Each of the LEAs have selected test banks from which to purchase questions for the Interim Assessments, and these assessments are purchased by the districts through alternative funding. Interim Assessments are typically administered at least once per academic quarter. Assessments will gradually migrate toward an approach more consistent with Common Core Standards over the course of this project. At the same time, data from instructional and leadership practice assessments will be compiled by the Project Manager in conjunction with the PD Facilitator and the Evaluation Consultants selected for this initiative.

During the early implementations of the project, grade and subject matter groups of teachers will be brought together to address the standards and benchmarks related to their course. Increasingly, however, as Florida moves toward Common Core Standards, PD will involve cross-curricula groups of instructors and the focus of PLCs will shift to addressing standards in “Big Idea Clusters”, including STEM and non-STEM instructional staff together in more applications-oriented PD sessions. Each round is comprised of full-day sessions scheduled over

a 5-6 week period, with each session serving 10-20 teachers of a particular curriculum (e.g. Grade 3 Math, Algebra II, Grade 9 Reading, Biology, etc.). Each round delivers 6-7 hours of professional development to every teacher in the project, ultimately impacting the instruction of more than 49,000 students.

The use of data to focus professional development of those practices, standards, and uses of tools most likely to bring about instructional improvement will be guided by a set of basic principles and sequences shown on Table 9.

**TABLE 9. Understanding and Using Data to Inform Instruction**

Data Location	Finding relevant pieces of data
Data Comprehension	Reading and understanding data displays, manipulating and comparing complex data
Data Interpretation	What the data mean for individual students, in addition, grade-level, school, or district improvement  Understanding test constructs to make valid inferences from the data
Instructional Decision Making	Select instructional approach based on what the data signify
Question Posing	Framing relevant questions that can be addressed by the data

(c2) Provide professional development in a timely way. The administration of regular, standards-specific interim assessments requires curriculum mapping that has all instructors in a grade and subject teaching standards according to a defined schedule. The advantage of this in testing is obvious, as students cannot be expected to succeed in interim assessments if they have not received instruction of the material covered by the assessments. At the same time, the

formalization and structure that come from curriculum mapping also have significant benefits for the delivery of timely professional development.

The SEEC program intends to use the sequence of standards to be taught, the results of student interim assessments, and the compilation of data on instructional and leadership practice observations to serve as the basis for PD that addresses specific standards, specific student performance, specific instructional and leadership practices, and provides for immediate application of training in the classroom. Day-long PD sessions, conducted five times per year, will involve small groups of teachers analyzing their own student performance data and identifying standards which have and have not been successfully presented to students. Teachers will use this information to model successful instructional practices for one another. In subsequent years, teachers will be able to look back on prior years' performance to determine what upcoming standards are likely to require additional and/or new approaches to instruction. ***The key in this strategy is that teachers will leave their day-long PD sessions and, on the next day, armed with data and new strategies, begin implementing new approaches to differentiated instruction.***

(c3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices. PD will not only be offered to educators and leaders through day-long training sessions, but the selection and deployment of Teacher Support Colleagues (i.e., Career Ladder Positions selected by the LEAs) will allow for job-embedded training, including the leadership of Professional Learning Communities (PLCs), team-teaching alternatives, and individual technical assistance and practice modeling for teachers and school leaders. Most importantly, both the small-group PD sessions and the job-embedded follow-up by Teacher Support Colleagues will be delivered ***so that educators can immediately***

*implement their new knowledge into their classroom or leadership practices.* Teachers and school leaders will be provided joint training in the analysis of student growth data, standards-based instruction, and the tools used for instructional and leadership practice assessments so that teachers can develop classroom practices likely to result in higher levels of student achievement and leaders can encourage and support those practices.

During the two cross-district training days offered throughout the year, both teachers and leaders will be provided opportunities to benefit from the educator practices of those individuals in all nine LEAs that have been identified as performing at the highest levels of practice and student outcomes. Cross-district modeling will allow both teachers and leaders to benefit from the feedback of their peers and school leaders will receive specialized training related to classroom observations and methods of creating a school culture focused on student growth.

Again, while the only truly job-embedded training will be provided by the Teacher Support Colleagues, the entire model of PD, including use of interim assessment data, curriculum mapping, use of observation data, and small-group instruction around student outcomes and educator practices has been designed to provide teachers and school leaders with training that allows for immediate opportunities to use this new knowledge in their daily practice.

(c4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators. Prior experience has shown that Professional Development that meets the needs of practitioners and serves to improve educator practices must include a sequence of gradually more rigorous steps. As is the case in assessing the performance of teachers in their classrooms, *one of the activities most likely to result in a high effect is the specification of precise goals and*

**outcomes.** Therefore, the PD process begins with unpacking the evaluation tools to identify best practices and develop a common language around instructional delivery, leader observations, and how practice and outcomes are inter-related.

Again, in a manner similar to those instructional practices found to have high effect on student growth, once the goals have been precisely defined and stated, ***a second highly effective strategy is the provision of feedback and establishment of a feedback cycle that is immediate, specific, and descriptive*** with examples both of what to do and what not to do. The SEEC project will provide immediate, specific, and descriptive feedback by tying the delivery of professional development to the results of student achievement on interim assessments.

As shown on TABLE 10, educators will be provided increasingly refined training in the use of data to drive instruction, including both educator practice and student outcome data. By means of targeted PD delivery, educators will come to understand the precise relationships between their practices and student growth. The Student Growth Team and the Teacher Support Colleagues will receive training from a group of professional consultants and well as regular feedback from the external evaluators retained for the project. The results of this training will be passed on to teachers and school leaders to complete the feedback loop of continuous quality improvement.

**TABLE 10. Implementation and Refinement of Professional Development**

<b>Implementation</b>  <b>Year</b>	<b>Professional Development: Refining and Implementing</b>
<b>2013-14</b>	<p><b>Teacher/Principal Evaluation:</b> Calibrating indicator ratings, best practices, teacher delivery, student outcomes</p> <p><b>Teacher/Principal Practice:</b> Establishing a feedback cycle, effective</p>

Implementation Year	<b>Professional Development: Refining and Implementing</b>
	<p>feedback, descriptive feedback (develop video collection)</p> <p><b>Aligning Standards, Instruction, Curriculum, and Assessment:</b> Understanding concepts and skills</p> <p><b>Assessment and Data:</b> Analysis for instructional decision making; Intended outcomes, Delivery, Achieved outcomes</p>
<b>2014-15</b>	<p><b>Teacher/Principal Evaluation:</b> Using feedback to change practice</p> <p><b>Teacher/Principal Practice:</b> Feedback cycle, analysis &amp; reporting, Action Steps</p> <p><b>Aligning Standards, Instruction, Curriculum, and Assessment:</b> Consistent and coherent structure within each grade</p> <p><b>Assessment and Data:</b> Analyzing for instructional strategies</p>
<b>2015-16</b>	<p><b>Teacher/Principal Evaluation:</b> Deep conceptual understanding of indicators</p> <p><b>Teacher/Principal Practice:</b> Decision making &amp; delegation; reflection</p> <p><b>Aligning Standards, Instruction, Curriculum, and Assessment:</b> Learning progressions across grades</p> <p><b>Assessment and Data:</b> Differentiation, from delivery to student outcomes</p>
<b>2016-17</b>	<p><b>Teacher/Principal Evaluation:</b> Teachers as leaders; collegial work</p> <p><b>Teacher/Principal Practice:</b> Goal setting, improvement plans</p> <p><b>Aligning Standards, Instruction, Curriculum, and Assessment:</b> Full integration; reasoning &amp; sense making</p> <p><b>Assessment and Data:</b> Whole school, SIP, IPDP, ILDP, closing the gap</p>

## **Involvement of Educators.**

(d1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period. While each of the LEAs involved in SEEC has approached the development and future planning of educator evaluation systems and PBCS slightly differently, there are many common themes. *In all LEAs, teachers are represented by a union but leaders have no collective bargaining unit.* In Baker, Bradford, Columbia, Suwannee, and Union Counties, teacher and principal evaluation systems were created by a representative team of stakeholders, including both principals and teachers, serving on an evaluation system re-development committee. Lafayette County took a similar approach, developing its evaluation system through collaboration of a representative principal and teacher committee. In Flagler County, the development of the educator evaluation system was conducted by a team comprised of a representative from each school, the union president and vice president, and a District Director appointed to spearhead instructional and leadership evaluation. The team spent three full days developing and assessing an evaluation tool, (April 22-25, May 2, 2011) including an intensive review of formal tools offered by the Danielson and Marzano groups. The final tool was a hybrid of the Danielson and Marzano approaches and included timelines for walk-through and summative evaluations, a professional development flow chart, teacher categories, (teachers in year 1 & 2, teachers with 3+ years and teachers under a teacher success plan) methods of collecting data, additional metrics, milestone events, parent surveys and weights and percentages of proficiency expectations for two categories of teachers. The Gilchrist County School District (GCSD) established a committee to develop the educator evaluation system in compliance with the GCSD Instructional Union Contract. The committee consisted of the Superintendent,

Superintendent's Cabinet, Principals, Finance Director, Director of Resource Development, Union President, and two teachers (one representing elementary and one representing middle/high school level). Levy County's educator evaluation system was also developed in collaboration with a committee of teachers, administrators, and district staff in accordance with the requirements of Race to the Top and Florida Statute S.B. 736.

In each of the above districts, an annual review of the appraisal system is performed by a focus group, including principals and teachers. This group reviews and revises the evaluation system annually to ensure the maximum impact on the professional growth of teachers and the learning growth of all students. Reviews are held in July, or as soon as possible following the completion of all teacher evaluations. This allows for revisions which may require board/union approval (where applicable) prior to the beginning of the next school year.

The focus groups examine factors such as:

- Trends in ratings within each domain;
- Correlations among school grades/student achievement data and teacher evaluation scores;
- Alignment of professional development needs and Individual Professional Development Plans (IPDP) to evaluations;
- Data on consistency in professional development implementation across teacher groups;
- Measures used for student achievement/growth scores;
- Score ranges used by system;
- Inter-rater reliability
- Development needs for district assessments; and

- The adherence of the overall system to the research model and the original design elements.

Transitioning to the redeveloped Performance Evaluation System requires educating personnel on the components of the system as well as the criteria and procedures on which they will be evaluated. Initially-trained staff from Bradford, Columbia, Lafayette, Suwannee, and Union Counties developed an overview training and Performance Evaluation System explanatory booklet. Each school site then conducted this mandatory training during pre-planning and distributed the Performance Evaluation System explanatory booklet to all instructional personnel. In ensuing years, the overview workshop and each LEA's performance evaluation system descriptions will be available as an online course (mandatory for all new hires), and web-enabled process will be part of the LEA's Local Instructional Improvement System (LIIS).

(d2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application. In four of the LEAs, the development of an educator evaluation system has actually been formalized within a revised collective bargaining agreement between the unions representing instructional staff and district administration. Each system was agreed upon in accordance with the LEA's collective bargaining processes as verified by signatures by the superintendents and local bargaining unit representatives.

However, while Lafayette's system was developed collaboratively with union representatives, formal collective bargaining did not take place, as performance appraisal is not part of the bargaining process in Lafayette County.

The SEEC Program was specifically designed to be implemented within an atmosphere of collaboration rather than confrontation. Within the context of a State Statute, SB 736, which

is scheduled for full implementation during the 2014-15 school year, the SEEC Program sought to provide teachers and leaders an opportunity to experience evaluation and performance-based compensation within a non-threatening environment. Specifically, SB 736 requires that all existing teachers throughout Florida choose a system of compensation (either the existing experience- and qualifications-based system or one based on student performance) by the 2014-15 school year<sup>16</sup>. Furthermore, the law provides that increases in compensation must be based *primarily* on student performance. Other components of the legislation address the use of student achievement and educator evaluations as the basis of a broad range of human capital decisions, including hiring, retention, dismissal, compensation, and promotion. In one of the more controversial aspects of the legislation, SB 736 eliminates tenure for all teachers choosing the performance-based compensation system which, through attrition, will ultimately include all teachers in the State.

In a less than ideally collaborative environment (the State teacher's union has filed a lawsuit to prevent implementation of SB 736), the SEEC program has been specifically designed to engage teachers and school leaders in a process that, initially, is voluntary<sup>17</sup> though, with the implementation of all or portions of SB 736, will be required before the end of the proposed SEEC grant-funded program. Furthermore, the participation of one LEA (Gilchrist County) that has an existing system of performance based compensation will serve as both a guide and mechanism of anxiety-reduction for the teachers in the other eight LEAs participating in SEEC.

The fact that there is broad-based support for the SEEC evaluation system, including voluntary participation in the early stages of implementation, was established by means of a

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<sup>16</sup> All new teachers will be required to choose the performance-based compensation system.

<sup>17</sup> Despite the fact that the SEEC evaluation and compensation system is voluntary, the absence of a requirement that teachers give up their tenure to participate is expected to result in high levels of participation and gradual trust-building between teachers and administrators around the issue of performance assessment and compensation.

survey of teachers and school leaders. Despite the introduction of performance-based compensation, a new concept to teachers in 8 of the 9 LEAs, the evaluation and compensation system proposed for the SEEC program has been well received by both teachers and leaders. In addition, the proposed system receives much higher support than those methods of evaluation employed by many of the LEAs during the recently completed school year. The results of a survey of teachers and school leaders is indicative of this support (see below) as is the fact that union leadership in the LEAs has agreed to the principles involved in the implementation of the SEEC.

*Teacher Support.* Only 28% of teachers supported the teacher evaluation system implemented in school year 2011-12. Teachers felt that the previous year's evaluation system placed too great an emphasis on testing and was not applicable to non-FCAT and non-classroom teachers. Other suggestions for improving the previous year's evaluation system included a system that is more straightforward and less time-consuming for administrators, more training for teachers and administrators to increase teacher understanding of ratings and observer consistency, and increased feedback from administrators.

Fifty-two percent of teachers support the proposed SEEC teacher evaluation system in their districts, which allows for a pilot period during which participation would be voluntary and free of consequences to professional status.

*Leader Support.* Only 31% of administrators supported the teacher evaluation system implemented in school year 2011-12. The primary concern regarding the previous year's Evaluation system was that the process was overly time-consuming, requiring principals to restructure and sometimes neglect other duties. Principals also felt that both teachers and observers needed more training to increase transparency and consistency of ratings.

Seventy-five percent of administrators support the proposed SEEC leadership evaluation system in their districts. Furthermore, 69% support the proposed voluntary PBCS for teachers, principals, and other instructional personnel.

### **Project Management.**

(e1) Clearly identified and defined roles and responsibilities of key personnel. The key staff associated with the SEEC project include:

- .10 FTE Project Director. The Project Director communicates with NEFEC administration regarding the project progress, supervises the Project Manager, oversees budget expenditures, informs and collaborates with federal auditors
- 1.0 FTE Project Manager. The Project Manager coordinates all PD, develop contracts with consultants, oversee consultants, monitors and approves budget expenditures, calculates budget projections, supervises the Student Growth Team, communicates with LEA contacts, regularly updates LEA superintendents on project activities, monitors project activities, fosters relationships with project stakeholders, develops project reports, consults with fiscal agent on budget expenditures, processes district reimbursements, and monitors project evaluation and evaluators.
- Eight 1.0 FTE Student Growth Team members. The Student Growth Team (SGT) members are responsible for the provision of PD to all educators in the nine participating LEAs. Student Growth Team members will each deliver 5 small-group training sessions to educators assigned to them, as well as planning and delivering a two-day summer training session for all LEA staff. Job-embedded

PD will be ongoing and they SGT will provide this through intense, small group sessions.

- Thirty .25 FTE Teacher Support Colleagues (career-ladder staff). The Teacher Support Colleagues will collaborate with the Student Growth Team members to deliver small-group PD to the teachers and leaders in the nine participating LEAs. In addition, Teacher support Colleagues will provide individualized, job-embedded training and support to educators to allow for direct and immediate implementation of refined practices and standards-targeted instruction to enhance student growth. (see Appendix attached)

(e2) Allocates sufficient human resources to complete project tasks. The SEEC project, when fully implemented, provides Professional Development and the implementation of a Performance Based Compensation system targeted to the specific and differentiated needs of 2,873 teachers, 387 additional instruction staff (e.g., guidance counselors, coaches, instructional media staff, etc.), and 159 school leadership personnel across 71 schools in nine LEAs. The direct project tasks involved in SEEC revolve around:

- The development and refinement of the performance-based evaluation system;
- refinement of the compilation and analysis of student growth information from the results of interim assessments;
- refinement of the compilation and analysis of educator practice data from instructional and leader practice observations and evaluation;
- the delivery of small-group PD to groups of 10-20 teachers in 3, district-level training rounds per year for each educator;

- the delivery of small-group PD to groups of 30 teachers in 2, cross-district training rounds per year for each educator; and
- the delivery of job-embedded training to those teachers and school leaders who are in need of individualized support.

The delivery of small-group PD to 2,873 teachers, 387 additional instruction staff (e.g., guidance counselors, coaches, instructional media staff, etc.), and 159 school leadership personnel in 3 in-District and 2 cross-District day-long training sessions, will be facilitated by a two-person team comprised of one Student Growth Team member and one Teacher Support Colleague. Staffing allocations require that each of the eight FTE Student Growth Team members will spend approximately 150 days, or approximately 60 percent of their available time per year in the delivery of small group training. Each of the thirty 0.25 FTE Teacher Support Colleagues will similarly spend about 60 percent of their available time in the delivery of small group training. In addition, the Student Growth Team members will prepare and deliver two days of training over the summer, outlining the PD sessions for the upcoming year and orienting educators to the educator practice and student outcome tools that will be used to guide PD. And, instructional substitutes will be funded to allow teachers to engage in PD and instructional planning five days each year.

The compilation and analysis of educator practice and student growth data will be a collaborative task between existing (i.e., non-SEEC) staff at each of the LEAs, the Project Manager, members of the Student Growth Team, and the Evaluation consultant retained in the project. In addition, to facilitate this analysis and presentation for the purposes of PD, the SEEC project has budgeted to retain IT support throughout the five-year project. IT consultants will be retained, as needed, to develop those tools which present the results of practice and outcome data

to teachers in a manner which is easy to understand and incorporate into instructional improvements. Similarly, tools will be designed, as needed, to assist school leaders in identifying instructional staff who are more effective with specified student groups – e.g., low performing students, student with disabilities, English language learners, etc. – to facilitate more strategic instructional assignments.

Student Growth Team members, Teacher Support Colleagues, and non-project staff in the LEAs involved with PD and PBC will receive training from a core of consultants retained in various areas of specialization, as described below.. A PD Facilitation Consultant train other personnel in the overall facilitation and operationalization of PD across such a large number of schools and educators. Specific duties will include assuring the availability of appropriate data and other resources to support the small-group PD sessions and working with IT consultants to define and develop data and presentation tools as they are identified.

A Professional Learning Community (PLC) Facilitator will be retained for the first three years of the SEEC project specifically to train and provide guidance and feedback to the Teacher Support Colleagues. A Performance Based Compensation expert will be retained in the first three years of the SEEC project to assist project staff and the LEAs in the continued refinement of the PBC systems, especially as the impact of Florida legislation requiring PCB comes into effect in FY2015. Cambridge Education will assist with observation calibration for principals.

Finally, an independent evaluation consultant will be retained to review and analyze the educator practice and student growth data from all nine LEAs participating in the project. Targeted measures of association will be developed and implemented to determine such factors as the degree of inter-rater reliability in practice assessments, the degree to which the results of practice assessments and student growth are related, the impact of instructional motivation on the

practice and student growth outcomes achieved by teachers, and the targeting and effectiveness of PD in relationship to instructional and leadership practices and results.

(e3) Includes measurable project objectives and performance measures. The SEEC project will address four comprehensive and integrated goals, each of which is further defined by a set of measurable objectives and corresponding strategies. The four goals, described in detail on the Tables below, include: Increased Student Growth; Improved Educator Performance; Improved Student Growth Assessment; and Improved Educator Practice Assessment.

<b><u>Goal 1:</u></b> Increased Student Growth	
Objectives	Outcomes
1-1) Increase student achievement in Math by 3% annually	Increased college and career readiness of students
1-2) Increase student achievement in Reading by 3% annually	
1-3) Increase student achievement in Science by 3% annually	
1-4) Increase student graduation rates by 5% annually	
1-5) Increase the college-going rates of graduates by 5% annually	
1-6) Reduce the achievement gap between white, minority economically disadvantaged, English language learners, and students with disabilities by 2% annually	

<b><u>Goal 2:</u></b> Improved Educator Performance	
Objectives	Outcomes
2-1) Increase the percentage of instructional staff that perform at Effective or higher levels of performance, as measured by student growth and formal, rubric-driven instructional practice	Improved staff engagement in professional job

assessments	performance by
2-2) Increase the percentage of instructional staff that perform at Effective or higher levels of performance, as measured by student growth and formal, rubric-driven instructional practice assessments	instructional and school-based leadership staff. Increased delivery of differentiated instruction.
2-3) Increase the percentage of educator compensation paid out by LEAs that is associated with Performance Based Compensation.	Increased teacher proficiency in the use of student data

<b><u>Goal 3:</u> Improved System for Student Growth Assessment</b>	
Objectives	Outcomes
3-1) Incorporate End-of-Course exams into the student growth model as they are developed statewide	Increased academic performance for all students. Increased levels of instrument validity and reliability in the measurement of student academic progress.
3-2) Incorporate PARCC and other assessments related to Common Core into a student growth model as they become available	
3-3) Identify grade and course-specific growth assessments for 5% more teachers each year and, therefore, reduce the number of instructional personnel who are assessed on the basis of school-wide measures	
3-4) Improve the relationship between the results of interim and summative assessments	

<b><u>Goal 4:</u></b> Improved System for Educator Practice Assessment	
Objectives	Outcomes
4-1) Conduct training to all educators in the components of the educator practice assessments	Improved educator practice.
4-2) Conduct reliability training for all observers of educator practice	Increased reliability of practice assessments and,
4-3) Use the results of annual inter-rater reliability assessments to target and improve the consistency of educator evaluations	therefore, increased recognition of their value by educators.

(e4) Includes an effective project evaluation plan. The project Evaluation Plan includes both Formative and Summative components and makes accommodation for significant levels of support to the LEAs as they seek to implement reliable and valid methods of educator assessments. The Evaluation Plan describes a “hands-on” initiative that provides opportunities for both formal and informal feedback to LEAs regarding their progress toward implementing a HCMS that is driven by educator evaluations and highly influenced by student growth. The details of the proposed Evaluation Plan are described below.

**Formative Evaluation.** A formative evaluation will be conducted to assess the program’s conformity to design and the effectiveness of its implementation over the three-year project period. The assessment will identify strengths and weaknesses associated with program design and processes, inform decisions about alternative courses of action as the project is implemented, and identify training needs. Specifically, the evaluation will address the following issues.

Communication, Participation, & Engagement. Teacher and principal involvement in the development, review, and enhancement of the Evaluation and Compensation systems will be addressed by working with groups of instructional and school-based administrative staff who will serve as representatives in addressing the initial and ongoing design of these systems. The evaluation will qualitatively explore the overall level of teacher participation and collaboration in the development of the systems.

Multidimensional Performance Criteria. Performance is multidimensional and should be measured in a way that incorporates all important aspects of the job, while ensuring the measure's objectivity and controllability. The evaluation will address this issue by conducting district-level multiple regression analyses to determine the amount of variance in student achievement that is explained by classroom observations and to determine potential deficiency in the measurement of teacher effectiveness. In other words, to what extent do additional activities (e.g., professional development, peer mentoring) and teacher characteristics (e.g., motivation, engagement) contribute to student achievement?

Interrater Reliability & Rater Training Needs. Cohen's Kappa statistic will be computed to determine consistency among instructional and leadership practice raters. This will be calculated across teachers/administrators (i.e., do all observers rate this teacher or administrator similarly?) and across performance indicators (i.e., do all raters rate this performance indicator similarly?). Interrater reliability will also be explored across districts to determine any outstanding issues and needs for rater training.

In order to detect potential biases (e.g., halo error, central tendency, leniency), relationships between instructional/leadership practice observation scores and student achievement will be determined, and these relationships will be compared across schools and

districts. Inconsistencies across schools/districts between the strength of these relationships would indicate that observers are either biasing their ratings of performance, or that they do not have a shared representation of the performance constructs. Either of these issues can be resolved through rater training.

*Motivation.* Teacher motivation will be assessed using the Motivation Assessment System (MAS). The MAS is a method of diagnosing and improving employee motivation. Based on expectancy theories of motivation, the MAS identifies motivational strengths and weaknesses, and provides a “roadmap” to improving motivation.

The MAS Report provides an overall score and sub-scores for links in the motivation model. These scores will be used in several ways. For diagnostic purposes, MAS scores will be compared across districts, schools, and grade levels, and to yield specific recommendations for improving motivation. Overall scores will also be analyzed in conjunction with other outcome data (i.e., FCAT scores, instructional practice data, student behavior) to determine the incremental validity of motivation in predicting teacher effectiveness.

Overall motivation scores will also be examined in relation to the PBCS to determine whether performance-based compensation impacts motivation over time.

*Feedback.* The evaluation will document quality and frequency of feedback and determine relationships with process-related goals and overall teacher and principal effectiveness. Specifically, the relationships between (a) feedback and overall teacher/principal effectiveness and (b) feedback and student achievement will be tested using multiple regression analyses to determine the statistical power of feedback quality and frequency in predicting program outcomes. Results of these analyses will inform decisions regarding implementation of feedback and potential training needs.

**Summative Evaluation.** A summative evaluation will be conducted to assess the program's effectiveness in relation to overall program goals. The evaluation will address the following issues.

*Student Growth.* Correlations between Reading and Math FCAT scores and other measures of student achievement will be calculated to determine the efficacy of non-FCAT data in predicting growth. In addition to determining overall levels of student growth, the evaluation will also track trends from year to year (i.e., percent of students regressing or progressing from the previous school year).

*Teacher Effectiveness.* Teacher effectiveness will be measured using aggregated scores from classroom observations (50%) combined with student achievement, as defined by the state-developed Value Added Model and district-developed measures where appropriate, (50%). Pre-Post evaluations of teacher effectiveness (i.e., comparisons of prior and current year effectiveness) will be used to determine the extent to which classroom observations and associated feedback improves overall teacher effectiveness. The significance of this difference will be assessed with a repeated measures t-test.

During the phase-in periods leading up to a fully integrated system of compensation, an independent samples t-test will be calculated to compare teachers who have opted in to PBC to those who have not. This analysis will be used to evaluate the extent to which PBC impacts teacher effectiveness.

Finally, multiple regression analysis will help determine the extent to which participation in the PBC is related to student achievement. Mediation analyses will test the degree to which teacher motivation and feedback frequency explain this relationship. That is, the analysis will

indicate whether motivation and/or feedback are the mechanisms through which the PBC impacts classroom observation scores and student achievement.

*Teacher PD Effectiveness.* An evaluation specific to teacher understanding of how to use data to refine and improve instruction will be conducted. Specifically, this evaluation will test the extent to which teacher motivation mediates the relationship between participation in the standards and data driven Professional Development process and student achievement.

The evaluation will also examine results from interim assessments tied to standards and pacing guides developed through the PD process, in relation to FCAT data to determine (a) the extent to which the interim assessments are assessing FCAT-related material appropriately, and (b) whether the scores can be used as a valid predictor of student FCAT performance.

*Leader Effectiveness.* Leader effectiveness will be measured using aggregated scores from leadership practice observations (50%) combined with student achievement, as defined by the state-developed Value Added Model (50%). Pre-post evaluations of leader effectiveness (i.e., comparisons of prior and current year effectiveness) will be used to determine the extent to which observations and associated feedback improves leader effectiveness. The significance of this difference will be assessed with a repeated measures t-test.

*Leader PD Effectiveness.* Finally, an evaluation will be conducted to address the effectiveness of PD for administrators. Specifically, this evaluation will test the extent to which various forms of PD effectively predict leadership improvement in the subsequent year. First, pre-post evaluations of leadership effectiveness will explain the extent to which observations and associated feedback help to increase leader performance. Second, type of PD will be correlated with leadership growth in similar domains to determine whether PD is being offered in appropriate areas. Additionally, a multiple regression analysis will be conducted to determine the

amount of variance in leadership growth accounted for by PD. If the proportion of variance is determined to be non-significant, alternative PD options will be explored.

Longitudinal Analysis. In subsequent years, effect sizes will be calculated to determine overall growth (pre-post change) in teacher and leader effectiveness. Effect size will be calculated as the mean difference between Time 1 and Time 2 effectiveness levels, divided by the pooled standard deviation. In addition to an overall effect size, which will determine the overall change across all districts served by the grant, effect sizes will be calculated for each school and district and examined comparatively in an effort to determine feedback/conferencing effectiveness and identify areas in need of additional PD.

(e5i) Specific, realistic, and achievable timelines for implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators. The SEEC project benefits from the fact that all the participating LEAs have at least one year of experience with a rubric-based instructional evaluation system and NEFEC, the agency overseeing the implementation of SEEC, has been a central figure in training LEA staff in the use of the LEA's educator practice tools. Recently, NEFEC has also contracted with Cambridge Education, LLC for purposes of training of teachers and school leaders toward the goal of improving inter-rater reliability in practice assessments.

Implementation timelines can also be accelerated because one of the participating LEAs has been implementing a Performance Based Compensation System for over 10 years, and is willing to share its experiences with the other participating LEAs to avoid barriers. Finally, the SEEC project intends to address and resolve any implementation challenges in a structured, deliberate manner. That is, the SEEC project will gradually implement a comprehensive and integrated HCMS that incorporates PBC, educator practice, and student growth in all aspects of

human capital decision-making. Initially, the SEEC project will be implemented in 14 secondary schools in the 9 participating LEAs. The implementation will gradually increase to all 71 schools in the participating LEAs, and educator evaluation and performance based compensation will become part of an integrated, comprehensive HCMS both as a result of the SEEC project and State legislation. Therefore, the following chart presents the implementation.

Year	Number Schools	Instructional Evaluation	School Leader Evaluation	PBC	Integrated HCMS
FY 2012-13	14	Yes	Yes	No	No
FY 2013-14	14	Yes	Yes	Yes	No
FY 2014-15	71	Yes	Yes	Yes	Yes
FY 2015-16	71	Yes	Yes	Yes	Yes
FY 2016-17	71	Yes	Yes	Yes	Yes

(e5ii) Specific, realistic and achievable timelines for successfully completing project tasks and achieving objectives.

Individual	Task	Timeline Milestone
	<b>Planning Phase</b>	<b>FY 2013</b>
<i>NEFEC, LEAs Union, Principals Teacher reps</i>	Collaborative meetings with LEAs, Hire Student Growth Team (SGT) and 6.0 FTE Teacher Support Colleagues (TSC), Finalize PD schedule with 14 pilot schools, finalize observation tools	Oct 12 – Jan 13 Recruitment / Hiring
<i>NEFEC, SGT, TSC</i>	2 Rounds PD to 635 teachers and 18 leaders- in-	Jan 13 – June 13

<b>Individual</b>	<b>Task</b>	<b>Timeline Milestone</b>
	district: using data / cross-district: observation tools; conduct educator observations	SEEC Leader PD
	<b>Pilot Phase / 14 Schools</b>	<b>FY 2014</b>
<i>NEFEC, SGT, TSC</i> <i>all participants</i>	2 Days of PD before School begins 5 days of PD: 3 in-District / 2 cross-District Topics: Observation tools, Practice, Standards, Data Each subsequent year of PD is informed and revised by previous year's educator and student outcomes	Aug 13 – Jun 14 SEEC PD
<i>NEFEC, SGT, TSC</i> <i>all participants</i>	Leadership/Instructional personnel observations Student Interim Assessments	Sep 13 – May 14 Data
<i>NEFEC, LEAs</i> <i>Union,</i>	Y1 Project results shared with all stakeholders.	Apr 14 – Jun 2014 Report
<i>NEFEC, LEAs,</i> <i>Union</i>	Calculate and pay Performance-Based Compensation	June 2014-August 2014
	<b>Full Implementation – 71 Schools</b>	<b>FY 2015 - 2017</b>
<i>NEFEC</i> <i>LEAs</i>	Hire 4 additional SGT members; recruit an additional 24 FTE TSC; 2 Days of PD before School begins	July – Sep Hiring / PD
<i>NEFEC, LEAs</i> <i>Union</i>	Develop integrated compensation schedule in accordance with TIF and FLA SB 736	July – Sep Pay Schedule
<i>NEFEC, SGT, TSC</i>	5 days of PD: 3 in-District / 2 cross-District Observation tools / PD Topics	Sep – June PD

<b>Individual</b>	<b>Task</b>	<b>Timeline Milestone</b>
<i>NEFEC, LEAs Union,</i>	Y1 Project results shared with all stakeholders.	Apr – Jun Report
<i>NEFEC, LEAs</i>	Calculate and pay Performance-Based Compensation	June -August

**Sustainability.**

(f1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period. The LEAs involved in the SEEC project are committed to sustaining both the PBCS and the differentiated PD after the conclusion of this grant. Increasingly, Florida’s system is moving toward a data-driven model that informs student growth and rewards educators on the basis of their contributions to that growth. Therefore, the SEEC LEAs have committed general operating funds to begin paying the costs of the PBCS beginning in year three of this proposed project. In year three, the LEAs propose to use general operating funds to support 5 percent (5%) of the total cost of the PBCS. In year four of the project, the LEAs will assume 15 percent (15% of the total cost of the PBCS and in the final year of the project, the LEAs will assume 25 percent (25%) of the total costs of PBCS.

In addition to gradually assuming the costs of the PBCS awards to teachers, school leaders, and other instructional personnel, the LEAs will utilize the TIF funding provided to train their Career-Ladder positions (Teacher Support Colleagues) to maintain and sustain the differentiated system of PD developed through the SEEC project.

(f2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends. The SEEC project has been built

specifically to address and overcome implementation issues at the LEA-level. That is, the entire focus of the Student Growth Team and the related Consultant group is on the development of tools and practices that are practically and immediately amenable for implementation. Phasing in of schools, from a beginning number of 14 to the full implementation of 71 is designed to address and resolve any logistical challenges to implementation, as well as provide educators with a pilot model to examine and develop confidence that it can fairly and equitably assist their professional development and provide rewards that correspond to their level of effort and effectiveness. Furthermore, the implementation of a voluntary system has been employed to further gain the trust of educators, though, clearly, the impending implementation of Florida legislation requires that this transitional voluntary system will soon become a comprehensive, fully-integrated model of compensation.

A key in the ability to implement and sustain the SEEC initiative is the training and development of Career-Ladder Employees (i.e., Teacher Support Colleagues) that become an ongoing and integral part of the delivery of PD and the assessment of educator practice in the future. These Career-Ladder Employees are critical, not only for reasons of their sustainability, but because they become a conduit for instructional personnel to take on leadership positions.

Finally, sustainability will be supported by the provision of differentiated instruction which, in turn - leads to teacher reflection, improved practice, and student growth – and results in a more efficient and effective human capital management system. In short, the increase in motivation from demonstrable student and educator growth inevitably results in sustainability!

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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## Application Reference Charts

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**Instructions:** These charts are provided to help applicants ensure that their applications address all of the priorities and requirements – as any application that does not do so is ineligible for funding for the 2012 competitions. These charts will be used by Department staff when screening applications.

Applicants should complete and include these charts as an attachment with their application. Go to <http://www2.ed.gov/programs/teacherincentive/applicant.html> to download a Microsoft Word version of this template. Fill out the Word document and submit it as a PDF attachment with your application.

**Please indicate your eligibility classification**

**Instructions:** Check the eligibility classification that applies to your application.

**Applications from a single entity:**

*In the case of a single applicant that is an LEA, check this box.*

LEA

**Group Applications:**

*Group applications involve two or more eligible entities. In the case of a group application, check the box that describes the eligibility classification of all of the applicants. Select only one box.*

2 or more LEAs

One or more SEAs and one or more LEAs

One or more nonprofit organizations and one or more LEAs (no SEA)

One or more nonprofit organizations and one or more LEAs and one or more SEAs

**Instructions**

**Instructions: In each column of the table below, please specify where your application discusses each priority or requirement -- including each provision that applies to each priority or requirement. For information, descriptions, or assurances included in the project narrative, please complete both 1) the Title of the Section(s) or Subsection(s) and 2) the relevant Page Number(s) where this matter is discussed. Otherwise, please indicate the Attachment in which it is discussed.**

**Please identify every section, page, and/or attachment in which the priority or requirement is discussed. More than one section, subsection, page, or attachment may appear in each cell.**

**Absolute Priority 1**

<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Absolute Priority 1: HCMS</b> To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.</p>	Coherent and Comprehensive Human Capital Management System	4	
<p>(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;</p>	(a1) Alignment of HCMS with each LEAs clearly described vision of instructional improvement	4	
<p>(2) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to inform key human capital decisions, such</p>	(a2i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness	6	

<p>as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;</p>			
<p>(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators</p>	<p>(a2) Likely to increase the number of effective educators in the LEA's schools, especially in high need schools</p>	<p>5</p>	
<p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant's proposed PBCS in high-need schools begins no later than the third year of the grant's project period in the high-need schools listed in response to paragraph (a) of Requirement 3--Documentation of High-Need Schools.</p>	<p>(a2iii) Feasibility of the HCMS described in the application</p> <p>(e5iii) Specific, realistic, and achievable timelines</p>	<p>9</p> <p>57</p>	<p>APPENDIX 2 – List of High Need Schools</p>

<b>Absolute Priority 2</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Absolute Priority 2:</b> Educator Evaluation Systems</p> <p>To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-</p>	Rigorous, Valid, and Reliable Educator Evaluation Systems	11	
(1) The frequency of evaluations, which must be at least annually;	(b1) each participating LEA has finalized a high quality evaluation plan	12	
(2) The evaluation rubric for educators that includes at least three performance levels and the following--			
(i) Two or more observations during each evaluation period;	(b3) each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations	Teachers 22-24  Principals 25-27	
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	(2ii) each participating LEA has presented evidence supporting the choice of the student growth model	20-22	
(iii) Additional factors determined by the LEA;	TABLE 4 – Student growth measures	14-16	
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	TABLE 4 – Student growth measures  PR/Award # S374A120029	14-16	

(4) The applicant’s timeline for implementing its proposed LEA-wide educator evaluation systems.	e5iii) Specific, realistic, and achievable timelines	57	
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<b>Absolute Priority 3</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Absolute Priority 3:</b> STEM Plan (if applicable) To meet this priority, an applicant must include a plan in its application that describes the applicant’s strategies for improving instruction in STEM subjects through various components of each participating LEA’s HCMS, including its professional development, evaluation systems, and PBCS. At a minimum, the plan must describe—</p>			
<p>(1) How each LEA will develop a corps of STEM master teachers who are skilled at modeling for peer teachers pedagogical methods for teaching STEM skills and content at the appropriate grade level by providing additional compensation to teachers who—</p>			

<p>(i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application;</p> <p>(ii) Are selected based on criteria that are predictive of the ability to lead other teachers;</p> <p>(iii) Demonstrate effectiveness in one or more STEM subjects; and</p> <p>(iv) Accept STEM-focused career ladder positions;</p>			
<p>(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;</p>			
<p>(3) How each LEA will identify hard-to-staff STEM subjects, and use the HCMS to attract effective teachers to positions providing instruction in those subjects;</p>			
<p>(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;</p>			
<p>(5) How each LEA will ensure that financial and nonfinancial incentives, including performance-based compensation, offered to reward or promote effective STEM teachers are adequate to attract and retain persons with strong STEM skills in high-need schools; and</p>			
<p>(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.</p>			

<b>Competitive Preference Priority 4</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Competitive Preference Priority 4:</b> New and Rural Applicants (if applicable) To meet this priority, an applicant must provide at least one of the two following assurances, which the Department accepts:</p>			
<p>(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.</p>	Priority 4 – New or Rural Applicants	2-3	
<p>(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).</p>	Priority 4 – New or Rural Applicants	2-3	

<b>Competitive Preference Priority 5</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Competitive Preference Priority 5:</b> An Educator Salary Structure Based on Effectiveness (if applicable)  To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure</p>	(a2i) the range of human capital decisions for which the applicant proposes to consider educator effectiveness	6-8	

based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--			
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	(a2i) the range of human capital decisions for which the applicant proposes to	6-8	
(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and	(2) likely to increase the number of effective educators in high need schools	5-6	
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	(a2i) weight given to educator effectiveness	8	

<b>Requirement 1</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<b>Requirement 1:</b> Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.	Educator Salary Structure Based on Effectiveness	7	
<ul style="list-style-type: none"> <li>Design Model 1 or 2</li> </ul>	Educator Salary Structure Based on Effectiveness	Table 3 – page 7	
<ul style="list-style-type: none"> <li>PBCS Optional Features</li> </ul>			

<b>Requirement 2</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Requirement 2:</b> Involvement and Support of Teachers and Principals            In its application, the applicant must include--            (a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;</p>	(d1) application contains evidence of educator involvement	40 - 42	
(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and	(d2) application contains evidence of educator support	42-45	APPENDIX 4 – Commitment letters
(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.	(d1) application contains evidence of educator involvement	40	

<b>Requirement 3</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Requirement 3:</b> Documentation of High-Need Schools</p> <p>Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--</p>	Requirement 3 – Documentation of High Need Schools	3	APPENDIX 2 – List of High Need Schools
(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;			APPENDIX 2 – List of High Need Schools
(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). <i>[Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will not</i>			APPENDIX 2 – List of High Need Schools

<i>accept LEA- or State-level data for purposes of documenting whether a school is a high-poverty school; and</i>			
(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.	N/A	N/A	N/A

**APPENDIX 2. LIST OF HIGH NEED SCHOOL TO BE SERVED**

<b>LEA</b>	<b>SCHOOL</b>	<b>FRL-5/12</b>	<b>Yr 2 Pilot</b>
BAKER	BAKER COUNTY SENIOR HIGH SCHOOL	45.89	X
BAKER	MACCLENNY ELEMENTARY SCHOOL	56.50	
BAKER	PREK/KINDERGARTEN CENTER	63.50	
BAKER	J FRANKLYN KELLER INTERMEDIATE	59.62	
BAKER	BAKER COUNTY MIDDLE SCHOOL	53.20	
BAKER	WESTSIDE ELEMENTARY SCHOOL	69.24	
BRADFORD	BRADFORD HIGH SCHOOL	52.63	X
BRADFORD	STARKE ELEMENTARY SCHOOL	73.94	
BRADFORD	SOUTHSIDE ELEMENTARY SCHOOL	77.98	
BRADFORD	RAINBOW CENTER	55.17	
BRADFORD	LAWTEY ELEMENTARY SCHOOL	70.23	
BRADFORD	BROOKER ELEMENTARY SCHOOL	67.18	
BRADFORD	BRADFORD MIDDLE SCHOOL	67.46	X
BRADFORD	HAMPTON ELEMENTARY SCHOOL	72.56	
COLUMBIA	COLUMBIA HIGH SCHOOL	50.61	
COLUMBIA	RICHARDSON MIDDLE SCHOOL	78.77	
COLUMBIA	MELROSE PARK ELEMENTARY SCHOOL	83.58	
COLUMBIA	EASTSIDE ELEMENTARY SCHOOL	73.52	
COLUMBIA	FIVE POINTS ELEMENTARY SCHOOL	85.87	
COLUMBIA	FORT WHITE ELEMENTARY SCHOOL	73.65	
COLUMBIA	FORT WHITE HIGH SCHOOL	58.23	X
COLUMBIA	SUMMERS ELEMENTARY SCHOOL	68.19	
COLUMBIA	NIBLACK ELEMENTARY SCHOOL	95.85	
COLUMBIA	CHALLENGE LEARNING CENTER	87.50	
COLUMBIA	LAKE CITY MIDDLE SCHOOL	54.41	
COLUMBIA	COLUMBIA CITY ELEMENTARY SCHOO	64.32	
COLUMBIA	WESTSIDE ELEMENTARY SCHOOL	50.00	
COLUMBIA	PINEMOUNT ELEMENTARY SCHOOL	64.40	
FLAGLER	BUDDY TAYLOR MIDDLE SCHOOL	72.94	X
FLAGLER	PATHWAYS ACADEMY	91.38	
FLAGLER	BUNNELL ELEMENTARY SCHOOL	73.00	
FLAGLER	RYMFIRE ELEMENTARY SCHOOL	71.31	
FLAGLER	IMAGINE SCHOOL AT TOWN CENTER	56.21	
FLAGLER	PALM HARBOR ACADEMY	62.79	
FLAGLER	MATANZAS HIGH SCHOOL	54.69	
FLAGLER	FLAGLER-PALM COAST HIGH SCHOOL	62.32	X
FLAGLER	LEWIS E. WADSWORTH ELEMENTARY	74.06	
FLAGLER	OLD KINGS ELEMENTARY SCHOOL	55.76	
FLAGLER	BELLE TERRE ELEMENTARY SCHOOL	60.21	
FLAGLER	INDIAN TRAILS MIDDLE SCHOOL	58.30	
GILCHRIST	TRENTON HIGH SCHOOL	53.41	X
GILCHRIST	BELL HIGH SCHOOL	57.60	X
GILCHRIST	BELL ELEMENTARY SCHOOL	66.67	

LEA	SCHOOL	FRL %	Yr 2 Pilot
GILCHRIST	TRENTON ELEMENTARY SCHOOL	62.43	
LAFAYETTE	LAFAYETTE HIGH SCHOOL	55.36	X
LAFAYETTE	LAFAYETTE ELEMENTARY SCHOOL	67.21	
LEVY	BRONSON MIDDLE/HIGH SCHOOL	81.30	
LEVY	HILLTOP ALTERNATIVE SCHOOL	79.23	
LEVY	SUMMIT ACADEMY	86.96	
LEVY	CEDAR KEY HIGH SCHOOL	76.45	
LEVY	CHIEFLAND HIGH SCHOOL	59.88	X
LEVY	CHIEFLAND MIDDLE SCHOOL	68.93	X
LEVY	WHISPERING WINDS CHARTER SCHOOL	81.42	
LEVY	NATURE COAST MIDDLE SCHOOL	78.41	
LEVY	WILLISTON HIGH SCHOOL	58.28	
LEVY	JOYCE M. BULLOCK ELEM. SCHOOL	75.48	
LEVY	WILLISTON MIDDLE SCHOOL	68.24	
LEVY	YANKEETOWN SCHOOL	79.36	
LEVY	WILLISTON ELEMENTARY SCHOOL	75.26	
LEVY	CHIEFLAND ELEMENTARY SCHOOL	74.28	
LEVY	BRONSON ELEMENTARY SCHOOL	79.68	
SUWANNEE	SUWANNEE PRIMARY SCHOOL	80.74	
SUWANNEE	SUWANNEE INTERMEDIATE SCHOOL	73.67	
SUWANNEE	SUWANNEE HIGH SCHOOL	57.33	
SUWANNEE	SUWANNEE MIDDLE SCHOOL	69.64	X
SUWANNEE	SUWANNEE ELEMENTARY SCHOOL	78.16	
SUWANNEE	BRANFORD ELEMENTARY SCHOOL	66.62	
SUWANNEE	BRANFORD HIGH SCHOOL	57.97	
UNION	UNION COUNTY HIGH SCHOOL	49.59	X
UNION	LAKE BUTLER MIDDLE SCHOOL	55.16	X
UNION	LAKE BUTLER ELEMENTARY SCHOOL	64.56	
<b>TOTAL SCHOOLS</b>		71	14

Eligibility determined by feeder pattern

Yr 2 Pilot Schools – 14 schools piloted in Year 2 with PBC and targeted, differentiated PD

LEA	Total Schools	TIF Schools	Schools not included
Baker	6	6	
Bradford	10	8	2 virtual schools
Columbia	18	14	2 virtual schools, 1 residential school, 1 pre-K center
Flagler	13	12	1 virtual school
Gilchrist	4	4	
Lafayette	2	2	
Levy	17	15	2 virtual schools
Suwannee	11	7	1 technical (1 student), 1 virtual, 2 residential schools
Union	5	3	2 residential schools
<b>TOTAL</b>	<b>86</b>	<b>71</b>	

# Memorandum of Understanding (MOU)

This Memorandum of Understanding (MOU) is entered into by and between the following entities:

North East Florida Educational Consortium (NEFEC)
and
Baker County School District
Bradford County School District
Columbia County School District
Flagler County School District
Gilchrist County School District
Lafayette County School District
Levy County School District
Suwannee County School District
Union County School District

These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition (or TIF Competition with a Focus on STEM). The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

## **I. Scope of Work**

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2012 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

## **II. If Funded, Each Applicant Understands That It Will Be a Grantee of the US Department of Education**

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

## **III. Lead Applicant and Fiscal Agent**

North East Florida Educational Consortium (NEFEC) will serve as the lead applicant. As the lead applicant, North East Florida Educational Consortium (NEFEC) will apply for the grant on behalf of the group and will administer and implement the grant for the group in the event a grant is awarded. North East Florida Educational Consortium (NEFEC) understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

#### **IV. Use of Funds**

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 74.27 (applicable to non-profit organizations) and section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R.74.27 and 80.22.)

Each group member may charge indirect costs to TIF funds awarded by the US Department of Education based on the grant funds that it receives and obligates, and its own approved indirect cost rate.

#### **V. Participating LEA Responsibilities**

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by ED or by evaluators working at the request of the group; and
- 3) Provide leadership support to principals and teachers in the delivery of Professional Development to facilitate implementation of Common Core standards and instructional practices that will enable their students to increase achievement.
- 4) Fully implement a rigorous system of Interim Assessments targeted, at minimum, around those grades and subjects which are subject to summative standardized testing.
- 5) Work collaboratively with grant-funded staff to insure that classroom teachers are provided with data from interim assessments enabling them to tailor their instruction to the needs of each student they serve.
- 6) Collaborate with grant-funded consultants in the areas of Performance Based Compensation, Professional Development, and Information Systems development to implement those programs, services, and systems needed to support the activities described in the grant application.

#### **VI. Other Members' Responsibilities**

- 1) Each participating LEA agrees to participate in monthly teleconferences which will address implementation progress and barriers.
- 2) Each participation LEA agrees to submit such data as is needed to support progress monitoring and project evaluation.

#### **VII. Joint Responsibilities for Communications and Development of Timelines**

Each member of the group agrees to the following joint responsibilities--

- 1) Each member of the group will appoint a key contact person for the TIF grant.
- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for project updates and status reports throughout the whole grant project period.

### **VIII. Working Relationship Among Group Members**

Each LEA agrees to work collaboratively in cross-LEA Professional Development sessions to develop maximally effective instructional strategies to achieve student growth under a Common Core environment.

### **IX. Assurances**

Each member of the group hereby assures and represents that it:

- 1) Agrees to be bound to every statement and assurance made by the lead applicant in the application;
- 2) Has all requisite power and authority to execute this MOU;
- 3) Is familiar with the group's TIF application and is committed to working collaboratively to meet the responsibilities specified in this MOU in order to ensure the TIF project's success;
- 4) Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR.

### **X. Modifications**

- (1) Consistent with the group's responsibility to implement the approved TIF application, this MOU may be amended only by written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved TIF application; therefore any modification that would require a change in the approved application must be approved by the US Department of Education
- (2) Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform, or release any member of the group from every statement and assurance made by the group applicant in the application. See section 75.128(b) of EDGAR (34 C.F.R. 75.128(b)).

### **XI. Effective Date/Duration/Termination**

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by ED to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not terminate this MOU prior to the end of the grant project period without ED approval.

**XII. Signatures**

Project Participant	Participating School (s)	Superintendent Signature/Date
North East Florida Educational Consortium		<i>[Signature]</i> 7/25/12
Baker County School District	Baker County High School	<i>[Signature]</i>
		Sherrie Raulerson Date
Bradford County School District	Bradford County High School	(b)(6)
	Bradford Middle School	
		Beth Moore Date 7/24/12
Columbia County School District	Ft. White Middle/High School	(b)(6)
		Michael F. Millikin Date
Flagler County School District	Buddy Taylor Middle School	(b)(6)
	Flagler Palm Coast High School	
		Janet Valentine Date
Gilchrist County School District	Trenton Middle/High School	(b)(6)
	Bell Middle/High School	
		Don Thomas Date 7/33/12
Lafayette County School District	Lafayette Middle/High School	(b)(6)
		Thomas Lashley Date 7/24/12
Levy County School District	Chiefland Middle School	(b)(6)
	Chiefland High School	
		Robert O. Hastings Date 7/24/12
Suwannee County School District	Suwannee Middle School	(b)(6)
		Jerry A. Scarborough Date
Union County School District	Union County High School	(b)(6)
	Lake Butler Middle School	
		Carlton Fauk Date 7/24/12

# COLUMBIA COUNTY SCHOOL DISTRICT OFFICE OF THE SUPERINTENDENT

372 WEST DUVAL STREET  
LAKE CITY, FLORIDA 32055-3990  
(386) 755-8000 FAX (386) 755-8029

**MICHAEL F. MILLIKIN**  
SUPERINTENDENT

**ALEX L. CARSWELL, JR**  
ASSISTANT SUPERINTENDENT  
FOR INSTRUCTION

**NARRAGANSETT M. SMITH**  
ASSISTANT SUPERINTENDENT  
FOR ADMINISTRATION



Touching Tomorrow Through Teamwork Today

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CHARLES H. MAXWELL

STEVE NELSON

June 28, 2012

To Whom It May Concern:

The process for developing the Evaluation and Performance Based Compensation System for Instructional Personnel in Columbia County began with the preparation of a Race To the Top grant to the Florida Department of Education. This process included:

- Regular meetings between key administrative personnel and Union leaders to achieve an inclusionary process in the development of the instructional and school leader evaluation systems.
- Broad-based communication with teachers and school administrators about the proposed evaluation systems.
- Preliminary/Detailed discussions with teachers, school administrators, and Union leaders about the requirements and components of a Performance-Based Compensation System (PBCS).

As evidence that educators support the basic elements of the evaluation systems and PBCS, Columbia County offers the following:

- This support letter from Union leaders
- A survey of principals indicating their support for the evaluation and PBCS systems

Sincerely,

A handwritten signature in cursive script that reads "Michael F. Millikin".

Michael F. Millikin  
Superintendent of Schools



# Flagler County Public Schools

P. O. Box 755 ■ 1769 E. Moody Blvd. ■ Bldg. 2 ■ Bunnell, FL 32110

Phone (386) 437-7526 ■ Fax (386) 437-7577

[www.flaglerschools.com](http://www.flaglerschools.com)

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Flagler Palm Coast High  
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Barbara Korn  
Adult & Community Education

Janet Valentine  
Superintendent

July 18, 2012

Marsha Hill  
NEFEC  
3841 Reed St.  
Palatka, FL 32177

Dear Ms.Hill:

The process for developing the Evaluation and Performance Based Compensation System for Instructional Personnel in the Flagler County School District began with the preparation of a *Race to the Top* grant to the Florida Department of Education. This procedure included:

- Teachers, union leaders and administrators formed and developed a model to pilot on state recommendations. After the first year this was compared to other districts and brought back to the team for redesign.
- Presentations at every school were completed for feedback after committees developed preliminary tools with consultants from Cambridge.
- Regular meetings were conducted between key administrative personnel and union leaders to achieve an inclusionary process in the development of the instructional and school leader evaluation.
- Extensive communication with teachers and school administrators were completed regarding the proposed evaluation system that included trainings that supports the collaborative model of implementation between administrators and teachers.
- Preliminary and detailed discussions with teachers, school administrators and union leaders on the requirements and components of a Performance-Based Compensation System (PBCS).
- Evidence that involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be that during the grant period.

Page two

As evidence that educators support the basic elements of the evaluation systems and PBCS Flagler County School District offers the following:

- A commitment from school board and district leadership team.
- School professional development plan tied to School Improvement based on feedback of evaluations.

If you have any concerns please feel free to contact us. Thank you.

Educationally yours,

A handwritten signature in cursive script that reads "Janet Valentine".

Janet Valentine, Superintendent  
Flagler County School District

JV:jc

# Flagler County Educators Association FCEA

Local #7419

Katie Hansen, President  
Jamie Pedro, Secretary

Jessica Clark, Vice President  
Maureen Bowers, Treasurer

July 20, 2012

To Whom It May Concern:

This letter is to convey the support of the Flagler County Educators Association for Flagler County School District's application for funding through the Teacher Incentive Fund initiative. The Union looks forward to its participation in the development of core principles behind the Instructional Evaluation system and a new Performance Based Compensation System (PBCS), and anticipates that the final product represents a fair, transparent, and multidimensional approach to teacher assessment.

Flagler County Educators Association is fully supportive of developing a system of supplemental awards, based on performance, which are enhancements, not replacements, to the Instructional Salary Schedule. We are in agreement that student growth must be measured by more than just standardized testing.

While the PBCS will rely heavily on the measurement of student achievement through the Florida Statewide Value-Added Model, the Union looks forward to participating with school and district administrators in identifying other measures of student academic performance that can augment and enhance the assessment of student growth

We look forward to assisting the Flagler County School District implement education evaluation and PBCS that will truly lead to improved student performance.

In Solidarity,

*Katie L. Hansen*

Katie L. Hansen  
FlaglerCEA President

ADDRESS	PHONE	FAX	WEB
19 Reynolds Lane, Palm Coast, FL 32137	(386)264-1009	(904)264-0533	FlaglerCEA.org

# FLORIDA DEPARTMENT OF EDUCATION



Gerard Robinson  
Commissioner of Education

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May 29, 2012

Mr. David Dose  
Gilchrist County School District  
310 NW 11<sup>th</sup> Avenue  
Trenton, Florida 32693-0067

Your indirect cost proposal for fiscal year 2012-2013 has been reviewed and the restricted rate of 4.30% and unrestricted rate of 18.98% is approved with an effective date of July 1, 2012 through June 30, 2013.

If you have any questions please call Don Crumbliss at (850) 245-9214.

Sincerely,

(b)(6)

Norman Holley

NORMAN V. HOLLEY  
ASSISTANT DEPUTY COMMISSIONER, BUREAU OF THE COMPTROLLER

---

325 W. GAINES STREET • SUITE 914 • TALLAHASSEE, FLORIDA 32399-0400 • (850) 245-0401 • FAX (850) 245-9220  
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PR/Award # S374A120029

Page e101

**DISTRICT SCHOOL BOARD OF GILCHRIST COUNTY  
 CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE  
 PLAN A**

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in OMB Circular A-87, EDGAR, and CFR, Title 34, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

<b>Federal Programs - Restricted with Carry Forward</b> <span style="float: right; border-bottom: 1px solid black;">5.18%</span>	<b>Federal Programs - Unrestricted with Carry Forward</b> <span style="float: right; border-bottom: 1px solid black;">19.55%</span>
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I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2010-2011, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

 Signature of District Superintendent <hr/> 4/11/12 Date Signed	(b)(6) Signature of Finance Officer <hr/> 4/11/2012 Date Signed
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Your proposal has been accepted and the following rate approved:

<b>Federal Programs - Restricted with Carry Forward</b> <span style="float: right; border-bottom: 1px solid black;">4.30%</span>	<b>Federal Programs - Unrestricted with Carry Forward</b> <span style="float: right; border-bottom: 1px solid black;">18.98%</span>
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These rates become effective **July 1, 2012, and remain in effect until June 30, 2013**, and will apply to all eligible federally assisted programs as

(b)(6) Signature of Comptroller, Florida Department of Education	5/29/12 Date Signed
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PR/Award # S374A120029  
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 DISTRICT SUPERINTENDENT'S OFFICE  
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## RESUME

### MARSHA T. HILL

#### EDUCATION

- August, 1979      Associate of Arts Degree  
St. Johns River Community College  
Cum Laude
- August, 1992      Bachelor of Arts in Education  
University of Florida  
Summa Cum Laude
- August, 1997      Masters of Education in Educational Leadership  
University of North Florida  
Summa Cum Laude

#### WORK EXPERIENCE

- 2006 – present      *Director, Instructional Services*  
*North East Florida Educational Consortium*  
Supervise all K-12 areas of curriculum, instruction, and assessment for 15 school districts; supervise budgets totaling \$10,000,000; develop and implement programs such as regional principal leadership academy, K-5 math initiative, and K-12 reading initiative; liaison for the consortium and the Florida Department of Education and other state agencies.
- 2001 – 2006      *Supervisor of Special Projects*  
*North East Florida Educational Consortium*  
Responsibilities included supervising and evaluating instructional staff; coordinating and facilitating various district advisory council meetings; facilitating team planning for project development and implementation; overseeing departmental budgets; assisting Director of Instructional Services in coordination of multiple projects; and maintaining a network of contacts throughout Florida.
- 1999 – 2002      *Program Development and Training Specialist*  
*North East Florida Educational Consortium*  
Responsibilities included writing of contracts for services with school districts; coordinating NEFEC's first principal leadership academy; managing budgets for state and local projects; assisting in the development and implementation of the Florida Reading

Initiative; developing and training NEFEC's first data analysis model; coordinating conferences and seminars for the NEFEC districts.

- 2000 - 2001      *Adjunct Instructor, St. Leo University*  
Taught Language Arts Methods for Elementary Teachers with focus on Florida's Sunshine State Standards and reading and writing across the curriculum.
- 1998 – 1999      *Coordinator, Training and Resource*  
*North East Florida Educational Consortium*  
Responsibilities included coordinating and facilitating meetings and trainings; grant writing; coordinating testing program; and collaborating with teachers and university staff to implement the Sunshine State Standards and a research-based reading program.
- 1992 – 1998      *Teacher, Putnam County Schools*  
Taught in third and fourth grade self-contained classrooms; wrote supplementary curriculum for Success For All Program; received two Georgia Pacific Mini Grants; served on district curriculum think tank committee; supervised interns through 3 universities.
- 1979 – 1992      *Legal Assistant to Edward E. Hedstrom, Esquire*  
Duties included preparation of trial documents, handling of attorney's trust account budget, supervising office staff, and scheduling of court appearances.

## **EDUCATIONAL CONTRIBUTIONS AND CERTIFICATIONS**

### Training Certifications

- Learning Sciences International Teacher Observation (2010 – present)
- Creating Independence through Student owned Strategies (1998 - present)
- Clinical Educator (1998 – present)
- Facilitative Leadership (1998 – present)
- Family Literacy F.I.L.M. Model (1998 – present)
- Classroom Walkthrough (2004 – present)
- Southern Region Education Board – Building and Leading Effective Teams (2005 – present)

### Grant Writing Awards

- Even Start Family Literacy Grant (1997, 1998, 1999)
- Principal Data Analysis Grant (2000)
- FL DOE Reading Research Grant (2001)
- Literacy through School Libraries Grant (2004)

- Developing Administrators through a Working Network: DELTA DAWN (2005)
- Early Reading First Grant (2004)

### District Plan Development

- NEFEC District Professional Development System (2000)
- NEFEC District Instructional Validity Plan (2001 and 2011)
- NEFEC District K-12 Reading Plan (in collaboration, 2005)
- NEFEC District Master In-service Plan (in collaboration, 2002, 2003, 2004)

### Presentations

- Florida Association for Staff Development Leadership Conference (2001). *Implementing Professional Development Systems*
- National Rural Education Association (2001). *The Florida Reading Initiative: Reading 100% Literacy*
- Florida Association for Instructional Supervisors and Administrators Conference (2001). *A Model for Data Analysis*
- Curriculum, Instruction and Assessment Conference (2002). *The Florida Reading Initiative*
- Florida Association for Staff Development Leadership Conference (2006). *Reflective Prompts that Support Classroom Walkthrough*
- National Staff Development Council Conference (2006). *Principal Inquiry*
- Association for Educational Services Agencies (2012). *Leadership Development Programs for Superintendents*

### Other Accomplishments

- Training and technical assistance to districts in implementation of third grade promotion legislation, staff development protocol and middle school reform
- Training and technical assistance to districts in implementation of teacher performance based compensation system
- Training and technical assistance to districts in implementation of college and career readiness legislation
- Technical assistance to districts in the implementation of Florida's Race to the Top Initiative
- Member, Board of Directors of Florida Association for Staff Development (Secretary, 2005-2006)
- Member, State Advisory Council, FDOE EOC Assessments (2007)
- Member, State Advisory Council, Bureau of School Improvement (2006, 2007)
- Coordinator, Textbook Adoption Process for Reading, Math, and Social Studies (2002, 2003, 2004)
- Member, Florida Association for School Administrators (2011)

# Mark A. Bracewell

(b)(6)

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## Instructional Leadership

Twenty-five years of experience as a school principal, assistant principal, and classroom teacher. Proactive in problem-solving and in data collection and analysis. Extensive experience in leading innovative, research-based instructional interventions such as the Florida Reading Initiative, Project CRISS, Cooperative Learning, Reciprocal Teaching, Curriculum Mapping, Curriculum Alignment Continuous Improvement Model, Inclusion, Teacher Inquiry, Learning Communities, Professional book studies, and the Secondary Schools Reform Initiative. Also provides leadership in the area of technology use in the classroom, and effective classroom management.

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## Education

- 1987 University of North Florida**—Jacksonville, Florida  
Masters Degree—Educational Administration and Supervision
- 1981 University of Florida**—Gainesville, Florida  
Bachelor of Science Degree—Agriculture Education

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## Professional Experience

- Principal**—Lake Butler Middle School (July, 2001-present)  
**Assistant Principal**—Lake Butler Middle School (January, 2001-June, 2001)  
**Assistant Principal**—Union County High School (July, 1997-December, 2000)  
**Assistant Principal**—Lake Butler Elementary School (July, 1994-June, 1997)  
**Teacher**—Lake Butler Middle School (August 1981-June 1994)

## Professional Development

- Florida Reading Initiative (FRI)—Principal of Member school (LBMS) of the first cohort of schools (The Lucky 13) to implement this school-wide reading reform effort. Now being used statewide.
- CRISS strategies—Project CRISS
- CHAMPs strategies—FDLRS (classroom management—led entire faculty in this training)
- Inclusion—Florida Inclusion Network—school-wide—**Consultant to area schools, model school (LBMS)**
- Secondary Schools Reform Initiative—Rigor, Relevance, Relationships, Quadrant approach to lesson planning
- Technology Literacy Training—Word, Excel, Outlook, PowerPoint
- ESOL Endorsement
- Continuous Improvement Model—**Consultant to area schools, model school (LBMS)**
- Curriculum Mapping/Curriculum Alignment—**Trainer**
- Composing Essential Questions—**Trainer**
- Northeast Florida Educational Consortium (NEFEC) Principal Leadership Academy—Completed Tier II (Accomplished Leader)
- NEFEC Principal Leadership Academy—Completed Tier III (Exemplary School Leader) Member of inaugural class of five graduates.
- NEFEC Principal Leadership Academy—**developed module—Team-building**
- NEFEC Principal Leadership Academy—**Trainer—Team-building**
- NEFEC Principal Leadership Academy—**developed module—Giving Leadership to Literacy**
- NEFEC Principal Leadership Academy—**Trainer-Giving Leadership to Literacy**
- Institute for Small and Rural Districts (ISRDR) annual conference—**Presenter (2 years)**
- Teacher Inquiry Showcase—University of Florida Center for School Improvement—**presented research—3 years**
- Florida Association of Staff Development—**presenter (infusing teacher inquiry in staff development)**
- Book Studies—nine titles studied in the past six years. Study groups (included small groups, round robin studies of multiple topics, whole-faculty studies, and web-based studies using BlackBoard technology.)
- Principal Inquiry projects:
  - “Effect of Principal Learning Communities on Principal Effectiveness”
  - “Comparison of Staff Perception with Principal Perception of Leadership Effectiveness”
  - “Effect of the Inclusion Classroom Environment on the Reading Achievement of Standard Education Students in that Setting.”

## **Awards and Recognition**

Florida Vocational Agriculture Teachers Association—Outstanding Young Member Award (1987)  
Teacher of the Year—Union County Schools (1990)  
Teacher of the Year—Lake Butler Middle School (1989, 1990)  
University of Florida Distinguished Educator Award (1995)  
Graduate—Northeast Florida Educational Consortium Principal Leadership Academy (2007, Inaugural class)

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## **Community Involvement**

Member—Sardis Baptist Church  
Soloist—Sardis Baptist Church  
Celebrity Grocery Bagging—Local Public Library Fundraiser  
Public Address Announcer—Union County High School Baseball

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## **References**

Carlton Faulk (faulkc@union.k12.fl.us)  
Superintendent of Union County Schools  
55 SW 6<sup>th</sup> St.  
Lake Butler FL 32054  
Phone: 386-496-2045

Linda Johns (johnsl@union.k12.fl.us)  
Director of Accountability, Union County Schools  
55 SW 6<sup>th</sup> St.  
Lake Butler, FL 32054  
Phone: 386-496-2045

Lynn Bishop (bishopl@union.k12.fl.us)  
Principal, Lake Butler Elementary School  
800 SW 6<sup>th</sup> St.  
Lake Butler, FL 32054  
Phone: 386-496-3047

Bob Peeling (peelingb@union.k12.fl.us)  
Guidance Counselor, Lake Butler Middle School  
150 SW 6<sup>th</sup> St.  
Lake Butler, FL 32054  
Phone: 386-496-3046

# NANCY L THOMPSON

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(b)(6)

## *Profile*

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I am a creative, highly motivated, innovative, flexible, and effective individual who has a passion for continuous learning and self-improvement. I am committed to excellence and possess the highest level of professional standards and integrity.

Through my career, I have demonstrated:

- A consistent success in leadership, project management, program assessment, customized training initiatives, productive employer relationships, and collaborative community interactions.
- An ability to conduct project planning needs assessment, task analysis, implementation, evaluation and revision of educational materials and curricula.
- Effective communication skills, an ability to foster growth and trust through the exchange of ideas, and the ability to help others turn vision into reality.
- Effective use of data in decision-making, strategic planning, policy analysis, problem solving, and budget management. Abilities to succeed in initiating and implementing strategic changes in curriculum that are supportive of the employment needs of a dynamic community and responding to changes in the external environment.
- Abilities to succeed in various culturally diverse settings, to adapt to frequent change, to integrate multiple priorities and to manage diverse situations/environments.

## *Employment History*

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2004 – Current

### **Northeast Florida Educational Consortium**

- Supervisor Curriculum and Instruction
- Curriculum Developer
- Professional Development and Training
- Grants management

1993– Current

### **Educational Consultant.**

Designed and delivered workshops to teachers and principals (in Florida) related to

- Common Core Standards
- The Florida Reading Initiative
- Building and Integrating STEM programs
- Certification in Learning Sciences International Teacher Evaluation

2003-2004

### **Q.I.Roberts Middle School Florahome, Florida**

- Reading Coach (School Wide – 6<sup>th</sup>-8<sup>th</sup>)
- Trainer for Reciprocal Teaching
- Trainer for FRI
- Trainer/CORE Reading First

1990 - 2003

**Palatka High School Biology Teacher Palatka, Florida**

- Trainer for MSPD
- Trainer for FRI
- Trainer/CORE Reading First (Just Read Florida Academy)

*Education*

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2004 University of North Florida Jacksonville, Florida

- Educational Leadership

1969 – 1974 University of Florida Gainesville, Florida

- Masters of science Education

Bachelors of Science

*Remarks*

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Publications, training workshops, presentations and references are available upon request.

(b)(6)

## KRISANDRA L LEWIS

### EDUCATION

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2001 – present      **Enrolled in Doctoral Program, Special Education**  
University of Florida, Gainesville, Florida

2000                    **Masters in Special Education / Deaf Studies**  
University of North Florida, Jacksonville, Florida

1998                    **Bachelor of Arts in Special Education (K-12), *summa cum laude***  
University of North Florida, Jacksonville, Florida

### PROFESSIONAL EXPERIENCE

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January 2007 –      North East Florida Educational Consortium (NEFEC); *Program*  
present                    *Development and Training Specialist*

August 2004 –      Duval County Public Schools, Jacksonville, Florida  
2006                    *Southside Estates Elementary*

October 2004 –      North East Florida Educational Consortium (NEFEC)/ *Mentor Teacher*  
December 2006      *Early Reading First Grant/*  
*Raising Expectations for All Children (REACH)*

June 2004, 2005,      FLDOE *Reading First/ Training Facilitator*  
2006

January 2002 –      Graduate Assistantships (Full-time doctoral student)  
August 2004      University of Florida, Gainesville, Florida  
Teaching Assistant  
Research Assistant

September 1999 –      Teacher, Deaf/Hard of Hearing / Early Intervention inclusion PreK class  
September 2001      *Southside Estates Elementary*  
Duval County Public Schools, Jacksonville, Florida

Summer 2000      Adjunct Professor, University of North Florida, Course: EEX 6063  
*Preschool Programming for the Exceptional Child*

## **AREA OF EXPERTISE**

- Managing grant project operations with a \$4,081,677 budget and oversee all expenditures
- Coaching early literacy coaches and teachers
- Develop, and deliver professional development
- Collaborate with school district personnel and teachers
- Common Core State Standards Trainer
- STEM Program Developer
- NEFEC Clinical Educator Trainer
- NGCAR-PD facilitator

## **GRANTS**

*FloridaLearns STEM Scholars*. Project Director. Funded by FDOE; \$900,000; 2011-2015; Partnership with Flagler, Putnam, Union, Columbia, Levy, Lafayette, Gilchrist, and P.K. Yonge Districts.

*Northeast Florida Educational Consortium Early Reading First*. Project Director. Funded by USDOE; \$4,081,677; 2007-2010; Partnership with Union, Putnam, Columbia, Dixie School Districts.

*Project ABC: Access to Books for Children—An Investigation of the Role of Preschool Access to Books on the Early Literacy Development of Children At Risk for Reading Failure*. (2001, member of grant writing team). US Department of Education, Office for Special Education Programs, Field-Initiated Research Project, Funded \$540,000.

## **RESEARCH PROJECT EXPERIENCE**

*Model System for Early Prevention of Reading and Behavioral Failure*. (2002/2004) Project Manager: Nancy Corbett, Ph.D.

*Effects of Word Work (manipulative letters) on Passage Reading Fluency of Struggling Second Grade Students*. (2003). Principal Investigator: Barry Bogan

*Using the Carbo Recorded-Book<sup>®</sup> Method as an Intervention for Increasing Reading Fluency*. (2003). Principal Investigator: Krisandra Lewis.

*Preservice Teachers' Knowledge about Teaching Reading to Struggling Beginning Readers: The UFLI Tutoring Model as a Teacher Education Tool* (Summer 2002).

## **PRESENTATION AND TRAINING EXPERIENCE**

*Writing for literacy in a preschool classroom*. Session to be presented at the annual meeting of the National Association for the Education of Young Children, Atlanta, Georgia. (2006, November).

*Mentoring preschool teachers to enhance language and literacy environments*. Session to be presented at the annual meeting of the National Association for the Education of Young Children, Atlanta, Georgia. (2006, November).

*Literacy Learning Centers: What are the other students doing during small group instruction?* Workshop presented at the annual meeting of the Florida Federation Council for Exceptional Children, Jacksonville, Florida. (2004, October).

*A model system for early prevention of reading and behavioral failure*. Poster presented at the annual meeting of the Council for Exceptional Children, New Orleans, Louisiana. (2004, April).

*Increasing Reading Fluency: Using the Carbo Recorded-Book<sup>®</sup> Method*. Round table presentation at the annual meeting of the Council for Exceptional Children, New Orleans, Louisiana. (2004, April).

**STEPHANIE A. SIMONDS**

(b)(6)

**SUMMARY:** Excellent administrative and organizational skills with wide experience in coordinating to resolve problems. Work under pressure and complete high level workloads within strict deadlines.

**EXPERIENCE  
AT NEFEC:**

North East Florida Educational Consortium – Palatka, FL

7/12-Present Administrative Assistant, Instructional Services  
**Florida Rural Turnaround Leadership Project** (1/12 through Present)  
**Principal Leadership Academy (PLA)** (10/08 through Present)  
**Institute for Small and Rural Districts (ISRD)** (10/99 through Present)  
**Grants Management Secretary** (6/01 through Present)  
Performed general secretarial tasks and budget functions respective to each project.

8/05-Present **Secretary, Instructional Services**  
**Principal Leadership Academy (PLA)** (10/08 through Present)  
**Institute for Small and Rural Districts (ISRD)** (10/99 through Present)  
**Grants Management Secretary** (6/01 through Present)  
**Research, Evaluation and Development Institute (REDI)** (7/06 through 7/07)  
**Supplemental Educational Services (SES)** (7/03 through 7/06)  
Performed general secretarial tasks and budget functions respective to each project.

7/03-7/05 **Secretary, Administrative Services**  
**Public Relations** (including Supplemental Educational Services (SES) project)  
**Institute for Small and Rural Districts (ISRD)**  
**Grants Management Secretary**  
Performed general secretarial tasks and budget functions respective to each project.

10/99-6/03 **Secretary, Instructional Services**  
**Institute for Small and Rural Districts (ISRD)**  
**Workforce Development** (10/99 through 6/02)  
Performed general secretarial tasks and budget functions respective to each project.

**EXPERIENCE  
PRIOR TO NEFEC:**

7/85-10/98 Responsibilities included general secretarial duties at various companies respective to their business needs. Details can be provided as requested.

**EDUCATION:** Robert E. Lee Senior High School – Graduate 1982 – Jacksonville, FL

**SKILLS &**

**KNOWLEDGE:** Type 75 wpm  
Working knowledge of numerous software and hardware word processing, desk top publishing and web page creation systems including Microsoft products, Macromedia/Dreamweaver, Pagemaker, Photoshop, Inspiration, OmniForm, FileMaker Pro

**REFERENCES AVAILABLE UPON REQUEST**

## Teacher Support Colleagues

### Roles and Responsibilities:

- Becoming familiar with state and NEFEC initiatives
- Participating in monthly meetings, podcasts or phone conferences with the SSC team
- Attending project meetings with the school
- Becoming a liaison between NEFEC and the school
- Maintaining confidentiality of all school records and data
- Supporting the school's efforts to establish exemplary school leadership teams
- Designing and delivering inservice as requested by instructional coaches and administrators
- Working with departments, grade level teams, and other curriculum-based teams
- Providing assistance to instructional coaches and administrators with instructional design and curriculum development
- Observing in classrooms and conducting follow-up conferences with teachers
- Conducting classroom demonstrations of best practices for instructional coaches and teachers
- Supporting instructional coaches and principal as they establish and implement PLCs.
- Modeling for the school the process of planning instruction
- Supporting instructional coaches, teachers, and administrators in the use of assessment to inform instruction
- Supporting schools as they prioritize needs, determine goals, and plan for implementation

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

# **SEEC PROJECT – TOTAL BUDGET NARRATIVE**

**SEEC PROJECT – TOTAL BUDGET NARRATIVE: YEAR 1**

PERSONNEL	% FTE	Base Salary	Total	Total TIF	Local Funding
Project Director, Marsha Hill, Director of Instruction. The Project Director communicates with NEFEC administration regarding the project progress, supervises the Project Manager, oversees budget expenditures, informs and collaborates with federal auditors	(b)(4)				
Project Manager. TBD. The Project Manager Coordinates all PD, develops contracts with consultants, oversees consultants, monitors and approves budget expenditures, calculates budget projections, supervises the Student Growth Team, communicates with LEA contacts, regularly updates LEA superintendents on project activities, monitors project activities, fosters relationships with project stakeholders, develops project reports, consults with fiscal agent on budget expenditures, processes district reimbursements, and monitors project evaluation and evaluators	1.00	\$75,000	\$75,000	\$75,000	\$0
Student Growth Team Leader The Student Growth Team Leader is responsible for overseeing the Student Growth Team in the provision of PD to all educators in the nine participating LEAs. Student Growth Team members will each deliver 5 small-group training sessions to educators assigned to them, as well as plan and deliver a two-day summer training session for all LEA staff.	1.00	\$72,000	\$72,000	\$72,000	\$0
Student Growth Team. The Student Growth Team members are responsible for the provision of PD to all educators in the nine participating LEAs. Student Growth Team members will each deliver 5 small-group training sessions to educators assigned to them, as well as plan and deliver a two-day summer training session for all LEA staff.	3.00	\$62,000	\$186,000	\$186,000	\$0
Clerical Assistant. Maintain budget expenditures, schedule and prepare training sites, process all subcontractor payments, maintain budget forecasts, prepare subcontracts, and track in-service points for teachers.	1.00	\$30,000	\$30,000	\$30,000	\$0
<b>TOTAL PERSONNEL</b>	<b>6.10</b>		<b>\$372,300</b>	<b>\$372,300</b>	<b>\$0</b>

BENEFITS	DESCRIPTION	SALARY	Percent of Salary	Total	Total TIF	Local Funding	
	Retirement	372,300	4.91%	\$18,280	\$18,280	\$0	
	Social Security	372,300	6.20%	\$23,083	\$23,083	\$0	
	Medicare	372,300	1.45%	\$5,398	\$5,398	\$0	
	Health/Disability Insurance	372,300	5.97%	\$22,226	\$22,228	\$0	
	Life Insurance	372,300	0.32%	\$1,191	\$1,192	\$0	
	Flexible Spending	372,300	2.35%	\$8,749	\$8,750	\$0	
TOTAL BENEFITS				21.20%	\$78,928	\$78,931	\$0

TRAVEL	# TRIPS	\$/TRIP	TOTAL	Total TIF	Local Funding
TEACHER INCENTIVE FUND GRANTEE MEETING: Airfare of \$500 each; hotel room @ \$175/night x 3 nights; local transportation of \$55; per diem of \$80 x 3 days = \$1,320/person	2 trips for Proj Dir + 2 staff	\$3,960	\$7,920	\$7,920	\$0
TEACHER INCENTIVE FUND TOPICAL MEETING: Airfare of \$500 each; hotel room @ \$175/night x 3 nights; local transportation of \$55; per diem of \$80 x 3 days = \$1,320/person	1 staff	\$1,320	\$1,320	\$1,320	\$0
LOCAL TRAVEL: Student Growth Team, traveling an average of 200 miles per week x 36 weeks = 7,200 miles @ \$0.40/mile x 4.0 FTE			\$11,520	\$11,520	\$0
TOTAL TRAVEL			\$20,760	\$20,760	\$0

EQUIPMENT	Unit Cost	# Items	Total Cost	Total TIF	Local Funding
Desktop Computer and Printer. MacBook Pro Laptop Computer for new staff hired to conduct Professional Development at a cost of \$2,000 + \$500.	\$2,500	1	\$2,500	\$2,500	\$0

iPads. One iPad for Project manager, each Student Growth Team member and Career-Ladder position to record on-site training and observation results in the field.	599	12	\$7,188	\$7,188	\$0
<b>TOTAL EQUIPMENT</b>			<b>\$9,688</b>	<b>\$9,688</b>	<b>\$0</b>

SUPPLIES	Unit Cost	# Units	Total Cost	Total TIF	Local Funding
Office Supplies. General paper and desk supplies at \$50/month/FTE	\$600	6.1	\$3,660	\$3,660	\$0
Technical Support. IT support to maintain communications between LEAs and NEFEC \$\$250/month	\$250	12	\$3,000	\$3,000	\$0
Web support. Webmaster support to maintain NEFEC's website and web-enabled communications and data transfers with LEAs @\$1,250/quarter	\$1,250	4	\$5,000	\$5,000	\$0
<b>TOTAL SUPPLIES</b>			<b>\$11,660</b>	<b>\$11,660</b>	<b>\$0</b>

CONTRACTUAL	Unit Rate	Total Units	Total Cost	Total TIF	Local Funding
Programmer Analyst – Lead application developer to write web-based software which enhances the functionality of district data management systems for linking student growth to teachers, principals, and other instructional personnel.	\$65.00	600	\$39,000	\$39,000	\$0
PLC Facilitator. Consultant to provide training and coaching to Career-Ladder staff in operating PLCs and providing other job-embedded training to educators @\$1,000/day	\$1,000.00	10	\$10,000	\$10,000	\$0
PD Facilitator. Consultant to design and deliver professional development; facilitate meetings, gather needed data, and work with the programmer analyst to provide specifications for programming. Costs @\$40/hr.	\$40.00	600	\$24,000	\$24,000	\$0

Principal and Teacher Observation consultant (Cambridge) provides support and training in interrater reliability of teacher and principal observations.	\$2,500	20	\$50,000	\$50,000	\$0
PBC Model Consultant. Consultant to work with LEAs in refining and modifying their PBCS as more educators are included and new models of assessment are incorporated. Costs @\$85/hr.	\$85.00	300	\$25,500	\$25,500	\$0
Career-Ladder Staff. The Teacher Support Colleagues will collaborate with the Student Growth Team members to deliver small-group PD to the teachers and leaders in the nine participating LEAs. In addition, Teacher support Colleagues will provide individualized, job-embedded training and support to educators to allow for direct and immediate implementation of refined practices and standards-targeted instruction to enhance student growth. \$81,250 per FTE including \$65,000 salary plus benefits @ 25%.	\$81,250	6	\$487,500	\$487,500	\$0
Instructional Substitutes. Substitute teachers to provide classroom coverage and instruction which regular teachers are involved in PD. A cost of \$100/day.	\$100	1,270	\$127,000	\$127,000	\$0
Project Evaluator – design and carry-out an independent, local evaluation of the impact of the design and implementation of a PBCS on staff performance and student growth. Prepare and deliver reports on the results of evaluation to provide on-going feedback to the project as well as inform stakeholders and others about the results of the initiative @ \$110/hr..	\$110.00	900	\$99,000	\$99,000	\$0
Performance Based Compensation. Budgeted at \$1,800 for 5% of educators who are Exemplary, \$1,350 for 10% of educators who are Highly Effective, and \$1,000 for 60% of educators who are Effective.		0	\$0	\$0	\$0
<b>TOTAL CONTRACTUAL</b>			<b>\$862,000</b>	<b>\$862,000</b>	<b>\$0</b>

	Total Cost	Total TIF	Local Funding
<b>TOTAL DIRECT COST - YEAR ONE</b>	<b>\$1,355,336</b>	<b>\$1,355,336</b>	<b>\$0</b>
<b>INDIRECT - 4.30%</b>	<b>\$578,623</b>	<b>\$578,623</b>	<b>\$0</b>
<b>TOTAL COST - YEAR ONE</b>	<b>\$1,933,959</b>	<b>\$1,933,959</b>	<b>\$0</b>

**SEEC PROJECT – TOTAL BUDGET NARRATIVE: YEAR 2**

PERSONNEL	% FTE	Base Salary	Total	Total TIF	Local Funding
Project Director, Marsha Hill, Director of Instruction. The Project Director communicates with NEFEC administration regarding the project progress, supervises the Project Manager, oversees budget expenditures, informs and collaborates with federal auditors	(b)(4)				
Project Manager. TBD. The Project Manager Coordinates all PD, develops contracts with consultants, oversees consultants, monitors and approves budget expenditures, calculates budget projections, supervises the Student Growth Team, communicates with LEA contacts, regularly updates LEA superintendents on project activities, monitors project activities, fosters relationships with project stakeholders, develops project reports, consults with fiscal agent on budget expenditures, processes district reimbursements, and monitors project evaluation and evaluators	1.00	\$77,250	\$77,250	\$77,250	\$0
Student Growth Team Leader The Student Growth Team Leader is responsible for overseeing the Student Growth Team in the provision of PD to all educators in the nine participating LEAs. Student Growth Team members will each deliver 5 small-group training sessions to educators assigned to them, as well as plan and deliver a two-day summer training session for all LEA staff.	1.00	\$74,160	\$74,160	\$74,160	\$0
Student Growth Team. The Student Growth Team members are responsible for the provision of PD to all educators in the nine participating LEAs. Student Growth Team members will each deliver 5 small-group training sessions to educators assigned to them, as well as plan and deliver a two-day summer training session for all LEA staff.	3.00	\$63,860	\$191,580	\$191,580	\$0
Clerical Assistant. Maintain budget expenditures, schedule and prepare training sites, process all subcontractor payments, maintain budget forecasts, prepare subcontracts, and track in-service points for teachers.	1.00	\$30,900	\$30,900	\$30,900	\$0
<b>TOTAL PERSONNEL</b>	<b>6.10</b>		<b>\$383,469</b>	<b>\$383,469</b>	<b>\$0</b>

BENEFITS	DESCRIPTION	SALARY	Percent of Salary	Total	Total TIF	Local Funding
	Retirement	\$383,469	4.91%	\$18,828	\$18,828	\$0
	Social Security	\$383,469	6.20%	\$23,775	\$23,775	\$0
	Medicare	\$383,469	1.45%	\$5,560	\$5,560	\$0
	Health/Disability Insurance	\$383,469	5.97%	\$22,893	\$22,893	\$0
	Life Insurance	\$383,469	0.32%	\$1,227	\$1,227	\$0
	Flexible Spending	\$383,469	2.35%	\$9,012	\$9,012	\$0
TOTAL BENEFITS			21.20%	\$81,295	\$81,295	\$0

TRAVEL	# TRIPS	\$/TRIP	TOTAL	Total TIF	Local Funding
TEACHER INCENTIVE FUND GRANTEE MEETING: Airfare of \$500 each; hotel room @ \$175/night x 3 nights; local transportation of \$55; per diem of \$80 x 3 days = \$1,320/person	2 trips for Proj Dir + 2 staff	\$3,960	\$7,920	\$7,920	\$0
TEACHER INCENTIVE FUND TOPICAL MEETING: Airfare of \$500 each; hotel room @ \$175/night x 3 nights; local transportation of \$55; per diem of \$80 x 3 days = \$1,320/person	1 staff	\$1,320	\$1,320	\$1,320	\$0
LOCAL TRAVEL: Student Growth Team, traveling an average of 200 miles per week x 36 weeks = 7,200 miles @ \$0.40/mile x 4.0 FTE			\$11,520	\$11,520	\$0
TOTAL TRAVEL			\$20,760	\$20,760	\$0

EQUIPMENT	Unit Cost	# Items	Total Cost	Total TIF	Local Funding
				\$0	\$0
				\$0	\$0
TOTAL EQUIPMENT				\$0	\$0

SUPPLIES	Unit Cost	# Units	Total Cost	Total TIF	Local Funding
Office Supplies. General paper and desk supplies at \$50/month/FTE	\$600	6.1	\$3,660	\$3,660	\$0
Technical Support. IT support to maintain communications between LEAs and NEFEC \$250/month	\$250	12	\$3,000	\$3,000	\$0
Web support. Webmaster support to maintain NEFEC's website and web-enabled communications and data transfers with LEAs @\$1,250/quarter	\$1,250	4	\$5,000	\$5,000	\$0
<b>TOTAL SUPPLIES</b>			\$11,660	\$11,660	\$0

CONTRACTUAL	Unit Rate	Total Units	Total Cost	Total TIF	Local Funding
Programmer Analyst – Lead application developer to write web-based software which enhances the functionality of district data management systems for linking student growth to teachers, principals, and other instructional personnel.	\$65.00	1,440	\$93,600	\$93,600	\$0
PLC Facilitator. Consultant to provide training and coaching to Career-Ladder staff in operating PLCs and providing other job-embedded training to educators @\$1,000/day	\$1,000.00	10	\$10,000	\$10,000	\$0
PD Facilitator. Consultant to design and deliver professional development; facilitate meetings, gather needed data, and work with the programmer analyst to provide specifications for programming. Costs @\$40/hr.	\$40.00	1,500	\$60,000	\$60,000	\$0
PBC Model Consultant. Consultant to work with LEAs in refining and modifying their PBCS as more educators are included and new models of assessment are incorporated. Costs @ \$85/hr.	\$85.00	600	\$51,000	\$51,000	\$0

Principal and Teacher Observation consultant (Cambridge) provides support and training in interrater reliability of teacher and principal observations.	\$2,500	20	\$50,000	\$50,000	\$0
Career-Ladder Staff. The Teacher Support Colleagues will collaborate with the Student Growth Team members to deliver small-group PD to the teachers and leaders in the nine participating LEAs. In addition, Teacher support Colleagues will provide individualized, job-embedded training and support to educators to allow for direct and immediate implementation of refined practices and standards-targeted instruction to enhance student growth. \$81,250 / FTE including \$65,000 salary plus benefits @ 25%.	\$81,250	6	\$487,500	\$487,500	\$0
Instructional Substitutes. Substitute teachers to provide classroom coverage and instruction which regular teachers are involved in PD. A cost of \$100/day.	\$100	3,175	\$317,500	\$317,500	\$0
Project Evaluator – design and carry-out an independent, local evaluation of the impact of the design and implementation of a PBCS on staff performance and student growth. Prepare and deliver reports on the results of evaluation to provide on-going feedback to the project as well as inform stakeholders and others about the results of the initiative.	\$110.00	2,400	\$264,000	\$264,000	\$0
Performance Based Compensation. Budgeted at \$1,800 for 5% of educators who are Exemplary, \$1,350 for 10% of educators who are Highly Effective, and \$1,000 for 60% of educators who are Effective.			\$635,000	\$635,000	\$0
<b>TOTAL CONTRACTUAL</b>			<b>\$1,968,600</b>	<b>\$1,968,600</b>	<b>\$0</b>

	Total Cost	Total TIF	Local Funding
<b>TOTAL DIRECT COST - YEAR TWO</b>	<b>\$2,465,784</b>	<b>\$2,465,784</b>	<b>\$0</b>
<b>INDIRECT - 4.30%</b>	<b>\$106,029</b>	<b>\$106,029</b>	<b>\$0</b>
<b>TOTAL COST - YEAR TWO</b>	<b>\$2,571,813</b>	<b>\$2,571,813</b>	<b>\$0</b>

**SEEC PROJECT – TOTAL BUDGET NARRATIVE: YEAR 3**

PERSONNEL	% FTE	Base Salary	Total	Total TIF	Local Funding
Project Director, Marsha Hill, Director of Instruction. The Project Director communicates with NEFEC administration regarding the project progress, supervises the Project Manager, oversees budget expenditures, informs and collaborates with federal auditors	(b)(4)				
Project Manager. TBD. The Project Manager Coordinates all PD, develops contracts with consultants, oversees consultants, monitors and approves budget expenditures, calculates budget projections, supervises the Student Growth Team, communicates with LEA contacts, regularly updates LEA superintendents on project activities, monitors project activities, fosters relationships with project stakeholders, develops project reports, consults with fiscal agent on budget expenditures, processes district reimbursements, and monitors project evaluation and evaluators	1.00	\$79,568	\$79,568	\$79,568	\$0
Student Growth Team Leader The Student Growth Team Leader is responsible for overseeing the Student Growth Team in the provision of PD to all educators in the nine participating LEAs. Student Growth Team members will each deliver 5 small-group training sessions to educators assigned to them, as well as plan and deliver a two-day summer training session for all LEA staff.	2.00	\$76,385/ \$72,000	\$148,385	\$148,385	\$0
Student Growth Team. The Student Growth Team members are responsible for the provision of PD to all educators in the nine participating LEAs. Student Growth Team members will each deliver 5 small-group training sessions to educators assigned to them, as well as plan and deliver a two-day summer training session for all LEA staff.	6.00	\$67,776/ \$62,000	\$383,327	\$383,327	\$0
Clerical Assistant. Maintain budget expenditures, schedule and prepare training sites, process all subcontractor payments, maintain budget forecasts, prepare subcontracts, and track in-service points for teachers.	1.00	\$31,827	\$31,827	\$31,827	\$0
<b>TOTAL PERSONNEL</b>	<b>6.10</b>		<b>\$652,973</b>	<b>\$652,973</b>	<b>\$0</b>

BENEFITS	DESCRIPTION	SALARY	Percent of Salary	Total	Total TIF	Local Funding
	Retirement	\$652,973	4.91%	\$32,061	\$32,061	\$0
	Social Security	\$652,973	6.20%	\$40,484	\$40,484	\$0
	Medicare	\$652,973	1.45%	\$9,468	\$9,468	\$0
	Health/Disability Insurance	\$652,973	5.97%	\$38,982	\$38,982	\$0
	Life Insurance	\$652,973	0.32%	\$2,090	\$2,090	\$0
	Flexible Spending	\$652,973	2.35%	\$15,345	\$15,345	\$0
TOTAL BENEFITS			21.20%	\$138,430	\$138,430	\$0

TRAVEL	# TRIPS	\$/TRIP	TOTAL	Total TIF	Local Funding
TEACHER INCENTIVE FUND GRANTEE MEETING: Airfare of \$500 each; hotel room @ \$175/night x 3 nights; local transportation of \$55; per diem of \$80 x 3 days = \$1,320/person	2 trips for Proj Dir + 2 staff	\$3,960	\$7,920	\$7,920	\$0
TEACHER INCENTIVE FUND TOPICAL MEETING: Airfare of \$500 each; hotel room @ \$175/night x 3 nights; local transportation of \$55; per diem of \$80 x 3 days = \$1,320/person	1 staff	\$1,320	\$1,320	\$1,320	\$0
LOCAL TRAVEL: Student Growth Team, traveling an average of 200 miles per week x 36 weeks = 7,200 miles @ \$0.40/mile x 8.0 FTE			\$23,040	\$23,040	\$0
TOTAL TRAVEL			\$32,280	\$32,280	\$0

EQUIPMENT	Unit Cost	# Items	Total Cost	Total TIF	Local Funding
iPads. One iPad for each of 3 new Student Growth Team members and sufficient iPads for 24 FTE Career-Ladder positions (estimated to be over 34 individuals) to record on-site training and observation results in the field.	599	37	\$22,163	\$22,163	\$0
TOTAL EQUIPMENT			\$22,163	\$22,163	\$0

SUPPLIES	Unit Cost	# Units	Total Cost	Total TIF	Local Funding
Office Supplies. General paper and desk supplies at \$50/month/FTE	\$600	9.6	\$5,760	\$5,760	\$0
Technical Support. IT support to maintain communications between LEAs and NEFEC \$250/month	\$250	12	\$3,000	\$3,000	\$0
Web support. Webmaster support to maintain NEFEC's website and web-enabled communications and data transfers with LEAs @\$1,250/quarter	\$1,250	4	\$5,000	\$5,000	\$0
<b>TOTAL SUPPLIES</b>			<b>\$13,760</b>	<b>\$13,760</b>	<b>\$0</b>

CONTRACTUAL	Unit Rate	Total Units	Total Cost	Total TIF	Local Funding
Programmer Analyst – Lead application developer to write web-based software which enhances the functionality of district data management systems for linking student growth to teachers, principals, and other instructional personnel.	\$65.00	1,440	\$93,600	\$93,600	\$0
PLC Facilitator. Consultant to provide training and coaching to Career-Ladder staff in operating PLCs and providing other job-embedded training to educators @\$1,000/day	\$1,000.00	10	\$10,000	\$10,000	\$0
PD Facilitator. Consultant to design and deliver professional development; facilitate meetings, and gather needed data, and work with the programmer analyst to provide specifications for programming. Cost @\$40/hr.	\$40.00	1,500	\$60,000	\$60,000	\$0
PBC Model Consultant. Consultant to work with LEAs in refining and modifying their PBCS as more educators are included and new models of assessment are incorporated. Costs @ \$85/hr.	\$85.00	600	\$51,000	\$51,000	\$0

Principal and Teacher Observation consultant (Cambridge) provides support and training in interrater reliability of teacher and principal observations.	\$2,500	20	\$50,000	\$50,000	\$0
Career-Ladder Staff. The Teacher Support Colleagues will collaborate with the Student Growth Team members to deliver small-group PD to the teachers and leaders in the nine participating LEAs. In addition, Teacher support Colleagues will provide individualized, job-embedded training and support to educators to allow for direct and immediate implementation of refined practices and standards-targeted instruction to enhance student growth. \$81,250 / FTE including \$65,000 salary plus benefits @ 25%.	\$81,250	30	\$2,437,500	\$2,437,500	\$0
Instructional Substitutes. Substitute teachers to provide classroom coverage and instruction which regular teachers are involved in PD. A cost of \$100/day.	\$100	14,365	\$1,436,500	\$1,436,500	\$0
Project Evaluator – design and carry-out an independent, local evaluation of the impact of the design and implementation of a PBCS on staff performance and student growth. Prepare and deliver reports on the results of evaluation to provide on-going feedback to the project as well as inform stakeholders and others about the results of the initiative.	\$110	2,400	\$264,000	\$264,000	\$0
Performance Based Compensation. Budgeted at \$1,800 for 5% of educators who are Exemplary, \$1,350 for 10% of educators who are Highly Effective, and \$1,000 for 60% of educators who are Effective.			\$2,820,500	\$2,679,475	\$141,025
<b>TOTAL CONTRACTUAL</b>			<b>\$7,223,100</b>	<b>\$7,082,075</b>	<b>\$141,025</b>

	Total Cost	Total TIF	Local Funding
<b>TOTAL DIRECT COST – YEAR THREE</b>	<b>\$8,082,706</b>	<b>\$7,941,681</b>	\$141,025
<b>INDIRECT – 4.30%</b>	<b>\$346,603</b>	<b>\$340,539</b>	<b>\$0</b>
<b>TOTAL COST – YEAR THREE</b>	<b>\$8,429,309</b>	<b>\$8,282,220</b>	\$141,025

**SEEC PROJECT – TOTAL BUDGET NARRATIVE: YEAR 4**

PERSONNEL	% FTE	Base Salary	Total	Total TIF	Local Funding
Project Director, Marsha Hill, Director of Instruction. The Project Director communicates with NEFEC administration regarding the project progress, supervises the Project Manager, oversees budget expenditures, informs and collaborates with federal auditors	(b)(4)				
Project Manager. TBD. The Project Manager Coordinates all PD, develops contracts with consultants, oversees consultants, monitors and approves budget expenditures, calculates budget projections, supervises the Student Growth Team, communicates with LEA contacts, regularly updates LEA superintendents on project activities, monitors project activities, fosters relationships with project stakeholders, develops project reports, consults with fiscal agent on budget expenditures, processes district reimbursements, and monitors project evaluation and evaluators	1.00	\$81,955	\$81,955	\$81,955	\$0
Student Growth Team Leader The Student Growth Team Leader is responsible for overseeing the Student Growth Team in the provision of PD to all educators in the nine participating LEAs. Student Growth Team members will each deliver 5 small-group training sessions to educators assigned to them, as well as plan and deliver a two-day summer training session for all LEA staff.	2.00	\$78,677/ \$74,160	\$152,837	\$152,837	\$0
Student Growth Team. The Student Growth Team members are responsible for the provision of PD to all educators in the nine participating LEAs. Student Growth Team members will each deliver 5 small-group training sessions to educators assigned to them, as well as plan and deliver a two-day summer training session for all LEA staff.	6.00	\$69,809/ \$63,860	\$394,827	\$394,827	\$0
Clerical Assistant. Maintain budget expenditures, schedule and prepare training sites, process all subcontractor payments, maintain budget forecasts, prepare subcontracts, and track in-service points for teachers.	1.00	\$32,782	\$32,782	\$32,782	\$0
<b>TOTAL PERSONNEL</b>	<b>6.10</b>		<b>\$672,563</b>	<b>\$672,563</b>	<b>\$0</b>

BENEFITS	DESCRIPTION	SALARY	Percent of Salary	Total	Total TIF	Local Funding
	Retirement	\$672,563	4.91%	\$33,023	\$33,023	\$0
	Social Security	\$672,563	6.20%	\$41,699	\$41,699	\$0
	Medicare	\$672,563	1.45%	\$9,752	\$9,752	\$0
	Health/Disability Insurance	\$672,563	5.97%	\$40,152	\$40,152	\$0
	Life Insurance	\$672,563	0.32%	\$2,152	\$2,152	\$0
	Flexible Spending	\$672,563	2.35%	\$15,805	\$15,805	\$0
TOTAL BENEFITS			21.20%	\$142,583	\$142,583	\$0

TRAVEL	# TRIPS	\$/TRIP	TOTAL	Total TIF	Local Funding
TEACHER INCENTIVE FUND GRANTEE MEETING: Airfare of \$500 each; hotel room @ \$175/night x 3 nights; local transportation of \$55; per diem of \$80 x 3 days = \$1,320/person	2 trips for Proj Dir + 2 staff	\$3,960	\$7,920	\$7,920	\$0
TEACHER INCENTIVE FUND TOPICAL MEETING: Airfare of \$500 each; hotel room @ \$175/night x 3 nights; local transportation of \$55; per diem of \$80 x 3 days = \$1,320/person	1 staff	\$1,320	\$1,320	\$1,320	\$0
LOCAL TRAVEL: Student Growth Team, traveling an average of 200 miles per week x 36 weeks = 7,200 miles @ \$0.40/mile x 8.0 FTE			\$23,040	\$23,040	\$0
TOTAL TRAVEL			\$32,280	\$32,280	\$0

EQUIPMENT	Unit Cost	# Items	Total Cost	Total TIF	Local Funding
TOTAL EQUIPMENT			\$0	\$0	\$0

SUPPLIES	Unit Cost	# Units	Total Cost	Total TIF	Local Funding
Office Supplies. General paper and desk supplies at \$50/month/FTE	\$600	9.6	\$5,760	\$5,760	\$0
Technical Support. IT support to maintain communications between LEAs and NEFEC \$250/month	\$250	12	\$3,000	\$3,000	\$0
Web support. Webmaster support to maintain NEFEC's website and web-enabled communications and data transfers with LEAs @\$1,250/quarter	\$1,250	4	\$5,000	\$5,000	\$0
<b>TOTAL SUPPLIES</b>			<b>\$13,760</b>	<b>\$13,760</b>	<b>\$0</b>

CONTRACTUAL	Unit Rate	Total Units	Total Cost	Total TIF	Local Funding
Programmer Analyst – Lead application developer to write web-based software which enhances the functionality of district data management systems for linking student growth to teachers, principals, and other instructional personnel.	\$65.00	900	\$58,500	\$58,500	\$0
PD Facilitator. Consultant to design and deliver professional development; facilitate meetings, and gather needed data, and work with the programmer analyst to provide specifications for programming. Cost @\$40/hr.	\$40.00	1,500	\$60,000	\$60,000	\$0
Career-Ladder Staff. The Teacher Support Colleagues will collaborate with the Student Growth Team members to deliver small-group PD to the teachers and leaders in the nine participating LEAs. In addition, Teacher support Colleagues will provide individualized, job-embedded training and support to educators to allow for direct and immediate implementation of refined practices and standards-targeted instruction to enhance student growth. \$81,250	\$81,250	30	\$2,437,500	\$2,437,500	\$0

/ FTE including \$65,000 salary plus benefits @ 25%.					
Instructional Substitutes. Substitute teachers to provide classroom coverage and instruction which regular teachers are involved in PD. A cost of \$100/day.	\$100	14,365	\$1,436,500	\$1,436,500	\$0
Project Evaluator – design and carry-out an independent, local evaluation of the impact of the design and implementation of a PBCS on staff performance and student growth. Prepare and deliver reports on the results of evaluation to provide on-going feedback to the project as well as inform stakeholders and others about the results of the initiative.	\$110.00	2,400	\$264,000	\$264,000	\$0
Performance Based Compensation. Budgeted at \$1,800 for 5% of educators who are Exemplary, \$1,350 for 10% of educators who are Highly Effective, and \$1,000 for 60% of educators who are Effective.			\$2,820,500	\$2,397,425	\$423,075
<b>TOTAL CONTRACTUAL</b>			<b>\$7,077,000</b>	<b>\$6,371,875</b>	<b>\$423,075</b>

	Total Cost	Total TIF	Local Funding
<b>TOTAL DIRECT COST – YEAR FOUR</b>	<b>\$7,938,186</b>	<b>\$7,515,111</b>	\$423,075
<b>INDIRECT – 4.30%</b>	<b>\$341,256</b>	<b>\$323,150</b>	<b>\$0</b>
<b>TOTAL COST – YEAR FOUR</b>	<b>\$8,277,442</b>	<b>\$7,838,261</b>	\$423,075

**SEEC PROJECT – TOTAL BUDGET NARRATIVE: YEAR 5**

PERSONNEL	% FTE	Base Salary	Total	Total TIF	Local Funding
Project Director, Marsha Hill, Director of Instruction. The Project Director communicates with NEFEC administration regarding the project progress, supervises the Project Manager, oversees budget expenditures, informs and collaborates with federal auditors	(b)(4)				
Project Manager. TBD. The Project Manager Coordinates all PD, develops contracts with consultants, oversees consultants, monitors and approves budget expenditures, calculates budget projections, supervises the Student Growth Team, communicates with LEA contacts, regularly updates LEA superintendents on project activities, monitors project activities, fosters relationships with project stakeholders, develops project reports, consults with fiscal agent on budget expenditures, processes district reimbursements, and monitors project evaluation and evaluators	1.00	\$84,414	\$84,414	\$84,414	\$0
Student Growth Team Leader The Student Growth Team Leader is responsible for overseeing the Student Growth Team in the provision of PD to all educators in the nine participating LEAs. Student Growth Team members will each deliver 5 small-group training sessions to educators assigned to them, as well as plan and deliver a two-day summer training session for all LEA staff.	2.00	\$81,037/ \$76,386	\$157,422	\$157,422	\$0
Student Growth Team. The Student Growth Team members are responsible for the provision of PD to all educators in the nine participating LEAs. Student Growth Team members will each deliver 5 small-group training sessions to educators assigned to them, as well as plan and deliver a two-day summer training session for all LEA staff.	6.00	\$71,903/ \$65,776	\$406,672	\$406,672	\$0
Clerical Assistant. Maintain budget expenditures, schedule and prepare training sites, process all subcontractor payments, maintain budget forecasts, prepare subcontracts, and track in-service points for teachers.	1.00	\$33,765	\$33,765	\$33,765	\$0
<b>TOTAL PERSONNEL</b>	<b>6.10</b>		<b>\$692,740</b>	<b>\$692,740</b>	<b>\$0</b>

BENEFITS	DESCRIPTION	SALARY	Percent of Salary	Total	Total TIF	Local Funding	
	Retirement	\$692,740	4.91%	\$34,014	\$34,014	\$0	
	Social Security	\$692,740	6.20%	\$42,950	\$42,950	\$0	
	Medicare	\$692,740	1.45%	\$10,045	\$10,045	\$0	
	Health/Disability Insurance	\$692,740	5.97%	\$41,357	\$41,357	\$0	
	Life Insurance	\$692,740	0.32%	\$2,217	\$2,217	\$0	
	Flexible Spending	\$692,740	2.35%	\$16,279	\$16,279	\$0	
TOTAL BENEFITS				21.20%	\$146,861	\$146,861	\$0

TRAVEL	# TRIPS	\$/TRIP	TOTAL	Total TIF	Local Funding
TEACHER INCENTIVE FUND GRANTEE MEETING: Airfare of \$500 each; hotel room @ \$175/night x 3 nights; local transportation of \$55; per diem of \$80 x 3 days = \$1,320/person	2 trips for Proj Dir + 2 staff	\$3,960	\$7,920	\$7,920	\$0
TEACHER INCENTIVE FUND TOPICAL MEETING: Airfare of \$500 each; hotel room @ \$175/night x 3 nights; local transportation of \$55; per diem of \$80 x 3 days = \$1,320/person	1 staff	\$1,320	\$1,320	\$1,320	\$0
LOCAL TRAVEL: Student Growth Team, traveling an average of 200 miles per week x 36 weeks = 7,200 miles @ \$0.40/mile x 8.0 FTE			\$23,040	\$23,040	\$0
TOTAL TRAVEL			\$32,280	\$32,280	\$0

EQUIPMENT	Unit Cost	# Items	Total Cost	Total TIF	Local Funding
TOTAL EQUIPMENT			\$0	\$0	\$0

SUPPLIES	Unit Cost	# Units	Total Cost	Total TIF	Local Funding
Office Supplies. General paper and desk supplies at \$50/month/FTE	\$600	9.6	\$5,760	\$5,760	\$0
Technical Support. IT support to maintain communications between LEAs and NEFEC \$250/month	\$250	12	\$3,000	\$3,000	\$0
Web support. Webmaster support to maintain NEFEC's website and web-enabled communications and data transfers with LEAs @\$1,250/quarter	\$1,250	4	\$5,000	\$5,000	\$0
<b>TOTAL SUPPLIES</b>			<b>\$13,760</b>	<b>\$13,760</b>	<b>\$0</b>

CONTRACTUAL	Unit Rate	Total Units	Total Cost	Total TIF	Local Funding
Programmer Analyst – Lead application developer to write web-based software which enhances the functionality of district data management systems for linking student growth to teachers, principals, and other instructional personnel.	\$65.00	900	\$58,500	\$58,500	\$0
PD Facilitator. Consultant to design and deliver professional development; facilitate meetings, and gather needed data, and work with the programmer analyst to provide specifications for programming. Cost @\$40/hr.	\$40.00	1,500	\$60,000	\$60,000	\$0
Career-Ladder Staff. The Teacher Support Colleagues will collaborate with the Student Growth Team members to deliver small-group PD to the teachers and leaders in the nine participating LEAs. In addition, Teacher support Colleagues will provide individualized, job-embedded training and support to educators to allow for direct and immediate implementation of refined practices and standards-targeted instruction to enhance student growth. \$81,250	\$81,250	30	\$2,437,500	\$2,437,500	\$0

/ FTE including \$65,000 salary plus benefits @ 25%.					
Instructional Substitutes. Substitute teachers to provide classroom coverage and instruction which regular teachers are involved in PD. A cost of \$100/day.	\$100	14,365	\$1,436,500	\$1,436,500	\$0
Project Evaluator – design and carry-out an independent, local evaluation of the impact of the design and implementation of a PBCS on staff performance and student growth. Prepare and deliver reports on the results of evaluation to provide on-going feedback to the project as well as inform stakeholders and others about the results of the initiative.	\$110.00	2,400	\$264,000	\$264,000	\$0
Performance Based Compensation. Budgeted at \$1,800 for 5% of educators who are Exemplary, \$1,350 for 10% of educators who are Highly Effective, and \$1,000 for 60% of educators who are Effective.			\$2,820,500	\$2,115,375	\$705,125
<b>TOTAL CONTRACTUAL</b>			<b>\$7,077,000</b>	<b>\$6,371,875</b>	<b>\$705,125</b>

	Total Cost	Total TIF	Local Funding
<b>TOTAL DIRECT COST – YEAR FIVE</b>	<b>\$7,962,641</b>	<b>\$7,257,516</b>	<b>\$705,125</b>
<b>INDIRECT – 4.30%</b>	<b>\$342,394</b>	<b>\$312,073</b>	<b>\$0</b>
<b>TOTAL COST – YEAR FIVE</b>	<b>\$8,305,035</b>	<b>\$7,569,589</b>	<b>\$705,125</b>

# **SEEC PROJECT – NON-FEDERAL NON-TIF BUDGET NARRATIVE**

**SEEC PROJECT – NON-FEDERAL NON-TIF BUDGET NARRATIVE: YEAR 1**

CONTRACTUAL	Unit Rate	Total Units	Total Cost	Local Funding
Performance Based Compensation. Budgeted at \$ (b) for 5% of educators who are Exemplary, \$ (b)(4) for 10% of educators who are Highly Effective, and \$ (b)(4) for 60% of educators who are Effective.		0	(b)(4)	
<b>TOTAL CONTRACTUAL</b>				
<b>TOTAL DIRECT COST – YEAR ONE</b>				
<b>INDIRECT – 4.30%</b>				
<b>TOTAL COST – YEAR ONE</b>				

**SEEC PROJECT – NON-FEDERAL NON-TIF BUDGET NARRATIVE: YEAR 2**

CONTRACTUAL	Unit Rate	Total Units	Total Cost	Local Funding
Performance Based Compensation. Budgeted at \$ (b) for 5% of educators who are Exemplary, \$ (b)(4) for 10% of educators who are Highly Effective, and \$ (b) for 60% of educators who are Effective.		0	(b)(4)	
<b>TOTAL CONTRACTUAL</b>				
<b>TOTAL DIRECT COST – YEAR TWO</b>				
<b>INDIRECT – 4.30%</b>				
<b>TOTAL COST – YEAR TWO</b>				

**SEEC PROJECT – NON-FEDERAL NON-TIF BUDGET NARRATIVE: YEAR 3**

CONTRACTUAL	Unit Rate	Total Units	Total Cost	Local Funding
Performance Based Compensation. Budgeted at \$[(b)(4)] for 5% of educators who are Exemplary, \$[(b)(4)] for 10% of educators who are Highly Effective, and \$[(b)(4)] for 60% of educators who are Effective.		0	(b)(4)	
<b>TOTAL CONTRACTUAL</b>				
<b>TOTAL DIRECT COST – YEAR THREE</b>				
<b>INDIRECT – 4.30%</b>				
<b>TOTAL COST – YEAR THREE</b>				

**SEEC PROJECT – NON-FEDERAL NON-TIF BUDGET NARRATIVE: YEAR 4**

CONTRACTUAL	Unit Rate	Total Units	Total Cost	Local Funding
Performance Based Compensation. Budgeted at \$[(b)] for 5% of educators who are Exemplary, \$[(b)] for 10% of educators who are Highly Effective, and \$[(b)(4)] for 60% of educators who are Effective.		0	(b)(4)	
<b>TOTAL CONTRACTUAL</b>				
<b>TOTAL DIRECT COST – YEAR FOUR</b>				
<b>INDIRECT – 4.30%</b>				
<b>TOTAL COST – YEAR FOUR</b>				

**SEEC PROJECT – NON-FEDERAL NON-TIF BUDGET NARRATIVE: YEAR 5**

CONTRACTUAL	Unit Rate	Total Units	Total Cost	Local Funding
Performance Based Compensation. Budgeted at \$(b)(4) for 5% of educators who are Exemplary, \$(b)(4) for 10% of educators who are Highly Effective, and \$(b)(4) for 60% of educators who are Effective.		0	(b)(4)	
<b>TOTAL CONTRACTUAL</b>				
<b>TOTAL DIRECT COST – YEAR FIVE</b>				
<b>INDIRECT – 4.30%</b>				
<b>TOTAL COST – YEAR FIVE</b>				

# Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

## Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

## Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

<b>Applicant's (Organization) Name:</b>	Gilchrist County School District
<b>Applicant's DUNS Name:</b>	1000127980000
<b>Federal Program:</b>	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
<b>CFDA Number:</b>	84.374

1. Has the applicant ever received a grant or contract from the Federal government?

Yes  No

2. Is the applicant a faith-based organization?

Yes  No

3. Is the applicant a secular organization?

Yes  No

4. Does the applicant have 501(c)(3) status?

Yes  No

5. Is the applicant a local affiliate of a national organization?

Yes  No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer  15-50

4-5  51-100

6-14  over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

# **Survey Instructions on Ensuring Equal Opportunity for Applicants**

OMB No. 1890-0014 Exp. 2/28/2009

**Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.**

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

## **Paperwork Burden Statement**

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 **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes 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:** The Agency Contact listed in this grant application package.

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

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

Name of Institution/Organization

Gilchrist County School District

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	372,300.00	383,469.00	652,973.00	672,563.00	692,740.00	2,774,045.00
2. Fringe Benefits	78,928.00	81,295.00	138,430.00	142,583.00	146,861.00	588,097.00
3. Travel	20,760.00	20,760.00	32,280.00	32,280.00	32,280.00	138,360.00
4. Equipment	9,688.00	0.00	22,163.00	0.00	0.00	31,851.00
5. Supplies	11,660.00	11,660.00	13,760.00	13,760.00	13,760.00	64,600.00
6. Contractual	862,000.00	1,968,600.00	7,082,075.00	6,653,925.00	6,371,875.00	22,938,475.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	1,355,336.00	2,465,784.00	7,941,681.00	7,515,111.00	7,257,516.00	26,535,428.00
10. Indirect Costs*	578,623.00	106,029.00	340,539.00	323,150.00	312,073.00	1,660,414.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	1,933,959.00	2,571,813.00	8,282,220.00	7,838,261.00	7,569,589.00	28,195,842.00

**\*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  %.

Name of Institution/Organization Gilchrist County School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**SECTION C - BUDGET NARRATIVE (see instructions)**