

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

TIF General Competition

CFDA # 84.374A

PR/Award # S374A120062

Grants.gov Tracking#: GRANT11189479

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: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/27/2012"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text" value="954779029"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="954779029"/>	* c. Organizational DUNS: <input type="text" value="8763675200000"/>
---	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text" value="Development"/>	Division Name: <input type="text"/>
--	--

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

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

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Charter Schools

*** 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.):

AllianceAreasServed.pdf [Delete Attachment](#) [View Attachment](#)

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

Alliance TIF

Attach supporting documents as specified in agency instructions.

[Add 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

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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



**Application for Federal Assistance (SF 424)
Teacher Incentive Fund -- 84.374**

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

The mission of Alliance College-Ready Public Schools, a nonprofit charter management organization, is to open and operate a network of small high-performing 9-12 and 6-8 public schools in historically underachieving, low-income communities in California that will annually demonstrate student academic achievement growth and graduate students ready for success in college. Areas served in the **City of Los Angeles** are East Los Angeles, South Los Angeles, Watts, Hyde Park, Lincoln Heights, Central Los Angeles, Pico Union, Glassell Park, and North East Los Angeles, and areas served in the **County of Los Angeles** are Boyle Heights and Huntington Park.

**Alliance College-Ready Public Schools -- Members of Congress
Teacher Incentive Fund -- 84.374**

ALLIANCE HIGH SCHOOLS

High School Name and Address	Member of Congress
Alliance College-Ready Academy High School #5: 4610 South Main Street, Los Angeles, CA 90037	Hon. Maxine Waters, D-35
Alliance Rene and Meyer Luskin Academy High School: 2941 West 70th Street, Los Angeles, CA 90043	Hon. Karen Bass D-33
Alliance Environmental Science and Technology High School: 2930 Fletcher Drive, Los Angeles, CA 90065	Hon. Xavier Becerra, D-31
Alliance Health Services Academy High School: 12226 S Western Avenue, Los Angeles, CA 90047	Hon. Maxine Waters, D-35
Alliance Judy Ivie Burton Technology Academy High School: 10101 S. Broadway Street, Los Angeles, CA 90003	Hon. Maxine Waters, D-35
Alliance Huntington Park College-Ready Academy High School: 2071 Saturn Avenue, Huntington Park, CA 90255-3635	Hon. Lucille Roybal-Allard, D-34
Alliance Media Arts and Entertainment High School: 5156 Whittier Boulevard, Los Angeles, CA 90022	Hon. Grace Napolitano, D-38
Alliance Cindy & Bill Simon Technology Academy High School #11: 10720 Wilmington Avenue, Los Angeles, CA 90059	Hon. Linda T. Sanchez, D-39
Alliance College-Ready Academy High School #16: 1575 W. 2nd Street, Los Angeles, CA 90026	Hon. Lucille Roybal-Allard, D-34
Alliance Technology and Math Science High School: 2050 N. San Fernando Road, Los Angeles, CA 90065	Hon. Xavier Becerra, D-31
Alliance College-Ready Academy High School #14: 211 S. Avenue 20 Los Angeles, CA 90031	Hon. Xavier Becerra, D-31

ALLIANCE MIDDLE SCHOOLS

Middle School Name and Address	Member of Congress
Alliance College-Ready Middle Academy #4: 9717 S. Main Street, Los Angeles, CA 90003	Hon. Maxine Waters, D-35
Alliance College-Ready Middle Academy #5: 2635 Pasadena Avenue, Los Angeles, CA 90031	Hon. Xavier Becerra, D-31
Alliance Richard Merkin Middle School: 2023 S. Union Avenue, Los Angeles, CA 90007-1326	Hon. Xavier Becerra, D-31
Alliance Jack H. Skirball Middle School: 603 E. 115th Street, Los Angeles, CA 90059-2322	Hon. Laura Richardson, D-37
Alliance College-Ready Middle Academy #7: 2941 W. 70th Street, Los Angeles, CA 90043	Hon. Karen Bass D-33

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>Irene Camarena</p>	<p>* TITLE</p> <p>President and CEO</p>
<p>* APPLICANT ORGANIZATION</p> <p>Alliance College-Ready Public Schools</p>	<p>* DATE SUBMITTED</p> <p>07/27/2012</p>

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <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	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <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

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

6. * Federal Department/Agency: <input type="text" value="Office of Elementary & Secondary Ed."/>	7. * Federal Program Name/Description: <input type="text" value="Teacher Incentive Fund"/> CFDA Number, if applicable: <input type="text" value="84.374"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

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:

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

Title: Telephone No.: Date:

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.

AllianceGEPA.pdf		Delete Attachment	View Attachment
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**Estimated Burden Statement for GEPA Requirements
Teacher Incentive Fund -- 84.374**

Alliance College-Ready Public Schools makes every effort to ensure equitable access to, and participation in all of its educational programs. At the inception of development, each school has an extensive process of enrolling students and informing the community about its opening. Inclusion and recruitment efforts include the following: 1) Publish notices of accepting applications in local newspapers (Spanish and English) for target communities 2) Mail recruitment information (in English and Spanish) inviting parents of 8th grade students from feeder middle schools and 5th grade students from feeder elementary schools to attend information meetings; 3) Hold information meetings that are open to all interested parents/guardians, students, and interested community stakeholders. Distribute application package (in Spanish and English) to parents and stakeholders. Package includes an application form and a brochure with school and enrollment information; 4) Door-to-door canvassing; 5) Attend community meetings and provide information about the Alliance and its schools; and 6) Provide access to apply online via the Alliance website. In addition, Alliance schools remove barriers that can impede equitable access or participation for all of its identified special needs students.

The Alliance Charter Schools participating in ALLIANCE-TIF are representative of the population of all of the Alliance Charter Schools, and are representative of the populations in the communities they serve. Students in the participating schools have access to the technology they need, so none are denied participation because of lack of access to the technology.

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.

*** APPLICANT'S ORGANIZATION**

Alliance College-Ready Public Schools

*** PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

*** SIGNATURE:**

*** DATE:**

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Judy	Ivie	Burton	

Address:

* Street1:	1940 South Figueroa Street
Street2:	
* City:	Los Angeles
County:	
* State:	CA: California
* Zip Code:	90007-1337
* Country:	USA: UNITED STATES

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

213-943-4930	213-943-4931
--------------	--------------

Email Address:

jburton@laalliance.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:

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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:

ABSTRACT

Alliance College-Ready Public Schools (Alliance) is a nonprofit (501)(c)(3) charter management organization (CMO) committed to creating small, high performing, college-ready public schools in Los Angeles, CA. Alliance is applying for a General TIF Competition grant in partnership with 16 Alliance charter schools, each of which is an LEA (MOU's attached). The application addresses Competitive Priority 5 An Educator Salary Structure based on Effectiveness as well as the two Absolute Priorities. The 16 Charter schools are:

1. Alliance Judy Ivie Burton Technology Academy High School – LEA
2. Alliance Huntington Park College-Ready Academy High School – LEA
3. Alliance Richard Merkin Middle School – LEA
4. Alliance College-Ready Academy High School No. 5 – LEA
5. Alliance Jack H. Skirball Middle School – LEA
6. Alliance Health Services Academy High School – LEA
7. Alliance Media Arts and Entertainment Design High School – LEA
8. Alliance Environmental Science and Technology High School – LEA
9. Alliance College-Ready Middle Academy No. 4 – LEA
10. Alliance College-Ready Middle Academy No. 5 – LEA
11. Alliance College-Ready Middle Academy No. 7 – LEA
12. Alliance Cindy and Bill Simon Technology Academy High School – LEA
13. Alliance Technology and Math Science High School – LEA
14. Alliance College-Ready Academy High School No. 16 – LEA
15. Alliance Renee and Meyer Luskin Academy High School – LEA
16. Alliance College-Ready Academy High School No. 14 – LEA

Alliance consists of twenty-one high-need schools; five are not eligible for inclusion in this application because they received funding from previous TIF grants. Neither Alliance nor any of the LEAs are involved in any other application during FY2012.

Alliance follows a **Vision of High Quality Charter Schools** model in which all children are valued and all (100%) students are expected to successfully graduate high school, all graduates are college-ready, and graduates enroll and succeed in college.

Alliance has previously piloted its performance based compensation system (PBCS) in two of its schools and proposes, through this TIF grant, to bring the project to scale. The PBCS developed within the scope of Alliance's Human Capital Management System (HCMS) provides incentives and additional compensation for teachers and

principals who are found to be effective or better in evaluations, as well as those who take on additional responsibilities and leadership roles. The PBCS guides Alliance's policies concerning compensation of educators, professional development, and advancement for teachers and principals. Through this TIF grant, Alliance proposes to expand its PBCS and extend the teacher evaluation and compensation system to additional staff.

The Goal of Alliance TIF is to effectively enhance student achievement so that high-need students graduate from high school fully prepared for college success. The objectives are: **Objective 1:** Improve teacher (including special education teachers) and counselor effectiveness to compel measurable results in student achievement, graduation rates, and college-readiness among high-needs students. **Objective 2:** Improve assistant principal effectiveness to compel measureable results in student achievement, graduation rates, and college-readiness. Activities include:

1. Implement residency programs for assistant principals and teachers in the hard-to-staff areas of math, science and special education, and other areas as appropriate to enhance recruitment of educators on a fast track to effectiveness.
2. Implement evaluation framework for counselors that measures effectiveness in readying students for college through the development of college-ready contextual skills (Educational Policy Improvement Center).
3. Redesign Advisory classes to focus on the development of college-readiness knowledge and skills (Educational Policy Improvement Center), including assessments of readiness.
4. Evaluate teachers, special education teachers, principals, assistant principals, and counselors using a standards-based, rubric-assessed evaluation tool in conjunction with a measure of student growth based on a transparent value-added model.
5. Develop teachers, special education teachers and assistant principals through targeted mentoring and differentiated professional development based on evaluation results.
6. Implement career path and reward teachers systematically to develop effectiveness, positively impacting student achievement.
7. Promote and reward assistant principals systematically to ensure leadership that cultivates teacher effectiveness and student achievement.
8. Recruit and retain effective teachers, special education teachers, principals, assistant principals, and counselors.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

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

Add Optional Project Narrative File

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Priority 1 (Absolute): An LEA-wide Human Capital Management System (HCMS) with Educator Evaluation Systems at the Center.

1) **HCMS is aligned with Alliance’s vision of instructional improvement.** Alliance **College-Ready Public Schools** (Alliance) is a nonprofit (501)(c)(3) charter management organization (CMO) committed to creating small, high performing, college-ready public schools in Los Angeles, CA. Alliance is applying as part of a group application involving 16 Alliance charter schools, each of which is an LEA (MOU’s attached). The Alliance network currently includes 15 high schools and 6 middle schools, serving 9,500 students in Los Angeles’s most underserved areas, which contains some of America’s lowest-performing schools. Students are 87% Latino, 12% African American, 22% English Language Learners, 7.4% Special Education; and 95% participate in the Free/Reduced Meal Program. All (100%) Alliance students are considered educationally disadvantaged.

Alliance has a strong track record of successfully serving its low-income and minority students. Alliance follows a **Vision of High Quality Charter Schools** model in which all children are valued and all (100%) students are expected to successfully graduate high school, all graduates are college-ready, and graduates enroll and succeed in college. Alliance has a dropout rate near zero, and over 95% of its graduates have gone on college.

As a result of its successes, Alliance is a lead partner in a \$60 million project funded by the Bill & Melinda Gates Foundation (hereinafter Gates), which is designed to increase effective teaching so that more students graduate college-ready. This first-of-its-kind partnership—known as “The College-Ready Promise”—was named one of the Foundation’s Intensive Partnerships for Effective Teaching sites. The College-Ready Promise (TCRP) is implementing an innovative plan to reform how teachers are recruited, evaluated, supported, retained, and rewarded. TCRP

directly supports the American Recovery and Reinvestment Act's emphasis on measuring teacher effectiveness and ensuring that the most effective teachers serve the most needy students.

The College-Ready Promise (TCRP) represents a collaborative among Alliance and three other California-based Charter Management Organizations (CMOs) to work together and focus on improving the effectiveness of teachers and principals. TCRP was awarded a TIF grant in 2010 to develop a performance-based compensation system (PBCS) that informs human capital decisions within their schools, including attracting, hiring, and retaining the best, most qualified teachers and principals available. This system is currently being piloted successfully in five case study schools (including two Alliance schools).

Alliance's overarching goal is to provide the best quality education to the high-need students in its schools, enabling them to graduate from high school, college-ready. Alliance places great emphasis upon making the educators in its schools the best they can be. Through the performance based compensation system (PBCS) developed within the scope of the TCRP TIF grant, Alliance's Human Capital Management System (HCMS) provides incentives and additional compensation for teachers and principals who are found to be Effective or better in evaluations, as well as those who take on additional responsibilities and leadership roles. The PBCS guides Alliance's HCMS policies concerning compensation of educators, professional development, advancement, tenure, and dismissals for teachers and principals. Alliance's request for \$12,000,000 dollars will allow it to expand the original PCBS to all of its schools, as well as extending the teacher evaluation and compensation system to special education teachers, assistant principals, and counselors. Attached to this proposal is a list of the 16 high-need schools in the Alliance system to which the PBCS will be extended; the list also shows a breakdown per school of the 95% of Alliance students who are eligible for free or reduced priced lunches.

- 2) **Alliance uses information generated by its evaluation systems to inform key human capital decisions, including recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion.**

Building on strong track records of success, TCRP established a seven-year, nine-point plan to collectively reform human resource systems in ways that better develop, identify, reward, deploy, and retain the most effective educators. The TIF grant has allowed Alliance to refine and implement five of the nine components of the reform initiative: teacher evaluation, professional development, principal effectiveness, career path, and differentiated compensation components. These five TIF-sponsored components are known as Educator Effectiveness.

- 3) **Alliance’s human capital strategies ensure that its high-need schools attract and retain effective educators.** Alliance has undertaken a set of strategies to recruit effective teachers in hard-to-staff subjects and in implementing **a performance-based compensation system (PBCS) which develops, rewards, and retains highly effective teachers and leaders who can accelerate academic progress for students** who enter school far behind grade level.

Data informs decisions on recruitment, hiring and firing, compensation, career advancement, and retention of educators. Two of Alliance’s schools have successfully piloted the PBCS. With this grant, Alliance will bring these strategies to scale and provide enhanced teacher effectiveness to all of its high-need schools and build upon the foundation already laid to extend systems to attracting, retaining, and compensating and compensating assistant principals, and counselors, and special education teachers.

- 4) **Proposed modifications to Alliance’s HCMS includes the features described above.**

The proposed modifications are inclusion of special education teachers, assistant principals, and counselors in the Educator Effectiveness project which relies on the

interdependence of all educators in the system. This proposal seeks to increase the involvement and accountability of these additional key educators. Working together with regular classroom teachers and principals, who are already working under the Educator Effectiveness project, the additional educators will complete the Framework for Effective Teaching thus maximizing student success. In addition to the addition of new educator groups, Alliance will continue the ongoing process of HCMS refinement in response to experience and stakeholder feedback. The expansion to additional schools will take place in the first year of the grant. The extension to additional staff will be planned in the first year and implemented in the second year. A clearly defined timetable and implementation plan is included later in this application in Section E Project Management.

Priority 2 (Absolute): LEA-wide Educator Evaluation Systems Based, in Significant Part, on Student Growth.

Alliance will implement PBCS Model 1 in its 16 partnering Charter School LEAs: Both (1) additional compensation for teachers and principals who receive an overall rating of effective or higher and (2) teachers and principals eligible for additional compensation based on their evaluation will also be eligible for additional compensation for additional responsibilities and leadership roles. In addition the PBCS will include Optional Element 2 Compensation for Other Personnel, specifically counselors and assistant principals.

Every Alliance teacher is formally observed in the classroom twice each year and informally (unannounced) observed at least twice each semester. Teacher evaluations metrics are applied across the board. Student growth percentile (SGP) is measured on standardized tests. SGP describes a student's growth by comparing his/her current achievement to his/her academic peers. An academic peer is a student with a similar starting point and has similar prior

achievement. Student growth is also measured as a combination of classroom/team/school. For tested subjects, the assessments look at individual teacher SGP; for non-tested subjects, the school SGP. Alliance weighs student growth as follows: For tested subjects, 30% individual SGP, 10% department SGP; for non-tested subjects, 25% school-wide ELA SGP, 5% school-wide math SGP. Educator Effectiveness offers promotion within the teaching career, as well as an enhanced opportunity to move into administration. A teacher's effectiveness score is determined after a year or two in the classroom and is based: **30-40% on student achievement**, 40-50% on observations, and 20% on other factors.

(4) Alliance's LEA-wide educator evaluation system implementation timeline.

The educator evaluation system is currently functional. During the first year of the TIF grant, Alliance will make refinements to the evaluation system to include assistant principals, special education teachers and counselors; during the entire five years of the grant, Alliance will continue to refine and improve the system based on lessons learned during implementation. See detailed implementation timeline in Section E Project Management.

Priority 5 (Competitive Preference): An Educator Salary Structure Based on Effectiveness

(a) How Alliance will use overall evaluation ratings to determine educator salaries;

Data from teacher evaluation ratings are already being used to determine compensation for teachers and principals. Alliance expects to implement a new compensation structure for special education teachers, assistant principals, and counselors by the third year of the grant.

In 2012-13 teachers will earn bonuses based on their demonstrated effectiveness. From 2013 on, awards will be replaced with a compensation scale based on effectiveness measured through the evaluation system described in this application.

(b) Alliance will use TIF funds to support the salary structure based on effectiveness in the

high-need schools listed in response to Requirement 3(a) (c). The implementation is feasible, given that it has robust stakeholder support and applicable LEA-level policies.

Throughout all Alliance schools, stakeholders are not only in agreement with the goals and design of the described PBCS and evaluation system, they are also participants in the process of creating the component parts necessary to make it work. Alliance stakeholders held monthly discussion panels and focus groups, involving over 1,000 participant hours of work since 2010, all focused on critiquing the initial teacher evaluation design and assessment rubric. Teacher volunteers have committed themselves to pilot the collaboratively developed tools at the schools that were not part of the TCRP TIF grant and are now targeted with this application. Throughout the stakeholder sessions, feedback was gathered to refine the system. This high quality participation and support is a distinct strength of the initiative.

NO union is the exclusive representative of teachers or principals in any participating LEA. Neither Alliance nor any of the LEAs are involved in any other application during FY2012.

(a) Coherent-Comprehensive Human Capital Management System (HCMS).

Alliance College-Ready Public Schools (Alliance) opened a single high school in 2004, with a profound promise: to prepare underserved students in areas of Los Angeles with historically low-performing schools to graduate ready for success in college. Since that time, the Alliance family of schools has continued to grow and thrive. Students and their parents have embraced our rigorous instruction, personalized campuses, longer school year and the expectation that every student can achieve at high levels.

In June 2012, Alliance celebrated eight high school graduations. Alliance schools continue to outperform nearby traditional schools. Over 93% of seniors who entered Alliance schools as 9th graders graduated in four years. 100% of its 800 graduates applied to four-year colleges. 99% of these graduates entered college. Today, Alliance students attend more than 80 public and private colleges and universities across the state and the country. This is a notable success given the original trajectory of many of these students before they enrolled in Alliance schools.

Even though Alliance is much more successful than surrounding schools at helping disadvantaged students enter college, too many are still required to take remedial courses once they arrive. In California, high school juniors can take the Early Assessment Program (EAP) exam which provides a clear picture of whether students are ready for first-year college courses at California State University (and soon the University of California and California Community College System). As a result, California—unlike most states—has a true measure of college readiness that we can use to track our success.

Alliance is committed to improving the college-readiness rates of its students, ensuring that students who continue on to higher education are fully prepared to enter college-level

courses. To achieve this, Alliance is undertaking several interrelated initiatives to ensure that all of teachers are highly effective and can accelerate academic progress for students who enter school far behind grade level. The goal is to increase student achievement by:

- Setting clear standards and raising the bar for instructional excellence across the organization;
- Requiring that every high school student take two AP courses;
- Focusing on teaching the four components of College-Readiness as described by the Educational Policy Improvement Center. The contextual skills and knowledge will be primarily the responsibility of school counselors. (see chart on following page)
- Retaining highly effective teachers through recognition & reward;
- Reinforcing the value Alliance places on great teaching;
- Maintaining an individual personal learning plan for each student to identify his/her needs, interests, and progress toward proficiency on core content standards, English language development, and college-readiness. Alliance schools provide multiple ongoing opportunities to measure student learning and to inform instruction through real life projects, analysis of student work portfolios, and interim assessments, as well as standardized on-demand assessments. Student learning plans include electronic portfolios of selected student work that demonstrates proficiency in applying skills and concepts in real life project-based learning.
- Conducting interim assessments throughout Alliance schools in core content standards in reading, math, science, and history/social science. Interim assessments inform instruction and provide immediate individual student information on progress toward proficiency on California state standards. Secondary students take CSU 11th grade early entrance

assessment and CSU placement tests as a key indicator of college-readiness.

College-Readiness Knowledge and Skills -- Educational Policy Improvement Center			
<u>Contextual Skills and Awareness</u>	<u>Key Cognitive Strategies</u>	<u>Academic Behaviors</u>	<u>Academic Knowledge & Skills</u>
<ul style="list-style-type: none"> • Understand the Norms of Academic Culture • Interact with Professors • Understand the Admission Process • Understand the Financial Aid Process 	<ul style="list-style-type: none"> • Intellectual Openness • Inquisitiveness • Analysis • Reasoning, Argumentation, & Proof • Interpretation • Precision & Accuracy • Problem Solving 	<ul style="list-style-type: none"> • Study Skills • Study Groups • Time Management • Persistence • Self-Monitoring • Self-Control • Self-Awareness 	<p>Writing & Research included in all subjects:</p> <p>English, Math, Science, Social Studies, World Languages, The Arts</p>

1. HCMS is aligned with Alliance’s vision of instructional improvement.

Alliance recognizes that the education sector has long relied on a step-and-column salary structure wherein teacher compensation is linked to cost-of-living increases, years of service, and continuing education credits. It believes in re-professionalizing teaching through the concept of a career path. For this reason, Alliance and TCRP developed the Educator Effectiveness framework, mentioned above, which rewards teachers based on their ability to improve student outcomes instead of their educational credits or years in the classroom.

The overall theme of Alliance’s existing HCMS system is to always measure and to

always provide intervention when intervention appears to be needed. Student growth and student performance is directly tied to teacher and principal pay rates and non-financial compensation. The system is fully developed and has been tested and deemed very successful. Money is not the only motivator for teachers; tying assessments and outcomes to development, career advancement, and merit pay works! It is a great carrot, so to speak, when recruiting teachers to high-need schools.

Key Components of Educator Effectiveness Plan	When
Systematic Teacher Support and Development: Improving support for teachers through coaching and mentoring from highly effective colleagues, better data on student progress, and professional development that is better customized to individual needs	Ongoing since 2011
Setting Clear Expectations and Measures of Teacher Effectiveness: Improving evaluation of effectiveness, including using student achievement data as part of a set of measures that can inform how educators are supported and rewarded	Ongoing since 2011
Growth and Compensation Based on Effectiveness: Providing increased compensation and better career opportunities in the classroom for those teachers who are highly effective	Career Path & Compensation starts Fall 2013
Expand and Enhance All Systems: Include all educators: teachers, counselors and administrators.	Start Spring 2013
Bring to Scale at 100% of Alliance Schools	By end of TIF grant period.

Over the past 20 years, mid- and senior-level teachers have experienced an increasing

earning gap relative to comparably educated and experienced workers in other professions. To attract and retain highly-effective teachers, this trend must be reversed. Data from teacher evaluation ratings are critical to determining educator salaries and are already being used for teachers and principals. Because design and implementation of the evaluation system has already been successfully implemented, Alliance expects to implement a new evaluation and compensation structure for special education teachers, assistant principals, and counselors by the third grant year.

Alliance and TCRP has designed and implemented new practices to recruit, train, evaluate, and compensate **highly effective** teachers and principals with these four key elements:

- 1) New **career paths** that reward highly effective teachers with higher pay and allow them to remain in the classroom as master teachers and mentors;
- 2) **Professional development** opportunities that provide targeted support to help teachers improve their practice and meet the needs of their students;
- 3) A year-long **teacher training academy**, called the Los Angeles Math and Science Residency Program (LAMS), to recruit teachers to high-need and hard to fill subjects, and to make sure new teachers are better prepared on the first day of school—as well as training and support for principals to strengthen their leadership and make sure these initiatives are implemented with integrity;
- 4) A **Principal Residency** to recruit and train effective school leaders;
- 5) A **fair, transparent, and meaningful evaluation system** to identify effective teachers and principals based on multiple factors, including growth in student academic achievement.

Under traditional career enhancement and compensation systems, highly effective teachers had two choices: leave the classroom to become an administrator or forego promotion. The Educator Effectiveness framework offers promotion within the teaching career ladder, as

well as an enhanced opportunity to move into administration. In the Career Path component, a teacher in the Residency program (Entry level) begins without a score. Based 30-50% on student achievement, 30-50% on observations, and 20% on other factors, the teacher’s effectiveness score will be determined after two years in the classroom. The teacher will be placed in one of the five levels of effectiveness – Entry, Emerging, Achieving, Effective or Highly Effective, depending **only** on their effectiveness.

The overarching goal of the Educator Effectiveness system is to further increase student achievement and ensure that students are prepared to enter college-level courses without remediation. Within five years, Alliance expects its reform efforts to result in 70-75% of its high-minority, high-poverty students to score at advanced or proficient levels on the state assessment and for its students to enter college fully prepared for college-level work. With a dual emphasis on strategies that can increase teacher, counseling, and leadership effectiveness, Alliance’s vision includes these elements:

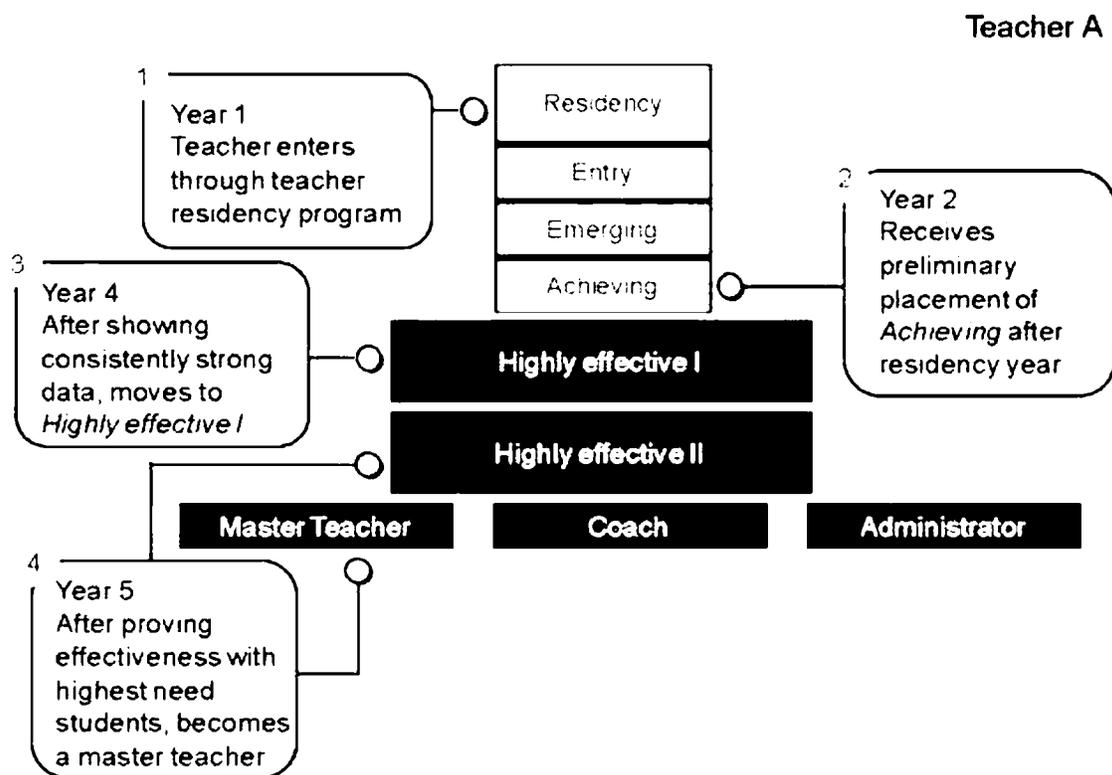
Educator Effectiveness <u>GOAL</u>: All educators become highly effective in order to ensure all students achieve at high levels and graduate college-ready.		
What we need to accomplish this goal		
1. Common language and definition for highly effective teaching, counseling and leadership in a college-ready culture is based on educators’ impact on student learning, as well as practices and beliefs that set clear performance expectations.		
2. Credible and meaningful information for teachers, counselors and principals on their effectiveness from regular	3. High-quality, targeted supports to continually and differentially help teachers, counselors and principals	4. Teacher and principal career path that recognizes and rewards educators for high performance.

evaluations against clear performance expectations.	increase their effectiveness.	
5. Teacher & principal residency programs yield high-quality preparation & recruitment.		

Teacher Effectiveness consists of data-driven evaluations of teachers and administrators. The evaluations are used to create a fair and equitable system of compensation, which will lead to more effective teachers, as well as better processes for recruitment, retention, compensation, and promotion of teachers, principals, and assistant principals. This process can and will lead to continuous improvements in the educational success of Alliance’s students.

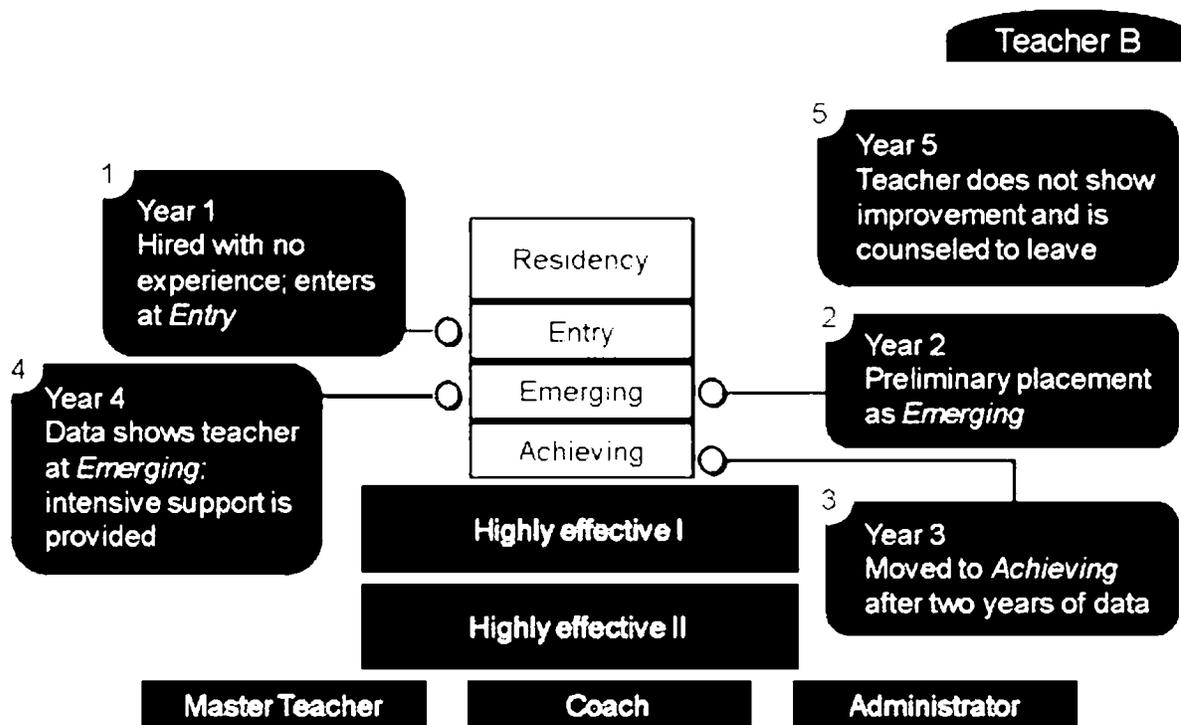
Different options for how teachers proceed through career steps are illustrated below (note that charts were developed by TCRP using different nomenclature for the top two effectiveness levels. Alliance’s top two levels are Effective and Highly Effective):

Some teachers will progress rapidly



Some teachers become highly effective at a rapid pace. Others are given every opportunity for effectiveness, but will not succeed. Such teachers are placed in the warning-to-exit process if data indicate that they are not making adequate progress toward or maintaining the Effective (Level 4) band which includes coaching support and observation.

Other teachers will not be successful in driving student performance



All teachers reaching Level 4 work 11-12 months per year, providing summer instruction to students working to come up to grade level or professional development to colleagues. Level 5 teachers have the option of promotion to (1) Master Teachers who mentor or run a lab class for teacher residents, (2) Teacher Coach, who run a residency course or guide less than effective teachers to facilitate improvement, or (3) Administrator, working as a site leader, or participating in an internship or in the principal residency.

A Level 5 teacher earns more than at any prior level and has the potential to earn significantly more upon his/her selection of a pathway option. Level 5 teachers are characterized

by their ability to teach students with sufficient rigor and skill so their students genuinely achieve college-readiness by the time they graduate from high school. The numerous combinations of scores define the importance, accuracy and fairness to teachers in their placement.

A primary purpose of the teacher evaluation system is to place teachers on a career path that: rewards high performance; includes warning-to-exit processes for underperformers and a mechanism for moving teachers along the career path; places the most highly-effective teachers with the highest-need students; attracts highly-effective and high-potential teachers because of its transparency; supports teachers in increasing their effectiveness through differentiated professional development opportunities; sets the expectation that every teacher must become Level 3 within five years.

Elements of the Career Path component include: (1) hands-on, high-touch Leadership Coaches who work directly with teachers to understand and provide feedback on the model, help teachers make career plans, and guide teachers along their selected career path, as well as, (2) vendors who provide expert support to inform the design of the career path and aligned compensation system, determine baseline composition of teachers based on one year of new evaluation system data and model out compensation implications, and refine cut scores for career path and compensation levels, as needed.

2. HCMS increases the number of effective educators Alliance’s high-need schools.
(i) Human capital decisions consider educator effectiveness.

Engaging more effective teachers, counselors and principals is Alliance’s primary strategy for meeting its college-readiness goals for students. By hiring, retaining, and better deploying more effective educators, Alliance’s students graduate with a greater level of preparedness, and will increase college completion rates and improve post-college opportunities.

Alliance HCMS is improving and maintaining the quality of its educator workforce. Data from its teacher evaluations support continuous improvement in teachers' ability to enhance student achievement. Alliance HCMS includes recruitment and hiring of educators, monitoring and assessing their performance, providing both financial and non-financial incentives to increase performance and retain the most effective teachers and principals. As Alliance has been rolling out new teacher and principal evaluation systems that better identify and cultivate talent, and as it makes other reforms to its human resource systems, the percentage of Highly Effective teachers will increase from 6% of schools' workforces to 40% by the end of the grant cycle. Alliance's students are working hard to be successful, and properly trained, effective teachers show them how to succeed, cutting short the repetitive cycle of poverty. The PBCS guides all personnel decisions that affect Alliance's ability to provide the best education to its students.

(ii) Educator effectiveness based on the evaluation systems drives human capital decisions;

Evaluations conducted while developing Alliance's HCMS have shown that the key to student growth and achievement is teachers' quality and effectiveness. Clearly, raising the quality of teachers, including teachers of special education students, will improve student achievement. Groundbreaking research by Daniel Pink on motivation confirms that a primary predictor of job satisfaction is feeling effective. Teachers who feel effective are likely to do what it takes to enhance their effectiveness and stay in the job.

Leaders of TCRP estimate that only 10-15% of their teachers are truly "highly effective"—which TCRP defines demonstrating that they can help the majority of their high-need students consistently achieve more than one year of academic progress per school year.

In a 2009 human resources audit of TCRP CMOs, teacher evaluations—like most currently used by large school systems—were found to be idiosyncratic. They did not include

measures of student achievement and rarely identified or candidly discussed developmental needs. As indicated by exit surveys, idiosyncratic evaluation contributes to retention problems. Educator Effectiveness has overhauled teacher and principal evaluation impacting retention and quality of instruction. The teacher evaluation system relies on these two innovations:

- (A) Calculations of student learning growth helps gauge teacher effectiveness at helping students achieve, and
- (B) Ability to objectively assess teacher effectiveness in promoting student learning through the use of a standards-based rubric and other measures of effectiveness.

Alliance expectation for highly effective principals is comparable: leaders who have demonstrated that the majority of high-need students in their school consistently make more than one year of academic progress in a given year. The limited number of highly effective educators and administrators restricts what may be accomplished in improving student achievement and dampens aspirations for ensuring that every student graduates from high school truly ready for college—which is why Alliance has committed to this ambitious reform plan.

Contributing to the challenge of employing many more highly effective educators are issues of turnover, experience, and subject-area expertise. First-year teachers make up 45% of total Alliance teachers. Additionally, in hard-to-staff subjects and specialty areas, such as math, science and special education, there are far fewer candidates for each open position, and principals do not have the luxury of being selective with new hires. Finding the right individuals is a daunting challenge.

Retention of effective teachers and principals is also a challenge. The highest-need students generally have intense issues outside school. Truly supporting these students takes a deep commitment and can be emotionally draining. In exit surveys, teachers cite an insufficient

evaluation system, lack of advancement opportunities and desire for more effective professional development as reasons for leaving. Currently, 18% of teachers leave after their first year (14% voluntarily, 4% are dismissed) and 3.7% leave after their second year. These rates compare to a 13% turnover California-wide in the first two years. High turnover rates are alarming considering the cost of replacing a teacher is about \$24,000.

Through better recruitment and retention of effective teachers for hard-to-staff subject areas, and through the targeted professional development and the overhauled human resources systems envisioned by Alliance's comprehensive reform plan, its schools will become magnets for attracting and keeping exceptional educators, and pioneers in closing achievement gaps.

(iii) Alliance HCMS includes substantial prior experience using the educator evaluation system to inform human capital decisions.

As previously described, Alliance's HCMS is a powerful model for identifying and grooming highly effective teachers and principals by systematically addressing four common gaps in school system human resource systems: idiosyncratic evaluations, uneven support and poor quality professional development, lack of career path and growth opportunities, and principals with little training in hiring, coaching or developing teachers. Through the Gates Foundation and the previous TIF grant, Alliance has developed and is implementing a sound, data-driven evaluation system for teachers and principals. Alliance has piloted this system successfully in two of its schools and is ready to implement it across the remaining Alliance schools. There are **NO** Alliance policies that will inhibit or delay implementation of this project.

(iv) Alliance's leadership is committed to implementing the described HCMS

Alliance College-Ready Public Schools is not just a name; it is a goal and a motto founded on a path to success: Alliance is committed to ensuring that its students graduate from

high school fully prepared to enter college-level courses and succeed in college. As the partnership with the TCRP in the Gates Foundation and TIF grants to improve teacher effectiveness attests, Alliance leaders are firmly committed to its teacher efficiency system, which is currently – and successfully – being implemented throughout its schools.

(v) Adequacy of financial and nonfinancial strategies and incentives, including PBCS, for attracting and retaining effective educators to work in high-need schools.

Traditionally in America, less effective teachers often earn more than their more effective colleagues simply due to years of service. The Educator Effectiveness system overturns that paradigm. Because of the value-added evaluation system, ineffective teachers are easily identified and given opportunities to improve, or leave their position if they do not improve. Teachers need incentives to change habits and improve skill levels. Educator Effectiveness provides two incentives: (1) compensation based on the teacher's own skill and work level, and (2) career paths which offer opportunities for leadership, promotion, and choice of direction.

Teacher evaluation categories and other factors such as residency participation and assignment to high-need classes help administrators and Leadership Coaches place each teacher on a career path. Entry-level teachers, residents, and others beginning their careers, or those who have a strong need to improve their skills as measured by student achievement, will be paid the base compensation amount while they learn effectiveness. As a teacher increases in effectiveness, their salary will increase as they move up the levels of effectiveness with significant jumps at the Effective and Highly Effective level.

Creation of a protocol for placing experienced teachers at an appropriate tier on the career path and setting their first-year compensation is critical. To that end, Alliance is implementing a tiered compensation system for experienced teachers. Placement at the initial tier is determined

by Alliance's hiring committee, based on: Past evidence of student achievement; performance on a demonstration lesson; a case study in their content area; and performance on a collaborative task (e.g., simulated professional development).

Over the past 20 years, mid- and senior-level teachers have experienced an increasing earning gap relative to comparably educated and experienced workers in other professions (Allegretto, Corcoran, and Mishell, 2008). To attract and retain highly effective teachers, this trend must be reversed. In the new evaluation system, an Effective teacher will earn significantly more than Entry salary and has the potential to earn significantly more upon their move into the Highly Effective level and selection of a career path. Teachers wishing to remain in the classroom will have the opportunity for compensation comparable to administrators if they continue to be highly effective. While there is no settled answer to the question of how large incentives must be to attract and retain high-quality teachers in low-performing schools, several studies along with teacher focus groups have informed Alliance's decision-making process:

- The National Center for Teacher Quality suggests that bonuses would need to be 10 to 20% of base pay (Walsh and Snyder, 2005).
- Bonuses will need to be at least \$20,000 to have an impact (Rothstein, 2004).
- Bonuses will need to range between 20-50% of base salary to attract teachers to the highest-poverty schools (Hanushek, Kain, and Rivkin, 2001).
- The minimum needed will be a \$15,000 bonus (Gordon, Kane, Staiger, 2006).

To better understand compensation as an incentive and the correct amount that truly signals performance, the compensation component of teacher career paths has been implemented in case study schools (including two Alliance schools), providing differentiated compensation to teachers and principals. It will be fully launched across Alliance with this TIF grant award.

(b) Rigorous, Valid, and Reliable Educator Evaluation Systems.

As the existing evaluation system is modified to include special education teachers, counselors and assistant principals it will follow this process timeline:

- **Year 1:** Define framework for evaluating special education teachers, counselors and assistant principals.
- **Year 2:** Pilot the implement of new evaluation systems without consequence in order to examine its efficacy and ensure its validity.
- **Year 3:** Full implementation with full linkages to Professional Development, PBCS, and Career Ladder.

(1) Alliance has finalized a high-quality evaluation rubric.

In May of 2010, teams of educators completed the draft standards for the Teacher Effectiveness Framework that defines the various abilities and practices of the highly effective teacher and is the basis of 40-50% of teacher evaluations. Based heavily on the work of Charlotte Danielson, it includes standards in the areas of planning and preparation, the classroom learning environment, instruction, assessment and data-driven instruction, professional responsibilities, and partnerships with families and community.

The standards and indicators for effective teaching are high but achievable. As result of the collaboration in design, teacher effectiveness is now judged by a product, which is truly the work of teachers. The teacher performance rubric establishes four levels for teacher performance (Levels 1 - 4) across the domains of: Data-Driven Planning and Assessment; Classroom Learning Environment; Instruction; Professional Responsibilities; and Partnerships, Family, and Community. Five schools piloted the rubric during the 2010-2011 academic year; it has been modified and implementation began in 2011-2012.

Teachers now receive a complete, accurate evaluation due to the careful construction of the system and the balance between student value-added achievement and adequate observations by trained personnel. Teachers are observed up to ten times per year. Once per semester, the observation is a full session, planned in advance. At least two times per semester there are informal, unplanned observations for part of a session.

(2) Alliance has (i) a clear rationale to support student growth level achieved in differentiating performance levels; (ii) Evidence supports choice of student growth models and assessments.

TCRP/Alliance took seriously the challenge of constructing an adequate value-added teacher evaluation system, ultimately contracting for a third-party system, the Value-Added Analysis Network (led by John Schacter). The Value-Added Analysis Network is committed to helping school systems design methods which are transparent, which coincides with the commitment of TCRP/Alliance to explain the system thoroughly to teachers in such a way that they can calculate it for themselves.

The value-added methodology includes multiple measures to ensure that evaluation takes advantage of the most current research and evidence-base about how to best assess a teacher's impact on student achievement. The methodology is based on data from the California Standards Test and involves a growth-to-standard measurement of student achievement. As California transitions to Common Core Standards in 2014-2015, teacher evaluation data will be reflected on those, more rigorous standards.

The growth-to-standard measurement calculates the gap between the student's present abilities and the standard set for college readiness. This calculation allows a specific measurement unit, which may be used in the evaluation system. Growth-to-standard models

differ from the “typical” value-added model in three ways: (1) they establish an end target for student growth, (2) they specify a desired amount of growth towards the end target each year, and (3) growth-to-standard models empirically test the probabilistic likelihood of students at different initial achievement levels attaining the desired growth. An example provided by the Value-Added Analysis Network illustrates the concept:

Assume that a student tests at the 40 Normal Curve Equivalent (NCE) and the college-ready standard is the 90 NCE (this is the target). This student needs to make up 50 NCE points—from 40 NCE to 90 NCE. If the growth expectation is set at 10% towards the 90 NCE target each year for 10 years, the student needs to grow 10% of 50 NCEs, or 5 NCEs. Imagine another student that tests at 60 NCE with the college-ready standard of 90 NCE. This student needs to grow 10% of 30 NCEs or 3 NCEs per year for 10 years. Both students need to grow 10% to meet the growth expectation, but that 10% is relative based on the gap each student is trying to reduce.

New content-area test development is underway, as evaluating the growth between a fall pretest and a spring exam derives the greatest accuracy. To allow reliable and effective use of the model in the overall evaluation system by all participants (teachers, counselors, principals, coaches, leadership), the value-added model is coordinated with the creation of a new student/teacher data system, funded through other sources and developed by TCRP.

TCRP/Alliance sought and received stakeholder input in the design of the model to measure teacher impact on student learning—through focus groups, panels, and meetings last summer and fall. The webinars were one of several strategies nested within a much broader communication strategy.

A core strategy that makes the process work is Leadership Coaches, whose job is to work

with principals and assistant principals. One new Career Path being developed will be Instructional Coach, who will work with groups of principals and teachers to explore key concepts and give additional input into the design; they will refine the work to meet individual school needs and help ensure dialogue between the teaching staff and Alliance. A math director and an ELA director work directly with teachers to strengthen their work in those two subjects. Coaches will report to Alliance's Home Office, individual schools and teachers via an online data system. These reports will help everyone—from funders and leaders to classroom projects—evaluate whether Educator Effectiveness has succeeded and how it can be improved.

Alliance performs ongoing evaluations to document best practices achieved and provide data for continuous improvement, as well as to inform parents and the community about the degree to which Alliance schools are achieving their stated goals. Data informs all levels of Alliance schools. Teacher and administrator evaluations build upon and parallel student evaluations. In a sense, professional evaluation is a sort of “response to intervention” for staff, schools, and the entire Alliance system. As with the students, evaluation informs “interventions,” such as professional development, promotion, and pay increases. Alliance schools have seen some of the highest academic achievement gains in California and rank among the top ten schools in the Los Angeles Unified School District.

The Gates Foundation has engaged the RAND Corporation to provide objective third party evaluation of the TCRP's the Educator Effectiveness framework.

3. Alliance implements high-quality multiple teacher and principal observations (13 pts)

Alliance teachers receive a complete, accurate evaluation due to the careful construction of the system and the balance between student value-added achievement and adequate observations by trained personnel using the Framework-based rubric. Teachers are observed up

to 6 times per year: once per semester (twice annually) the observation includes a full session, planned in advance, and two times per semester (four times annually) there are informal, unplanned observations. Principals are trained to use the rubric in a fair, consistent manner. To insure inter-rater reliability, during the TCRP pilot, all observers were trained by the same vendor to use the same rubric. Observers participate in a process of calibration twice a year to ensure reliability in scoring, and go through a rigorous process of certification annually.

The Observation and Evaluation process is a critical component of Alliance’s efforts to improve effectiveness. Through three stages, teachers and administrators reflect on and discuss lesson planning, classroom instruction, and assessment by collecting and analyzing evidence aligned to the framework. The table below outlines types of teacher observations, the number of observations, observers and tool(s) used conducting in the observations.

TEACHER OBSERVATION PROCEDURES			
Type of Teacher Observation Purpose	# of Observations, Time & Duration	Observer(S)	Tools Used
SUMMATIVE observations of EXPERIENCED teachers.	Two per year, one Fall and one Spring, 45-90 minutes each	School Administrator	Framework for Effective Teaching, Observation Evidence Collection Form
FORMATIVE observations of EXPERIENCED teachers.	Minimum of 2 per Semester. Standard process will be refined using TIF funds.	School Administrator	School-developed formative observations follow Framework for Effective Teaching

<p>SUMMATIVE observations of NEW teachers.</p>	<p>Same as for experienced teachers</p>	<p>School Administrator</p>	<p>Same as experienced teachers</p>
<p>FORMATIVE observations of NEW teachers.</p>	<p>Same as for experienced teachers</p>	<p>School Administrator</p>	<p>Same as experienced teachers</p>

Alliance believes that Principal Effectiveness is equally important in influencing and improving the quality of teachers. With implementation of the teacher evaluation and career path system, the principal’s role has changed considerably. This system requires the equivalent of 36 of the principal’s days per year or 20% of their instructional time each year. Alliance believes that this is the best possible use of the principal’s limited time, as it is the core work of the instructional leader and a critical part of total strategy for improving student achievement. The effective leader works directly with teachers to help them grow in pursuit of educational effectiveness.

Principals and assistant principals will be evaluated using the Principal Leadership Evaluation Summary, which measures Strategic Leadership, Instructional Leadership, School Culture Leadership, Human Resource Leadership, Stakeholder Leadership, and Managerial Leadership skills against a carefully designed rubric. Observations of principals are conducted by the Alliance Vice President +2 times annually. Observation accuracy is ensured by a well-developed rubric and associated training.

The complete evaluation process and related forms can be found in our TCRP Evaluation Process Guide. This guide is designed to calibrate all evaluators across Alliance schools so that the process is implemented consistently.

4. Alliance measures classroom level student growth and uses it in educator evaluation.

The Alliance growth model provides a powerful tool to understand students' learning progress. Alliance adopted a process for examining student growth on the California Content Standards Test (CST) and uses it along with a statistical approach called Student Growth Percentiles (SGP) to report the yearly academic progress of schools, teachers, and students, broken down by individuals, classes, grades, and schools. In 2014-2015, as California moves toward Common Core Standards, Alliance will begin using these standards as part of evaluating student growth.

SGP measures how much a student has learned compared to his or her academic peers, i.e. those students who have similar initial CST test scores. The rate of change is reported as a percentile from 1 to 99. Higher percentiles indicate more growth; lower percentiles show less progress. Much like other normative scales, the 50th growth percentile suggests average or moderate growth. SGP allows educators to see whether a student has progressed similar to, greater than, or less than comparable students.

Comparing students to other students with similar CST scores creates a meaningful measure of growth because it takes into account each student's starting point. Alliance students' growth is compared to 6th to 11th grade Los Angeles Unified School District students and all 6th to 11th grade students in the four CMOs that make up TCRP.

Growth percentiles are calculated for students and teachers in grades 6 to 11 who have CST scores for ELA and Mathematics, with other subject areas added as they become available. Administrators and teachers access their Student Growth Percentile (SGP) results on TCRP's Website. Alliance uses SGP data to: evaluate teachers; determine how much growth schools, teachers, and students make; analyze if students are growing enough to exceed state standards;

and explore if students grow similarly across content areas, grade levels, and classrooms. SGP data is used to verify the validity of the evaluation process – if the results are weakly correlated for an individual the evaluation is carefully reexamined.

For Purposes of Teacher Evaluation:	
What assessments do you use for measuring student growth?	Student growth on standardized tests (SGP)
How is student growth measured? (Do you use a value-added system?)	Alliance uses a value added system using SGP to compare student achievement to academic peers.
Do you measure growth at the classroom level, team level, school level, or combination?	Combination of Individual Teacher SGP, Department SGP and School SGP
What weight is given to student growth in your evaluation system?	For Tested Subjects: 30% individual SGP, 10% department SGP For Non-Tested Subjects: 25% school-wide ELA SGP, 5% school-wide math SGP
How many classroom observations are conducted each year?	Minimum 2 formal observations, and 4 informal observations
Are all teachers observed?	Yes
What additional forms of evidence do you use for teacher evaluation?	Student Perception Survey: 10% Parent Satisfaction Survey 10%
On what model is your observation tool based?	Charlotte Danielson Framework, California Standards for the Teaching Profession and TFA Teaching as Leadership Framework. The

	National Board for Professional Teaching Standards, TAP, Kim Marshall, and the Los Angeles Math and Science Residency.
For Purposes of Principal Evaluation:	
What assessments do you use for measuring student growth?	Student growth on standardized tests (SGP)
How is student growth measured? (Do you use a value-added system?)	Alliance uses a value added system using SGP to compare student achievement to academic peers.
Do you measure growth at the whole school level in all subjects that are tested by the state?	Yes
What weight is given to student growth in your evaluation system?	School-Wide Student Achievement Growth: 60%, broken out into: School SGP (5%), API Targets (5%), Adequate Yearly Progress Targets (5%), Culmination/Graduation Rate (5%), Annual ELL Redesignation Rate (5%), College Readiness by 4 different factors (20%)
How many observations are conducted each year, what events are observed, and who conducts the evaluation?	2+, Alliance Vice President
What additional forms of evidence do you use for principal evaluation?	Val-Ed Stakeholder 360 Feedback (5%), Parent Satisfaction Survey (5%)
On what model, if any, is your observation	Vanderbilt Assessment of Leadership in

tool based?	Education; Interstate School Leaders Licensure Consortium Standards, NC Principal Evaluation Process, CA Professional Standards for Educational Leaders.
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(5) Alliance’s Teacher Evaluation System

(i) Bases the overall evaluation rating for teachers, in significant part, on student growth.

TEACHER EVALUATION (For Tested Subjects)		
A. Student Growth & Achievement (40%)	B. Teacher Practice & Behavior (60%)	
Student Achievement 30-40%	Instructional Practice 40-50%	Student/Family feedback 20%
Tools to measure: value-add, assessment data	Tools to measure: classroom observation, portfolios	Tools to measure: student surveys, 360 feedback

(ii) Evaluates general education and special education teachers in meeting the needs of special student populations, including students with disabilities and English learners

Charter schools face unique challenges in addressing the needs of students with special requirements and learning disabilities. Like all public schools, they must conform to the federal IDEA and appropriately educate all children with disabilities. Small and often independent, they cannot achieve the economies of scale districts realize for special education services. Charter schools face significant challenges in hiring certified special education teachers, training teachers to educate students with disabilities, understanding special education financing rules, and

securing funding to serve students with disabilities (Drame, 2010)¹. Charter school advantages include flexibility, cost-consciousness, and willingness to adopt best practice educational strategies.

Alliance ensures that all Highly Effective I teachers have the opportunity to teach the highest-need students for at least one third of their day. In the evaluation process a teacher must demonstrate achievement growth with these students in order to move to Level 4. Some teachers may have to teach different courses or different grade levels during the summer or after school to reach this benchmark.

At Alliance, highly effective teachers are strategically assigned to maximize their involvement with the highest-need students. An increase in highly effective teachers and strategic placement of those teachers will ensure that more high-need students are academically prepared to graduate from high school and succeed in college, and will decrease the number of students who fail to qualify for college or require remedial education. This strategy allows Alliance to not just grow its corps of highly effective teachers but also to “extend” their reach so they are working with the most students who can benefit the most or are coaching/mentoring new teachers (Hassel & Hassel, 2009).

Alliance considers students to be “highest-need” when they are classified as learning, emotionally and/or physically disabled, as well as English Language Learners. Classification is data-driven and based on multiple sources (e.g., CST scores, student cumulative records, California English Language Development Test results for English language learners, disaggregated student data on value-added assessments, etc.). Alliance ensures that not only are

¹ Drame, E. (2010). An analysis of the capacity of charter schools to address the needs of students with disabilities in Wisconsin. *Remedial and Special Education*, 20 (10), 1-9.

its best teachers spending a significant portion of their day with the highest-need students on average, but also that all highest-need students have access to at least one highly effective teacher.

With TIF funding, Alliance will develop rubrics that describe levels of best practices for teachers of special education students. Best practices will include special education teachers collaborating with regular education teachers in planning, instruction, and assessment of students.

(6) Alliance’s Principal Evaluations, the proposed evaluation system.

(i) Bases overall evaluation rating in significant part on student growth; and (ii) Evaluates, a principal’s practice in (A) Focusing every teacher, and the school community on student growth; (B) Establishing a collaborative school culture focused on continuous improvement; and (C) Supporting the academic needs of special student populations.

Principal Leadership is the critical enabler of the entire system of teacher effectiveness and student achievement. If the principal is ineffective, fewer teachers will be able to overcome the atmosphere to work effectively, and fewer students will be able to achieve.

To help make teachers more effective therefore better able to lift student achievement levels, the evaluation of teachers by principals need to be systematic to include measurements of student achievement, and consist of clear and candid discussion of both student needs and teacher development needs. The Educator Effectiveness system has significant resources to help train principals to be more effective coaches, mentors, and evaluators of teachers. Principals need to have goals and options available to present to teachers to help them become more effective and pursue career advancement; the career paths for teachers included in the Educator Effectiveness Framework meet these needs. Principals need specific, relevant support for teacher

problems. The Educator Effectiveness system makes resources available to principals, including help by implementation coaches, highly effective mentoring and master teachers, teacher residencies, training sessions, and data-specific placement of the students in the optimal teachers' classes. With TIF funding, principals will have a rubric for special education teachers that mirrors the one they have now for regular education teachers.

Principals need to remain focused on student success and teacher effectiveness despite the complex demands of running schools in tough urban neighborhoods. Most have little training in hiring, coaching, or developing teachers into an effective instructional team. The Principal Residency provides training for new principals in each of these areas, as well as in the use of the new tools and systems. The Residency allows very effective teachers or others who qualify to learn how to lead high-need schools effectively. Residents are taught and mentored in school leadership and management, including time in Alliance's home office learning administration.

Alliance has established a rubric for principals and an evaluation system based significantly on student value-added metrics and on a principal's ability to move teachers along the career path and retain highly effective teachers. In addition, principal evaluations include measures of student graduation, college enrollment, student/family feedback, and at least two supervisor evaluations each year. Evaluation elements based on observations include competencies such as instructional leadership, people management, resource management, community leadership, and problem solving. Principals are evaluated by the Alliance Vice Presidents, who are trained in the rubric and methods so that evaluation will be consistent throughout all Alliance schools. Principals with strong performance ratings are retained and compensated. The principal career path creates opportunities for administrators to use their skills to further the development of effective teachers and student achievement in high-need schools.

Beginning with the Principal Residency or with other entrants to the system, this path evaluates and promotes principals according to their abilities to foster achievement by high-need students and to lead teachers to improve their effectiveness. Principals have three years to prove that they can develop and consistently apply these leadership abilities.

To evaluate its principals, Alliance uses metrics comparable to those used for teacher evaluations. Principals are also evaluated based upon student growth on standardized tests (SGP), measured at the school level. School-wide student achievement growth is weighted: school SGP 5%, API targets 5%, adequate yearly progress targets 5%, culmination/graduation rate 5%, annual ELL re-designation rate 5%, college readiness by four different factors 5% each or 20%. In 2014-2015, school-wide student performance will be based on new Common Core Standards measurements being developed by the State of California. The Alliance Vice Presidents evaluate all principals twice yearly, sometimes more often. Evaluations also include Val-Ed Stakeholder 360 Feedback 5% and parent satisfaction surveys 5% and subjective factors. The principal evaluation framework is based on the Vanderbilt Assessment of Leadership in Education, the Interstate School Leaders Licensure Consortium Standards, the North Carolina Principal Evaluation Process, and the CA Professional Standards for Educational Leaders.

With the TIF grant, Alliance will adapt its evaluation procedures to assistant principals to: (1) increase their effectiveness in supporting principals and teachers; (2) continuously improve their ability to improve student progress; (3) direct their professional development; (4) provide opportunities for professional advancement; and (5) provide additional financial compensation. Assistant principal evaluation will be linked to the PBCS through bonuses and career path opportunities including, but not limited to, becoming a principal or a district/organization-wide leader.

(c) Professional Development Systems Support Needs of Teachers and Principals Identified Through Evaluation Process.

(1) Alliance uses disaggregated educator evaluation data to identify the professional development needs of individual educators and schools.

In the Teacher Effectiveness Framework, professional development is informed by teacher evaluation data. The teacher evaluation system ensures that each teacher receives/helps to co-create an annual, customized personal learning plan that focuses professional development on specific areas where the teacher needs to improve to raise student achievement. This plan was developed in collaboration with TIF-funded Leadership Coaches and is based on an annual report generated from the data system, along with individual personnel evaluation results. The report includes records of student achievement and a clear value-added score to show each student's actual progress toward the goal of college readiness. Leadership Coaches are available to help with data analysis and planning. Each teacher also receives training from The Value-Added Analysis Network on how to read and understand the annual report. Alliance is developing Instructional Coaches to assist teachers who need improvement by identifying a number of resources, such as coursework, mentor and master teachers, summer sessions, and workshops to provide targeted support in the teacher's area of need. In addition, each school principal does not only know how to read, explain, and use the reports, but also knows how to assign to the teacher those students who are most likely to benefit from that teacher's classes. Teachers who are thriving receive customized professional development to keep them growing and to guide them along one of the differentiated career path options.

The Instructional Coaches will play a significant and high-touch role as career coaches, orchestrators of targeted professional development, and as liaisons between the teacher and the

career path review panel. This review panel has been established to move teachers from highly effective into a differentiated career path.

The career path review panel will **set expectations for each differentiated pathway (i.e., Master Teacher, Coach, or Administrator).** The panel will help achieve consistency in how teachers move into the differentiated pathways. The composition of the panels may be different based on the pathway, but will include peers as well as members of that pathway. The panels will determine whether a teacher has met the performance criteria. Each teacher develops a professional portfolio aligned with his/her personal learning plan to be presented at the review panel. In addition, the panel will **establish a process to calibrate promotional decisions.** Annual calibration meetings will serve as an opportunity for each review panel to calibrate the quality of teacher portfolios that merited movement from one level to the next on the career path.

TIF-funded vendors support the Professional Development component by providing ongoing training to principals and leadership coaches, by providing support for the development and refinement of differentiated training based on evaluation results, and by facilitating summer differentiated professional development.

(2) Provide professional development in a timely way.

The evaluation plan increases teacher effectiveness through differentiated professional development opportunities. Teachers and principals are strongly encouraged to take ownership of their professional development, including access to necessary coaching, supports, and instructional resources. They will work with coaches to develop individual growth plans aligned with their evaluation results. Alliance-wide teacher professional development will be aligned with teacher results on specific indicators throughout the year.

Alliance will align principal professional development to the Principal Evaluation

Framework by analyzing the preliminary data from principal evaluations in 2011-12. As Alliance identifies specific standards that indicate low-performance, principal meetings and workshops will be developed to align to those areas. As with teachers, principals will develop individual growth plans during the year.

(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices

Teachers and administrators are a school's greatest assets. The HCMS for which Alliance is seeking TIF funds to take to scale and implement at all of its 16 eligible high-need schools uses evaluation data to drive professional development, career advancement and compensation. All teachers will benefit through training and opportunities. Highly effective teachers will be put on a career path that promises promotion for continuous improvement in their ability to help students achieve success. Highly effective teachers are innovators, they are flexible, and they try new approaches if the old approaches do not produce the desired results, i.e., student growth. Alliance welcomes innovation and "out of the box" thinking and applications. The stimuli teachers get as they grow to become highly effective comes from learning from other teachers as well as formal professional development opportunities. Since the Teacher Effectiveness system provides learning and growth opportunities, teachers and staff will apply new learning "on the job," in the classroom with the students.

Examples of opportunities to transfer new knowledge include: observing master teachers or demonstration teachers, working with instructional classes, accessing the Alliance TCRP Wordpress site, working with the director of new teacher development, and working with director of LAMS.

(4) Professional development is likely to improve instructional and leadership practices, and is guided by the needs of individual educators.

Throughout this application, Alliance links professional development to evaluation, identifying both strengths and weaknesses, and actively planning to enhance skills and abilities, especially regarding classroom performance with students. Each educator will help create an annual, personal learning plan that focuses professional development on specific areas where he/she needs to improve in order to lift student achievement. The plan will be based on an annual report generated from the data system, along with individual evaluation results. The report will include records of student achievement and a clear value-added score to show each student's progress toward the goal of college readiness. Master teachers and coaches will deliver professional development in collaboration with Alliance home office instructional directors. Alliance teachers benefit from TCRP's online professional development platform, which includes a system of supports with direct access to a library of reading and videos targeting specific skill gaps identified in individual evaluations.

When large numbers of educators have shared needs, school-wide training is scheduled. For instance, an analysis of preliminary data from first semester evaluations suggested that science teachers were scoring low in their questioning techniques, so professional development for that group was developed to increase their questioning skills. Evaluation data also allows leadership personnel to differentiate professional development by grade level, teacher experience, or any other kind of grouping that shows a particular need.

Professional development for principals results in enhanced ability to (a) evaluate; (b) use data from the evaluation system to support teachers; (c) improve teacher effectiveness as measured by teacher movement along the career path; and (d) counsel out the least effective

teachers. The previously described yearlong Principal Residency program proactively provides professional development in which incoming principals receive coaching and training. In addition, ongoing coaching and training will be provided to current principals, and a robust principal evaluation system will weight teacher movement along the career path and the retention of the most highly effective teachers as key measurements of success.

(d) Involvement of Educators.

(1) Alliance educators' involvement in design of the PBCS and the educator evaluation systems has been and will continue to be extensive during the grant period.

Throughout all Alliance schools, stakeholders are not only in agreement with the goals and design of the described PBCS and evaluation system, they participated in the process of creating the components necessary to make it work. Alliance stakeholders held monthly discussion panels and focus groups, involving a total of more than 1,000 participant hours since 2010, all focused on critiquing the initial teacher evaluation design and assessment rubric. Teacher volunteers have committed themselves to pilot the collaboratively developed tools at the schools that were not part of the first/TCRP TIF grant and are now targeted with this application. Throughout the stakeholder sessions, feedback will be gathered to refine the system. This high quality participation/support is a distinct strength of the TCRP initiative and Alliance's effort.

Alliance is committed to continuing the involvement of all stakeholders. To reach those educators who do not directly participate in pilots, focus groups, or discussion panels, Alliance will communicate with its educators about the processes underway at the targeted schools. This communication will use meetings, intranet, and newsletters. Communication surveys are used to collect feedback to gauge the extent to which educators feel they are included in reform efforts.

(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application.

As described throughout this application, teachers have been instrumental in the development and testing of Alliance's PBCS. The LEA-wide rollout of this system will be carried by the staff that will provide feedback for further refinement.

Alliance is committed to continuing involvement of all stakeholders. To reach those

educators who do not directly participate in pilots, focus groups, or discussion panels, Alliance will communicate about the processes underway through the meetings, intranet, and newsletters.

Surveys collect feedback to gauge the extent to which educators feel included in reform efforts.

A sample communication plan and feedback strategy with all stakeholders is outlined below:

Stakeholder Group	Content of Communication	Method of Communication	Timeframe Frequency	Objective
Teachers	Feedback on implementation and policies	Teacher Advisory Panel	Six times during the school year	Seek input on and garner support for proposed policies
Teachers and Counselors	Description of implementation plans and end goals	Alliance-wide pre-service professional development before the school year	Annually	Increase awareness of goals & plans. Reference information & resources
Teachers Counselors Administrators Home Office Staff	Updates on progress of implementation and resources	Alliance/TCRP website	Monthly	Provide easy access to TCRP resources and updates
Administrators	Feedback on implementation and policies	Leadership team	Six times per year	Seek input on and garner support for proposed policies
Administrators & Counselors	Updates on implementation	Principal meetings Counselor meetings	Monthly	Increase awareness of implementation

	and resources Professional development on evaluation			process. Provide support to principals and counselors on implementation
Parents	Introduction to goals	Newsletter Parent workshop	Annually	Increase awareness of goals and parent role in feedback and teacher effectiveness
Stakeholders	Feedback Mechanism(s)			
Teachers	Regular focus groups from Teacher Advisory Panel. Surveys from professional development about implementation of evaluation and compensation.			
Administrators & Counselors	Regular focus groups in principal meetings, counselor meetings and leadership team meetings. Quarterly surveys about implementation process.			
Parents	Surveys from parent workshops. Annual school satisfaction surveys.			

A recent teacher survey indicated a strong level of support: Perception of the evaluation process is 46% positive, 33% negative. 76% agree and 24% disagree that the evaluation process will help me improve their teaching. Evaluation will increase (63%) and decrease (4%) support from administrators. 79% agree that the purpose of the evaluation and observation process is to allow teachers to reflect on their practices with the goal of continual improvement. 67% agree (21% disagree) that evaluation allows teachers adequate opportunities to demonstrate effectiveness. Finally, 74% of teachers agree that the reform initiative aims to improve teaching, and 65% agree that **it will allow teachers to be compensated the way they deserve – based on effectiveness!**

(e) Project Management.

(1) Roles and responsibilities of key personnel.

Judy Burton, Chief Executive Officer. Ms. Burton is an innovative educational leader with career emphasis in successful school improvement and educational reform in the Los Angeles Unified School District (LAUSD) as a local district superintendent, central office and school level administrator, instructional and special programs adviser, coordinator, and classroom teacher. She is a recognized national speaker on “Comprehensive Reform in Low Performing Schools,” “Urban School Education Reform,” “Decentralization” and “School-Based Budgeting.” Burton has completed doctoral coursework at University of La Verne and holds a M.A. from California Lutheran College and a B.A. from UCLA.

Diane Fiello, Vice President, The College Ready Promise Implementation. Diane Fiello will be the Implementation Lead, overseeing all actions described in the timeline. Before joining Alliance, Dr. Fiello was the Assistant Superintendent of Educational Services for the Culver City Unified School District. She has been a teacher and a principal, as well as an interim superintendent. Dr. Fiello received her Ed.D. from Pepperdine University.

Nicole Murphy, Director of College Success will service in a leadership capacity overseeing the development of the rubric for Counselors and will oversee Counselor professional development resulting from the new evaluation framework. Ms. Murphy has a B.A in Psychology and an M.Ed. from the University of South Carolina with a Charter School/Small learning Communities Leadership Certificate from Loyola Marymount University.

Alejandra Velez, Director, Special Education will serve in a leadership capacity overseeing the development of the rubric for Special Education Teachers and will oversee Special Education Teacher professional development resulting from the new evaluation

framework. Ms. Velez has a B.A from Scripps College, a Masters of Special Education from Loyola Marymount University and a Doctor of Education from the University of Southern California with certification as a teacher of special education and Bilingual, Crosscultural and Academic Development.

Spencer Styles, Vice President Finance will develop and maintain the yearly budget throughout the life of the grant. Mr. Styles is a Certified Public Accountant with a B.A. in Business Administration from and a Masters in Professional Accountancy from the University of Wisconsin.

Please see attached resumes.

(2) Allocates sufficient human resources to complete project tasks.

The key personnel introduced above are instrumental to the success of every element of the reform effort, implementation of this effort at the newly targeted schools, as well as the evaluation and development of assistant principals, counselors and special education teachers. Many of the initiatives are dependent upon sizable—and steadily increasing— numbers of talented leadership coaches, master teachers, and other staff to implement initiatives with fidelity, to learn new roles quickly, and to provide meaningful guidance to teachers and principals.

Alliance will address this need through sophisticated human capital management practices: (1) ensuring that each high-priority role is compelling in both responsibilities (e.g., high level of voice and autonomy) and rewards (financial compensation and non-financial recognition), and (2) providing a significant level of organizational enthusiasm for these new roles, including regular communications from senior leadership on the priority and significance of the roles. Coaches and master teachers will be carefully selected and trained to ensure their effectiveness.

(3) Includes measurable project objectives and performance measures.

The overarching goal of Alliance’s expanded Educator Effectiveness system is to **effectively enhance student achievement so that high-need students graduate from high school fully prepared for college success**. Two objectives will be used to achieve this goal with success documented through the performance measures described in the evaluation plan that follows.

Objective 1: Improve teacher (including special education teachers) and counselor effectiveness to compel measurable results in student achievement, graduation rates, and college-readiness among high-needs students.

Objective 2: Improve assistant principal effectiveness to compel measureable results in student achievement, graduation rates, and college-readiness.

Activities have been developed for implementation of the strategies that are aligned to support the overall goal of student achievement. Specific activities include:

1. Implement residency programs for assistant principals and teachers in the hard-to-staff areas of math, science and special education, and other areas as appropriate to enhance recruitment of educators on a fast track to effectiveness.
2. Implement evaluation framework for counselors that measures effectiveness in readying students for college through the development of college-ready contextual skills (Educational Policy Improvement Center).
3. Redesign Advisory classes to focus on the development of college-readiness knowledge and skills (Educational Policy Improvement Center), including assessments of readiness.
4. Evaluate teachers, special education teachers, principals, assistant principals, and counselors using a standards-based, rubric-assessed evaluation tool in conjunction with a measure of student growth based on a transparent value-added model.

5. Develop teachers, special education teachers and assistant principals through targeted mentoring and differentiated professional development based on evaluation results.
6. Implement career path and reward teachers systematically to develop effectiveness, positively impacting student achievement.
7. Promote and reward assistant principals systematically to ensure leadership that cultivates teacher effectiveness and student achievement.
8. Recruit and retain effective teachers, special education teachers, principals, assistant principals, and counselors.

Implementation of Alliance TIF is based on a three-phase plan. Using Gates Foundation and prior TIF grants for TCRP, Alliance has nearly completed Phase 1 Planning for the HCMS, Educator Evaluation System, and PBCS. Alliance/TCRP has piloted all major components. During Year 1 planning will be completed through adding assistant principals, special education teachers and counselors. During all five years of the TIF grant the project will focus on bringing the HCMS, Educator Evaluation System and PBCS to scale at all Alliance schools.

(4) Includes an effective project evaluation plan.

The RAND Corporation and the American Institutes for Research (AIR), both non-profit research organizations, are conducting an evaluation of the Intensive Partnership Sites (IPS) initiative supported by the Gates Foundation. The IPS initiative is designed to transform the way school districts and charter management organizations (CMOs) use their human resources. By ensuring that there is an effective teacher in every classroom, these sites are trying to achieve dramatic gains in student achievement and increase college-readiness to unprecedented levels. The College-Ready Promise (TCRP) is funded within the IPS initiative. The IPS initiative hopes to encourage the replication of successful effectiveness-based human resource reforms across the

country.

RAND/AIR is conducting an Impact Evaluation consisting of a mixed methods study to determine the answers to these research questions:

- (1) To what extent is student achievement, graduation, and college-readiness impacted by the Educator Effectiveness system?
- (2) To what extent is teacher effectiveness impacted by the Educator Effectiveness effort?
- (3) To what extent is assistant principal effectiveness impacted by the Educator Effectiveness effort?

The RAND/AIR evaluation will focus on measuring the use and impact of effectiveness-based human resource policies, including teacher evaluation based on teacher effectiveness measures, career paths/tiers, compensation reforms, incentives for placement into high-needs schools, professional development, hiring and dismissal practices, retention and tenure policies, principal evaluation and support, enhanced data systems, and other local initiatives. The evaluation began in 2010 and will conclude in 2017. It has three major components:

- (1) The Implementation Study will examine the changes in HCMS, how its policies were implemented, the conditions that enabled or hindered implementation, modifications from the original plans, the roles of key stakeholders, the characteristics of teacher effectiveness measures, and variations among the sites. The implementation study will also estimate the true costs of implementing the reforms, including both the incremental start-up expenses and additional costs associated with ongoing operation of the initiatives. It will also examine the steps sites have taken to sustain the reforms once supplemental grant funding is no longer available.
- (2) The Outcomes/Impact Study will measure the direct impact of HCMS reforms on student

outcomes and teacher effectiveness. Specifically, it will examine whether student achievement and attainment increase, whether there are differences in impact for low-income or minority (LIM) students, and whether the HCMS reforms affect the number and distribution of effective teachers. The study will also investigate which of the effectiveness-based reforms drive changes in student achievement and teacher effectiveness, and the roles played by other major reforms (e.g., Race to the Top) or other external conditions.

- (3) The Replication and Scaling Study will examine the extent to which effectiveness-based HCMS policies spread to other adjacent and peer districts and CMOs, and how they are transmitted by boundary-spanning organizations, such as the Council of Chief State School Officers or the Council of the Great City Schools. It will investigate which components of the reforms are most likely to be adopted by other districts, which factors affect scaling, and whether the initiative triggered unintended consequences within the sites or in adjacent or peer districts.

RAND/AIR will collect the following data annually from 2010 – 2016: (1) data already being collected by schools on students and teachers. Wireless Generation is assembling many of these data into a data warehouse. The evaluators will coordinate their efforts with Wireless Generation to use the warehouse data whenever possible; (2) Alliance home office staff, principals, teachers, and other stakeholders, will participate in interviews or complete on-line surveys; (3) TCRP schools will participate in case studies lasting one or 1½ days. As part of the case studies, teachers and administrators will be interviewed and, in high schools, about a dozen students will participate in a focus group (with their parents' permission).

RAND/AIR will report to TCRP and the Gates Foundation annually, providing specific

information about the implementation of the reform and its effects to date. No identified data on any individuals will be reported back to TCRP, the Foundation, or the public. Most reporting will be aggregated at the site level (e.g., percentage of teachers agreeing with a particular statement) or by cluster of schools or teachers within site. There will also be public reports every other year. During 2010, the evaluation team secured approval to conduct research, established lines of communication, gathered additional information about the TCRP IPS effort, answered questions, and conducted initial interviews with Alliance home office staff and other stakeholders.

Student Impact Evaluation is guided by carefully delineated objectives and performance measures. The overall student achievement goal will be measured by state assessments, high school graduation rates, and college-readiness objectives, as follows:

- State assessments: The percentage of students scoring at the advanced or proficient (A/P) level on the California State Test (CST) in grades 8 and 11 will improve 2-3 percentile points per year. Assessments will change to Common Core measurements in 2014-2015 when California moves to Common Core for state assessments.
- High school graduation rates: Alliance schools have a 95% average graduation rate using the only previously available measure (leaver rate).² This measure is highly flawed. In 2010-11 the California Longitudinal Pupil Achievement Data (CALPADS) measure became available. The project will establish a baseline and improve upon the baseline measure by 2% of the overall rate annually.
- College-readiness: College-readiness will be measured through California's Early Assessment Program (EAP), the amount of University of California (UC) credit earned

² Leaver rate = Graduates year t / (Graduates year t + 12th grade dropouts year t + 11th grade dropouts year t-1 + 10th grade dropouts year t-2 + 9th grade dropouts year t-3).

by students prior to high school graduation, and Advanced Placement (AP) credit earned.

By 2014, Alliance expects 25% of students to graduate with a score of 3, 4 or 5 on at least one AP test, or earn three UC credits, or pass the Math EAP or ELA EAP.

In addition to a focus on the results of the project on student metrics, the evaluation will focus on performance objectives and measures related to teacher effectiveness. By increasing teacher effectiveness, Alliance intends to have a direct impact on student success. Specifically, the following objectives are set:

- Teacher effectiveness: 40% of teachers and counselors will be highly effective by the close of the grant period. Additionally, 50% of residency graduates will be on track toward meeting effectiveness measures after their first year of teaching.
- Strategic assignments: (a) Over one third of the highest-need students' classes will be taught by highly effective teachers, (b) the highest-need students will be taught by at least one highly effective teacher per year, and (c) highly effective teachers will spend at least 30% of their time teaching the highest-need students.

Assistant Principal effectiveness will be developed through multiple activities, including a revised principal evaluation that significantly weights student achievement measures, reformed compensation paths for assistant principals, differentiated support and professional development, and establishment of a principal residency. An assistant principal residency is currently being developed to provide quality leadership for schools. The assistant principal evaluation will link leadership performance and pay to the resulting teacher effectiveness and student achievement. Promotion for assistant principals is found in a principal career path, where highly effective assistant principals may become principals and/or mentor principals, transformation school principals, or cluster directors. By the end of the grant period, 40% of assistant principals in

existing schools will be highly effective.

Alliance's three focus areas for the Educator Effectiveness system are interdependent: To achieve any one goal, progress must be made toward all three goals and their objectives. The impact evaluation will measure student achievement, while providing ongoing feedback on the effectiveness of teachers, principals, assistant principals, and counselors. The evaluation will drive improvement and fine-tuning of the project by examining the implementation of the elements of the Educator Effectiveness Project. The following metrics, as well as the implementation timeline below, provide targets for implementation of the project.

Using varied research methods (observations, interviews, focus groups and qualitative case studies), the RAND/AIR evaluator has provided and will continue to provide regular feedback on the following research questions that guided the implementation study:

1. Is the project operating on timeline and within budget? Are milestones being met?
2. How do key stakeholders perceive the new policies and practices? How do their perceptions influence the implementation?
3. What conditions present challenges to full implementation? How consistent is the implementation across school sites? What factors influence variation?
4. How are new policies and professional development producing observable changes in practice in schools and classrooms?
5. Which policies and practices have the greatest impact on teacher effectiveness and student achievement?
6. How is the retention of effective teachers influenced by the new policies and practices?
7. Do teachers and principals recruited through the residency program become effective?
8. Are they retained?

9. Has recruitment of teachers for difficult to staff subjects (math and science) improved? Is recruitment impacted by the new policies and practices?

Throughout the five years of the project, the evaluator will also observe key planning meetings and training events and will conduct focus groups, especially with special education teachers and assistant principals in the targeted TIF-eligible schools to assess the breadth and depth of the implementation.

The most rigorous, formative examination of program implementation has already been conducted with TCRP's TIF grant where five early adopter (pilot) school sites were the focus, as new teacher evaluation systems were piloted. During the two subsequent years, the initiative was rolled out to all schools; these schools then piloted differentiated compensation and other untested elements of the reform initiative. To maintain a focus on the project outcome goals, the evaluation will examine the relationship between the project supports, implementation, changes in school culture and instructional practices, and the outcome measures of teachers, special education teachers, counselors and assistant principal effectiveness, student achievement gains, graduation rates, and college-readiness. Because the outcome measures are strongly focused on high school performance, sample selection will be heavily weighted toward high schools.

(5) Specifies realistic and achievable timelines for:

- (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators.**

The table below lists the implementation status of key HCMS, PBCS, and educator evaluation system elements and the phased implementation timeline. This demonstrates Alliance's strong commitment and capacity to faithfully implement the project.

Phased Implementation Timeline		
Phase 1 Development YR 1	Phase 2 Initial Rollout YR 2	Phase 3 Full Rollout YR 3-5
<p>During this phase, frameworks for evaluation will be developed for special education teachers, counselors, and assistant principals. Teachers at the newly-targeted schools will continue to be evaluated using the framework that was developed through the original TCRP-TIF grants. Career paths for these teachers will be refined, and Career Paths for the three new groups will be developed. The teacher residency will train 10 teachers across the 16 targeted Alliance schools. Data systems will be put in place to support the initial rollout of the special education teacher, counselor, and assistant principal evaluation systems and professional development system. All core elements will be completed during</p>	<p>Teachers across the targeted Alliance schools will be placed on the career path integrated with the new professional development program, and the principal residency program will include 2 assistant principals. Assistant principal evaluation and differentiated compensation for special education teachers, counselors, and assistant principals will begin. Programs continuously refined based on results. Launch of full PBCS – Teachers’ compensation and career path placement</p>	<p>The new compensation structure will be implemented for 100% of teachers, counselors, and administrators based on a minimum of two years of evaluation data. There will be full alignment between the evaluation system, the professional development program, the career path and the compensation structure. The teacher residency will reach scale with 20 residents. All principal effectiveness initiatives will be fully implemented. Maintenance and refinements of PBCS.</p>

<p>Year 1 so that implementation may begin in Year 2.</p> <p>Full PBCS rollout – Teachers receive an effectiveness rating that counts as second of two-year data cycle toward career path and compensation decisions. Bonus compensation paid based on individual teacher targets and school-wide targets. Principals receive effectiveness rating that counts as second of two-year data cycle.</p>	<p>determined by previous two years of data.</p> <p>Administrator compensation determined by previous two years of data.</p>	
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(ii) Successfully completing project tasks and achieving objectives.

Alliance Project Task Timeline				
Category	Educator Effectiveness Project Implementation Plan	Program Year		
		1	2	3-5
Teacher & Counselor Evaluation System	Develop evaluation frameworks for counselors and special education teachers	X		
	Full rollout of evaluation for newly-targeted schools		X	X
	Train administrators on use of new evaluation frameworks	X	X	
	Analysis of evaluation system and calibration as necessary	X	X	X
Teacher &	Develop additional career path tiers	X		

Counselor	for regular education teachers			
Career Path	Develop career path tiers for special education teachers and counselors		X	
	Rollout career path tiers across all schools		X	X
	Analysis of new career path and calibration as necessary		X	X
	Analyze highest need areas and opportunities with teachers	X	X	X
	Identify and train resident mentors	X	X	X
Teacher Residency	Recruit residents for program	X	X	X
	Bring residency to scale		X	X
	Refine resident coursework and curriculum	X	X	X
	Analyze and evaluate program	X	X	X
	Research and optimize professional development impact	X	X	X
Teacher Professional Development	Fully implement online resource system	X		
	Bring Professional Development to scale		X	X
	100% of highly effective teachers are on 11 month calendar			X
	Rollout assistant principal residency program			
Principal Residency	Develop a residency program for teachers who wish to become assistant principals	X		
	Analyze and evaluate program	X	X	X
	Full rollout of residency program		X	X
Principal Professional Development	Develop content to train principals for revised evaluation	X		
	Deliver training on how to use the new evaluation system and inter-rater reliability protocols to existing principals		X	X

Assistant Principal PD	Develop evaluation framework for assistant principals	X		
Principal Evaluation	Wide scale rollout of assistant principal evaluation		X	X
System and Career Path	Principal and assistant principal evaluation system reaches scale			X

(f) Sustainability.

(1) Alliance commits sufficient non-TIF resources to support the PBCS and educator evaluation systems during and after the grant period.

Alliance, being part of TCRP, is a beneficiary of the PBCS and education evaluation systems created using a five-year TIF grant, as well as a portion of a \$60 million project funded by the Gates Foundation. Please see budget narrative for funds allocation.

During the grant period, the TIF funding will only be used for costs associated with:

1. Refining the already developed systems in order to make them wholly consistent with Alliance's unique structure, thereby differentiating its systems from those of the other CMO partners in TCRP.
2. Refining the already developed systems to include all teachers, special education teachers, principals, assistant principals, and counselors.
3. Bringing the refined systems to scale at all Alliance schools not currently funded by TIF-pilot.

Evaluation costs will be minimal because of the existing comprehensive seven-year, evaluation funded by the Gates Foundation.

Sustainability will be primarily achieved through integrating the PBCS into each school's ongoing financial structure, financed mostly by standard per-pupil local, state, and federal sources. Sustainability will be enhanced through Alliance's internal financial levers, including efficiencies of design and scale.

Recognizing that charter schools in California receive less per-pupil funding than other public schools, Alliance and TCRP pursue complementary advocacy efforts to increase parity of funding for charter school facilities, parcel tax and per-pupil funding at the state level; these

changes will help ensure sustainability.

(2) Alliance is implementing PBCS and educator evaluation systems that it will sustain after the grant period ends.

As has been discussed throughout this application, Alliance has already moved substantially toward developing and implementing a successful teacher evaluation system that is becoming linked to a PBCS. It is and will continue to be the driving force behind continuous improvement of educators throughout the system. Alliance is committed to this system as being vital to continuous improvement of teachers and teaching methods. Alliance and its partners in TCRP have secured and committed tremendous amounts of time and resources to making these systems rigorous and sustainable. As a signatory to TCRP, Alliance is committed to full implantation of a sustained PBCS, bringing it to scale throughout all of its schools, and expanding it to assistant principals, special education teachers, and counselors. This effort will apply both to existing Alliance schools and the 10 new schools that Alliance is currently creating with support from a five-year \$8 million US Department of Education Charter School Program expansion grant.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

 APPENDIX 2 – Application Reference Charts

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

Absolute Priority 1			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Absolute Priority 1: HCMS 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.	Priority 1 Human Capital Management System	1-4 7-20	
How the HCMS is or will be aligned with the LEA's vision of instructional improvement;	Priority 1 Human Capital Management System	1-4 7-20	

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 as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;	Priority 1 Human Capital Management System	1-4 7-20	
The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators	Priority 1 Human Capital Management System	1-4 7-20	
(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.	Priority 1 Human Capital Management System Timeline in Project Management	1-4 7-20 53-56	
Absolute Priority 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Absolute Priority 2: Educator Evaluation Systems 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-	Priority 2 Educator Evaluation System	4-5 21-34	
(1) The frequency of evaluations, which must be at least annually;	Priority 2 Educator Evaluation System	4-5 21-34	

(2) The evaluation rubric for educators that includes at least three performance levels and the following--	Priority 2 Educator Evaluation System	4-5 21-34	
(i) Two or more observations during each evaluation period;	Priority 2 Educator Evaluation System	4-5 21-34	
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	Priority 2 Educator Evaluation System	4-5 21-34	
(iii) Additional factors determined by the LEA;	Priority 2 Educator Evaluation System	4-5 21-34	
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	Priority 2 Educator Evaluation System	4-5 21-34	
(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	Priority 2 Educator Evaluation System Timeline in Project Management	4-5 21-34 53-56	
Absolute Priority 3 <u>NOT APPLICABLE</u>			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Absolute Priority 3: STEM Plan (if applicable)	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE

(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—	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
(i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application; (ii) Are selected based on criteria that are predictive of the ability to lead other teachers; (iii) Demonstrate effectiveness in one or more STEM subjects; and (iv) Accept STEM-focused career ladder positions;	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
(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;	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
(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	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE

(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
Competitive Preference Priority 4 <u>NOT APPLICABLE</u>			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Competitive Preference Priority 4: New and Rural Applicants (if applicable)	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
(b) An assurance that each LEA to be served by the project is a rural local educational agency.	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
Competitive Preference Priority 5			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Competitive Preference Priority 5: 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 based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--	Priority 5 Professional Development Systems Timeline in Project Management	5-6 35-39 53-56	

(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	Priority 5 Professional Development Systems	5-6 35-39	
(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	Priority 5 Professional Development Systems	5-6 35-39	
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	Priority 5 Professional Development Systems Involvement of Educators	5-6 35-39 40-42	Evidence Demonstrating Educator Support
Requirement 1			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 1: 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.	Human Capital Management System Educator Evaluation System	7-20 21-34	
Design Model 1	Priority 5 Human Capital Management System Educator Evaluation System	5-6 7-20 21-34	
PBCS Optional Features	Priority 5 Human Capital Management System Educator Evaluation System	5-6 7-20 21-34	

Requirement 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 2: Involvement and Support of Teachers and Principals In its application, the applicant must include-- 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;	Involvement of Educators	40-42	Evidence Demonstrating Educator Support
(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and	Involvement of Educators	40-42	Evidence Demonstrating Educator Support
(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.	Priority 5	6	
Requirement 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed

<p>Requirement 3: Documentation of High-Need Schools 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>			<p>List of High Need Schools</p>
<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>			<p>List of High Need Schools</p>
<p>(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))). [Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will not accept LEA – or State level data for purposes of documenting whether a school is a high poverty school; and</p>			<p>List of High Need Schools</p>
<p>(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.</p>	<p>Not Applicable</p>		

Requirement 4			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 4--SEA and Other Group Applications and Requirement 5--Limitations on Multiple Applications.			List of High Need Schools MOU
Requirement 5			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 5--Limitations on Multiple Applications. (a) An LEA applicant may participate in no more than one application in any fiscal year.	Priority 5	6	MOU Abstract
(b) An SEA applicant may participate in no more than one group application for the General TIF Competition, and no more than one group application for the TIF Competition with a Focus on STEM in any fiscal year.	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
(C)A nonprofit organization applicant may participate in one or more group applications for the General TIF Competition, and in one or more applications for the TIF Competition with a Focus on STEM, in any fiscal year.	NOT APPLICABLE	NOT APPLICABLE	MOU Abstract

Requirement 6			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 6--Use of TIF Funds to Support the PBCS.</p> <p>(a) LEA-wide Improvements to Systems and Tools. TIF funds may be used to develop and improve systems and tools that support the PBCS and benefit the entire LEA</p>			Budget Budget Narrative
<p>(b) Performance-based Compensation and Professional Development.</p> <p><u>(1)</u> High-Need Schools. TIF funds may be used to provide performance-based compensation and related professional development in the high-need schools listed in response to paragraph (a) of Requirement 3--Documentation of High-Need Schools. TIF funds may not be used to provide performance-based compensation or related professional development in schools other than those high-need schools listed in response to paragraph (a) of Requirement 3--Documentation of High-Need Schools.</p>			Budget Budget Narrative List of High Need Schools
<p><u>(2)</u> PBCSs. TIF funds may be used to compensate educators only when the compensation is provided as part of the LEA's PBCS, as described in the application.</p>			Budget Budget Narrative

<p><u>(3)</u> For Additional Responsibilities and Leadership Roles. When a proposed PBCS provides additional compensation to effective educators who take on additional responsibilities and leadership roles, TIF funds may be used for either the entire amount of salary for career ladder positions, or for salary augmentations or both. TIF-funds may be used to fund additional compensation for additional responsibilities and leadership roles up to the cost of 1 full-time equivalent position for every 12 teachers, who are not in a career ladder position, located in the high-need schools listed in response to Requirement 3(a).</p>			<p>Budget Budget Narrative List of High Need Schools</p>
<p>(c) Other Permissible Types of Compensation. Nothing in this requirement precludes the use of TIF funds to compensate educators who are hired by a grantee to administer or implement the TIF-supported PBCS, or to compensate educators who attend TIF-supported professional development outside their official duty hours, or to develop or improve systems and tools needed to support the PBCS.</p>			<p>Budget Budget Narrative List of High Need Schools</p>

Requirement 7			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 7--Limitation on Using TIF Funds in High-Need Schools Served by Existing TIF Grants.</p> <p>Each applicant must provide an assurance, in its application, that, if successful under this competition, it will use the grant award to implement the proposed PBCS and professional development only in high-need schools that are not served, as of the beginning of the grant's project period or as planned in the future, by an existing TIF grant.</p>			<p>Budget Budget Narrative List of High Need Schools</p>

Participating Alliance Schools
Teacher Incentive Fund -- 84.374

Alliance Judy Ivie Burton Technology Academy High School	98%
Alliance Huntington Park College-Ready Academy High School	98%
Alliance Richard Merkin Middle School	98%
Alliance College-Ready Academy High School #5	98%
Alliance Jack H. Skirball Middle School	96%
Alliance Health Services Academy High School	91%
Alliance Media Arts and Entertainment Design High School	94%
Alliance Environmental Science and Technology High School	90%
Alliance College-Ready Middle Academy #4	99%
Alliance College-Ready Middle Academy #5	95%
Alliance College-Ready Middle Academy #7	98%
Alliance Cindy and Bill Simon Technology Academy High School	93%
Alliance Technology and Math Science High School	74%
Alliance College-Ready Academy High School #16	98%
Alliance Renee and Meyer Luskin Academy High School	98%
Alliance College-Ready Academy High School #14	95%



**Charter School Documentation
Teacher Incentive Fund -- 84.374**

The attached four pages from the California Department of Education's (CDE's) website show that the Alliance schools identified in this TIF application have approved LEA plans, confirming that they are independent LEAs eligible to apply for the TIF Program. In addition, all of the schools are direct-funded charter schools (state funding goes directly to the charter school) and are authorized by the State of California as a Local Educational Agency (LEA). Charter schools are included in the definition of an LEA when they are established as LEAs by state law. [34 CFR 28(b)(2)]

Please note that some of the school names (in the attached four pages from the CDE's website) are no longer the official school names. The official name changes occurred after the State of California approved each schools LEA plan.

Direct Funded Charter LEA Plans

May 2012 State Board Approved Local Educational Agency Plans.

Local Educational Agency Plans for Direct-Funded Charter Schools Recommended for Full State Board of Education Approval May 2012

CD Code	School Code	Local Educational Agency Name
45-75267	0120170	Academy of Personalized Learning
19-64733	0123133	Alliance College-Ready Academy High School #14
19-64733	0123141	Alliance College-Ready Academy High School #16
19-64733	0124891	Alliance College-Ready Academy High School #17
19-64733	0124941	Alliance College-Ready Academy High School #18
19-64733	0121293	Alliance Technology and Math Science High School
37-68338	0124206	America's Finest Charter School
54-72140	0123273	Crescent Valley Public Charter School
36-67876	0120691	Crown Ridge Academy
37-68338	0121145	Evangeline Roberts Institute of Learning
01-61259	6111660	Oakland Charter Academy
01-61259	0114868	Oakland Charter High School
58-72736	0121632	Paragon Collegiate Academy

Questions: Cheryl Tiner | ctiner@cde.ca.gov | 916-319-0414

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Wednesday, May 23, 2012

Direct Funded Charter LEA Plans

January 2011 Approved LEA Plans.

Local Educational Agency Plans for Direct-Funded Charter Schools Recommended for Full State Board of Education Approval January 2011

CD Code	School Code	Local Educational Agency Name
09-76489	0121467	Aspire Alexander Twilight Secondary Academy
09-76489	0121541	Aspire Downtown Stockton Preparatory
19-64733	0122622	Aspire Firestone Academy
19-64733	0122614	Aspire Gateway Academy
19-64733	0122721	Aspire Pacific College Preparatory Academy
19-64733	0122861	Camino Nuevo Academy #2
19-64733	0122564	Camino Nuevo Academy #3
19-64733	0120030	College-Ready Middle Academy #4
19-64733	0120048	College-Ready Middle Academy #5
19-64733	0121277	College-Ready Middle Academy #7
19-64733	0121285	College-Ready Academy High School #11
19-64733	0117606	Environmental Science and Technology High School
19-64733	0117598	Health Services Academy High School
19-64733	0116509	Media Arts and Entertainment High School
19-64733	0111211	New Heights Charter
19-64733	0122754	Valley Charter School

Questions: Cheryl Tiner | ctiner@cde.ca.gov | 916-319-0414

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Wednesday, January 04, 2012

Direct Funded Charter LEA Plans

January 2008 Approved LEA Plans.

Local Educational Agency Plans for Direct-Funded Charter Schools Recommended for Full State Board of Education Approval January 2008

CDS Code	School Code	Direct-Funded Charter School
2365623	2330363	Willits Charter School
0110017	0112607	Envision Academy of Arts and Technology High
3776471	0114678	High Tech High Chula Vista
0161192	0113902	Impact Arts and Technology High School
3776471	0114694	High Tech High North County
0161309	0114421	KIPP King Collegiate High School
0161259	0115014	KIPP Bridge Charter School
1964733	0114959	Monsenor Oscar Romero Charter Middle Sch
0161259	0108944	Lighthouse Community Charter High School
0161259	6117394	Ernestine C. Reems Academy of Tech.& Arts
1964733	0111518	College-Ready Middle Academy #2
1964733	0114942	College-Ready Academy High School #7
1964733	0111492	College-Ready Academy High School #5
3768338	0109025	Gompers Charter Middle School
3066670	0106567	NOVA Academy Early College High School
0161259	3030772	Oakland School for the Arts
3768338	0114520	Arroyo Paseo Charter High School
1964881	0113472	Aveson School of Leaders (Elem)
1964881	0113464	Aveson Global Leadership Academy (HS)
1964733	0114967	Global Education Academy

Questions: Cheryl Tiner | ctiner@cde.ca.gov | 916-319-0414

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Wednesday, January 11, 2012

Direct Funded Charter LEA Plans

May 2007 Approved LEA Plans.

Local Educational Agency Plans for Direct-Funded Charter Schools Recommended for Full State Board of Education Approval May 2007

CDS Code	School Code	Direct-Funded Charter School
1964733	0012730	Wisdom Academy for Young Scientists
1964733	0102483	New Academy Canoga Park
1964733	0108894	Heritage College Ready Academy High School
1964733	0108902	College Ready Middle Academy
1964733	0108936	Huntington Park College Ready Academy High School
1964733	0111484	New Village Charter School
1964733	0111500	College-Ready Academy High School #4
1964733	0111641	College-Ready Academy High School #6
1964733	0111658	Math and Science School
1964733	0112128	Centennial College Preparatory Academy
3310330	0110833	Eagles Peak Charter School – Inland Empire
3768171	3731254	Eagles Peak Charter School
4510454	0111674	Chrysalis Charter School

Questions: Cheryl Tiner | ctiner@cde.ca.gov | 916-319-0414

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Wednesday, January 11, 2012

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into on this 26th day of July 2012 by and between the following entities:

Alliance College-Ready Public Schools – *Nonprofit Partner*
 Alliance Judy Ivie Burton Technology Academy High School (formerly known as Heritage College-Ready Academy High School) – *LEA*
 Alliance Huntington Park College-Ready Academy High School (formerly known as Huntington Park College-Ready Academy High School) – *LEA*
 Alliance Richard Merkin Middle School (formerly known as College-Ready Middle Academy) – *LEA*
 Alliance College-Ready Academy High School No. 5 (formerly known as College-Ready Academy High School #5) – *LEA*
 Alliance Jack H. Skirball Middle School (formerly known as College-Ready Middle Academy #2) – *LEA*
 Alliance Health Services Academy High School (formerly known as Health Services Academy High School) – *LEA*
 Alliance Media Arts and Entertainment Design High School (formerly known as Media Arts and Entertainment Design High School) – *LEA*
 Alliance Environmental Science and Technology High School (formerly known as Environmental Science and Technology High School) – *LEA*
 Alliance College-Ready Middle Academy No. 4 (formerly known as College-Ready Middle Academy #4) – *LEA*
 Alliance College-Ready Middle Academy No. 5 (formerly known as College-Ready Middle Academy #5) – *LEA*
 Alliance College-Ready Middle Academy No. 7 (formerly known as College-Ready Middle Academy #7) – *LEA*
 Alliance Cindy and Bill Simon Technology Academy High School (formerly known as College-Ready Academy High School #11) – *LEA*
 Alliance Technology and Math Science High School – *LEA*
 Alliance College-Ready Academy High School No. 16 (formerly known as College-Ready Academy High School #16) – *LEA*
 Alliance Renee and Meyer Luskin Academy High School (formerly known as College-Ready Academy High School #17) – *LEA*
 Alliance College-Ready Academy High School No. 14 (formerly known as College-Ready Academy High School #14) – *LEA*

WITNESSETH:

Whereas, these entities are applying to the US Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2012 Teacher Incentive Fund (TIF) General TIF Competition

Whereas, if the US Department of Education approves their application, the group applicants wish to collaborate and to articulate the specific roles and responsibilities of each applicant in

implementing the approved TIF project.

Now, Therefore, in consideration of the agreements of the parties herein contained, the parties hereto do hereby agree on behalf of themselves and their respective legal successors and assigns, as follows:

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

Alliance College-Ready Public Schools will serve as the lead applicant. As the lead applicant, Alliance College-Ready Public Schools will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Alliance College-Ready Public Schools 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) Participate in the design of the PBCS as it relates to Counselors, Special Education Teachers and Assistant Principals.

VI. Participating Non Profit Responsibilities

- 1) Manage all grant funds on behalf of the LEA.

- 2) Complete and submit all grant reporting as required by the US Department of Education.
- 3) Oversee the development of the PBCS as it relates to Counselors, Special Education Teachers and Assistant Principals.
- 4) Manage the implementation of the TIF project from an operational perspective.

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 member agrees to fully participate in all aspects of this program, if a member is determined to be not fully participating (as determined by the remaining group members), they will be removed from the program and forfeit all grant funding.

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

- 1) *Nonprofit Organization CFO/COO*

(b)(6)

Signature/Date

David Hyun
CFO/COO
Alliance College-Ready Public Schools

- 2) *LEA Superintendent*


Signature/Date

Judy I. Burton
Superintendent
Alliance Judy Ivie Burton Technology Academy High School

- 3) *LEA Superintendent*


Signature/Date

Judy I. Burton
Superintendent
Alliance Huntington Park College-Ready Academy High School

- 4) *LEA Superintendent*


Signature/Date

Judy I. Burton
Superintendent
Alliance Richard Merkin Middle School

- 5) *LEA Superintendent*


Signature/Date

Judy I. Burton
Superintendent
Alliance College-Ready Academy High School No. 5

- 6) *LEA Superintendent*


Signature/Date

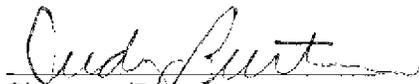
Judy I. Burton
Superintendent
Alliance Jack H. Skirball Middle School

- 7) *LEA Superintendent*


Signature/Date

Judy I. Burton
Superintendent
Alliance Health Services Academy High School

- 8) *LEA Superintendent*


Signature/Date

Judy I. Burton
Superintendent
Alliance Media Arts and Entertainment Design High School

- 9) *LEA Superintendent*


Signature/Date

Judy I. Burton
Superintendent
Alliance Environmental Science and Technology High School

10) *LEA Superintendent*


Signature/Date

Judy I. Burton
Superintendent
Alliance College-Ready Middle Academy No. 4

11) *LEA Superintendent*


Signature/Date

Judy I. Burton
Superintendent
Alliance College-Ready Middle Academy No. 5

12) *LEA Superintendent*


Signature/Date

Judy I. Burton
Superintendent
Alliance College-Ready Middle Academy No. 7

13) *LEA Superintendent*


Signature/Date

Judy I. Burton
Superintendent
Alliance Cindy and Bill Simon Technology Academy High School

14) *LEA Superintendent*


Signature/Date

Judy I. Burton
Superintendent
Alliance Technology and Math Science High School

15) *LEA Superintendent*


Signature/Date

Judy I. Burton
Superintendent
Alliance College-Ready Academy High School No. 16

16) *LEA Superintendent*


Signature/Date

Judy I. Burton
Superintendent
Alliance Renee and Meyer Luskin Academy High School

17) *LEA Superintendent*


Signature/Date

Judy I. Burton
Superintendent
Alliance College-Ready Academy High School No. 14

Evidence Demonstrating Educator Support

As was described in the application narrative Section (d) Involvement of Educators, pages 40-42, educators participated in creating the Human Capital Management System (HCMS), Educator Evaluation System and Performance Based Compensation System (PBCS). They will continue to be full participants as these systems are refined and taken to scale.

Within Alliance and its Charter LEAs there is no union representing teachers or principals.

Alliance educators have participated and contributed suggestions in monthly discussion panels and focus groups since 2010 that focused on critiquing the initial teacher evaluation design and assessment rubric. Teacher volunteers have committed to pilot the collaboratively developed tools at the schools identified for funding in this TIF application. High quality participation/support is a distinct strength of the Alliance HCMS, Educator Evaluation System and PBCS.

A recent teacher survey indicated a strong level of support:

- 76% agree and 24% disagree that the evaluation process will help me improve their teaching.
- Evaluation will increase (63%) and decrease (4%) support from administrators.
- 79% agree that the purpose of the evaluation and observation process is to allow teachers to reflect on their practices with the goal of continual improvement.
- 67% agree (21% disagree) that evaluation allows teachers adequate opportunities to demonstrate effectiveness.
- 74% of teachers agree that the reform initiative aims to improve teaching, and 65% agree that it will allow teachers to be compensated the way they deserve – based on effectiveness.

On the following pages is a sample of the surveys used to solicit educator input. It will also serve as additional Evidence Demonstrating Educator Support.

Teacher Perspective Survey

SurveyMonkey

1. As the pilot program is implemented, it is important to understand how teachers perceive the process in order to ensure the success of the program.

	Extremely positive	Somewhat positive	Neutral	Somewhat negative	Extremely negative	Response Count
What is your current overall perception of the TCRP evaluation process?	0.0% (0)	45.8% (11)	20.8% (5)	20.8% (5)	12.5% (3)	24
Please use this space for additional feedback or rationale.						12
					answered question	24
					skipped question	0

2. Please answer whether you agree or disagree with the following statement:

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Response Count	
I believe the TCRP evaluation process will help me improve my teaching practice.	29.2% (7)	45.8% (11)	8.3% (2)	16.7% (4)	24	
Please use this space for additional feedback or rationale.					9	
					answered question	24
					skipped question	0

3. Please answer whether you agree or disagree with the following statement:

	Will greatly increase	Will increase somewhat	Will remain the same	Will decrease somewhat	Will greatly decrease	Response Count
I believe that the TCRP evaluation process will have the following impact on the level of support that I will receive from my administrators	4.2% (1)	58.3% (14)	33.3% (8)	4.2% (1)	0.0% (0)	24
Please use this space for additional feedback or rationale.						11
					answered question	24
					skipped question	0

4. Please answer whether you agree or disagree with the following statement:

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Response Count	
I believe that the purpose of the TCRP evaluation and observation process is to allow teachers to reflect on their teaching practice with the goal of continual improvement.	41.7% (10)	37.5% (9)	12.5% (3)	8.3% (2)	24	
Please use this space for additional feedback or rationale.					5	
					answered question	24
					skipped question	0

5. Please answer whether you agree or disagree with the following statement:

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Response Count
The TCRP evaluation system is designed to catch teachers being ineffective.	4.2% (1)	20.8% (5)	45.8% (11)	29.2% (7)	24
Please use this space for additional feedback or rationale.					6
				answered question	24
				skipped question	0

6. Please answer whether you agree or disagree with the following statement:

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Response Count
The TCRP evaluation process will help my administrators accurately assess my teaching practice.	12.5% (3)	37.5% (9)	37.5% (9)	12.5% (3)	24
Please use this space for additional feedback or rationale.					9
				answered question	24
				skipped question	0

7. Please answer whether you agree or disagree with the following statement:

	Strongly agree	Somewhat agree	Neutral/Don't Know	Somewhat disagree	Strongly disagree	Response Count
The evaluation process is reliable. The ratings I get from one observer would be the same as those that I would receive from another observer.	4.2% (1)	20.8% (5)	33.3% (8)	12.5% (3)	29.2% (7)	24
Please use this space for additional feedback or rationale.						11
					answered question	24
					skipped question	0

8. Please answer whether you agree or disagree with the following statement:

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree	Response Count
The TCRP evaluation process allows teachers adequate opportunities to demonstrate their teaching effectiveness.	25.0% (6)	41.7% (10)	12.5% (3)	16.7% (4)	4.2% (1)	24
Please use this space for additional feedback or rationale.						4
					answered question	24
					skipped question	0

9. Which of the following describes your current feelings toward TCRP?

		Response Percent	Response Count
I feel extremely positive about the changes being implemented as part of the TCRP initiative.	<input type="checkbox"/>	4.2%	1
I feel generally positive about the changes being implemented as part of the TCRP initiative.	<input type="checkbox"/>	41.7%	10
I feel somewhat negative or concerned about the changes being implemented as part of the TCRP initiative.	<input type="checkbox"/>	45.8%	11
I feel extremely negative or concerned about the changes being implemented as part of the TCRP initiative.	<input type="checkbox"/>	12.5%	3
Please describe the specific source of your positive perception or concerns about the TCRP process.			15
	answered question		24
	skipped question		0

10. Think about the current evaluation process used in the Alliance.

	More objective than the current process	Equally objective to the current process	Less objective than the current process	Response Count
Do you feel that the current system allows for more or less objectivity than the evaluation system being proposed by TCRP? The TCRP evaluation and observation process is...	40.9% (9)	40.9% (9)	18.2% (4)	22
			answered question	22
			skipped question	2

11. Which statement best describes your perception of whether the TCRP observation and evaluation process is more or less supportive of TEACHERS' best interests than the current evaluation system?

		Response Percent	Response Count
The TCRP evaluation process is more supportive of TEACHERS' best interests than the current evaluation system.		26.1%	6
The TCRP evaluation process is equally supportive of TEACHERS' best interests than the current evaluation system		47.8%	11
The TCRP evaluation process is less supportive of TEACHERS' best interests than the current evaluation system		26.1%	6
	Please elaborate on your reply.		5
	answered question		23
	skipped question		1

12. Which statement best describes your perception of whether the TCRP observation and evaluation process is more or less supportive of STUDENTS' best interests than the current evaluation system?

		Response Percent	Response Count
The TCRP evaluation process is more supportive of STUDENTS' best interests than the current evaluation system.	<input type="checkbox"/>	41.7%	10
The TCRP evaluation process is equally supportive of STUDENTS' best interests than the current evaluation system.	<input type="checkbox"/>	33.3%	8
The TCRP evaluation process is less supportive of STUDENTS' best interests than the current evaluation system.	<input type="checkbox"/>	16.7%	4
I don't know.	<input type="checkbox"/>	8.3%	2
	Please elaborate on your reply.		6
	answered question		24
	skipped question		0

13. The Alliance acknowledges that the TCRP evaluation process requires teachers to allocate more time to the evaluation process than has previously been expected.

	I understand the purpose of giving extra time to the evaluation process and feel that I will benefit from doing so.	I understand the purpose of giving extra time to the evaluation process, but I do NOT feel that I will benefit from engaging in this process.	I do not understand why teachers are being asked to commit more time to the evaluation process , and I do not feel that teachers will benefit from this increased time commitment.	Response Count
Please select the statement that best describes your feelings toward this increased time commitment.	58.3% (14)	29.2% (7)	12.5% (3)	24
			Please elaborate on your reply.	5
			answered question	24
			skipped question	0

14. The purpose of a pilot program is to test out a program to identify potential problems, reflect on solutions, and make changes prior to actual implementation.

	The Alliance will accurately identify problems with the program and will adequately address them prior to the official launch in September 2011.	The Alliance will accurately identify problems with the program but will not be able to adequately address them prior to the official launch in September 2011.	Regardless of how the pilot goes, there will be few if any changes to the program based on the pilot program.	Response Count
Which of the following statements best describes what you think will be the outcome of the TCRP pilot program.	12.5% (3)	75.0% (18)	12.5% (3)	24
Please use this space for additional feedback or rationale.				8
			answered question	24
			skipped question	0

15. There has been a lot of discussion about the goal of TCRP. Please read the following list of potential reasons for the Alliance participating in TCRP. Please select the top three reasons that you think reflect the actual aims of TCRP.

		Response Percent	Response Count
TCRP is an innovative reform initiative that aims to improve the teaching profession.	<input type="checkbox"/>	73.9%	17
TCRP will allow teachers to be compensated the way that they deserve based on their effectiveness.	<input type="checkbox"/>	65.2%	15
TCRP will allow the Alliance to identify and eliminate the lowest performing teachers.	<input type="checkbox"/>	34.8%	8
TCRP will improve the Alliance's ability to prepare low-income and minority students to graduate from high school ready for success in college.	<input type="checkbox"/>	34.8%	8
TCRP will improve the Alliance's ability to attract and retain highly effective teachers.	<input type="checkbox"/>	34.8%	8
TCRP will provide Professional development opportunities that provide targeted support to help teachers improve their practice and meet the needs of their students.	<input type="checkbox"/>	34.8%	8
In your personal opinion, what do you think are the main reasons the Alliance is participating in TCRP?			5
answered question			23
skipped question			1



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

SEP 01 2011

Mr. David Hyun, President
Alliance for College-Ready Public Schools
1940 S. Figueroa Street
Los Angeles, CA 90007

Reference: Agreement No. 2011-070

Dear Mr. Hyun:

The original and one copy of an Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the US Department of Education. The rates agreed upon should be used to compute indirect cost for grants, contracts, and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

US Department of Education
OCFO/FIPAO/ICG
Attention: Mrs. Frances L. Outland, Rm. 6017
550 12th Street, SW
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions concerning this agreement, please contact Frances Outland at (202) 245-8082 or by e-mail at frances.outland@ed.gov.

The next indirect cost rate proposal based on actual data for the period ending June 30, 2015 is due in this office by December 31, 2014. This proposal should be sent to the above address.

Sincerely,

(b)(6)

Mary G. Gughisha
Director, Indirect Cost Group
Financial Improvement and Post Audit Operations

Enclosures

550 12th St. S.W., WASHINGTON, DC 20202
www.ed.gov

INDIRECT COST RATE AGREEMENT
NONPROFIT ORGANIZATION

ORGANIZATION:

Alliance for College-Ready Public Schools
1940 S. Figueroa St.
Los Angeles, CA 90007

DATE: SEP 01 2011AGREEMENT NO. 2011-070

FILING REFERENCE: N/A

EIN: 95-4779029

The indirect cost rates approved in this Agreement are for use on grants, contracts and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement. The Agreement is issued by the U.S. Department of Education pursuant to the authority in Office of Management and Budget Circular A-122 (relocated to 2 CFR 230).

This Agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

Section I - Rate(s) and Base(s)

<u>TYPE</u>	<u>Effective Period</u>		<u>Rate</u>	<u>Base</u>	<u>Coverage</u>	
	<u>From</u>	<u>To</u>			<u>Location</u>	<u>Applicability</u>
Predetermined	01-01-11	12-31-15	16.4%	(1)	All	All Programs

(1) Total direct costs less items of equipment, alterations and renovations, participant support, pass-through funds and subaward expenditures in excess of \$25,000 (per subaward).

Treatment of Fringe Benefits: Fringe Benefits applicable to direct salaries and wages are treated as direct costs.

Capitalization Policy: Items of equipment with an acquisition cost greater than \$ 1,000 or more are capitalized.

Section III - Special Remarks

1. This Agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this Agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

Section IV – Approvals

For the Nonprofit Organization:

Alliance for College-Ready Public Schools
 1940 S. Figueroa Street
 Los Angeles, CA 90007

Signature

Name

Title

Date

For the Federal Government:

US Department of Education
 OCFO/FIPAO/ICG
 550 12th Street, SW
 Washington, DC 20202-4450

(b)(6)

 Signature *[Handwritten Signature]*

Mary Gougisha
Name

Director, Indirect Cost Group
Title

SEP 01 2011
Date

Frances L. Outland
Negotiator

(202) 245-8082
Telephone

**Judy Ivie Burton
President/CEO, Alliance College-Ready Public Schools**

RESUME, 2011

(b)(6)

BACKGROUND SUMMARY

Currently serving as President/CEO of Alliance College-Ready Public Schools, a non-profit charter management organization. Innovative educational leader with career emphasis in successful school improvement and educational reform in the Los Angeles Unified School District (LAUSD) as local district Superintendent, central office and school level administrator, instructional and special programs adviser, coordinator, and classroom teacher. National speaker: "Principal and Teacher Effectiveness", "Blended-Learning", and "Urban School Education Reform". Most recent prior service as LAUSD Local District B Superintendent.

PROFESSIONAL EXPERIENCE

- 2003 – Present **President/CEO, Alliance College-Ready Public Schools**
 Leader of non-profit charter management organization that has launched 20 highly successful small charter schools in low performing, overcrowded target communities in Los Angeles over the past 7 years and has raised more than \$150 million in public and private grants for operations, facilities, instructional technology, professional development and scholarships. Four Alliance high schools are 2009 California Distinguished Schools. Alliance high schools are performing higher than the California and LAUSD average. Los Angeles' highest performing 2011 charter high school is an Alliance school. Recent Alliance successes include winning \$8M federal Quality Charter Expansion Grant to fund ten new Alliance blended learning schools and \$5M i3 Federal Innovation Grant for student use of technology.
- 2000 – 2003 **Superintendent, LAUSD Local District B**
 Served as the Superintendent of Local District B in the Los Angeles Unified School District. Leading the largest of eleven local districts with 81 pre K – 12 schools and early education centers serving over 80,000 students in the north and east valley school communities. Responsible for leading instructional reform and professional development to improve student achievement. Responsible for oversight of \$20 million dollar budget and programs including parent outreach, special education, health services, food services, finance/procurement and facilities services as well as the development of 7 new school construction projects, including 3 senior high schools, 1 middle school, 2 elementary schools and 1 primary school. Member of LAUSD General Superintendent's Cabinet.
- 1993 – 2000 **Assistant Superintendent, LAUSD Office of School Reform**
 Responsible for improving student achievement through developing, implementing and supervising pathways to education reform in all 755 Pre K-12 LAUSD schools including: 35 Charter schools, 427 Los Angeles Alliance for Education Reform Now (LEARN) schools, 262 School-Based Management schools, 60 Comprehensive School Reform Demonstration schools, and 22 Pre K-12 Annenberg Challenge Grant Families of Schools.
- Provided district-wide leadership and direction in establishing District implementation of State Public Schools Accountability Act (SB1X). Liaison to State and Federal Departments of Education for Immediate Intervention /Underperforming Schools Program and Comprehensive School Reform Demonstration Programs for low performing schools. Developed and supervised district-wide implementation and training for decentralized decision-making and stakeholder involvement in school-based budgeting, staffing and school improvement.
- Evaluated performance of Cluster Administrators. Initiated and supervised LAUSD implementation of \$53 million Los Angeles Annenberg Metropolitan Project involving 22 Pre K-12 Families of Schools. Disseminated best practices in education reform as producer of Learning Hour television series with KLCS-TV.
- 1992 – 1993 **Assistant Director, Urban Learning Centers, Los Angeles Educational Partnership**
 Directed implementation of Los Angeles Urban Learning Center Project, funded by New American Schools \$20 million grant awarded to Los Angeles Unified School District, United Teachers Los Angeles (UTLA), and Los Angeles Educational Partnership (LAEP). Coordinated involvement of business, university, and school district communities for the implementation of break the mold concepts in school reform for nationwide dissemination.
- 1991 – 1992 **Elementary District Administrator**
 Administrative District 1 in South Central Los Angeles. Responsible for supervision of instruction and operations in 14 schools. Evaluated performance of elementary principals. Led development of District 1 strategic plan.

- 1982 – 1992 **Principal, Assistant Principal**
 Martin L. King, Jr. Elementary, Region C. Implemented "Ten Schools Program", a multi-million dollar pilot program designed to restructure teaching methodology, staffing, class size and funding to improve achievement and parent participation in ten predominately African American and Hispanic schools with a history of having the lowest achievement in LAUSD. West Vernon Avenue Elementary, Region C. Predominately Hispanic and Black Chapter I school of 1,100. Implemented "Eastman Bilingual Program" as one of seven pilot expansion schools. Hart Street Elementary School, Region D. Assistant Principal Malabar Elementary School, Region G in East Los Angeles. Predominately Hispanic Chapter I school of 1,200. Led improvement of ESL instruction.
- 1986 **Associate University Instructor**
 California State University, Los Angeles (CSULA). Taught California School Finance in Graduate School of Education Masters Program
- 1980 – 1982 **Assistant Field Coordinator of Compensatory Education LAUSD Region G**
 Supervised implementation of Chapter I, School Improvement, and Bilingual Programs in 56 schools.
- 1971 – 1980 **Bilingual Advisor, Coordinator and Classroom Teacher**
 Administrative Offices, Regions G and E. Trained teachers and administrators in implementation of bilingual/ESL instruction. Crenshaw Community Adult School, ESL Teacher. Hyde Park Elementary, Region C. Predominately African American Chapter I school of 1,000. Coordinator of School Improvement and Bilingual Programs. Director of Reading Achievement Center, Grades 3-6. Teacher, K - 2.

EDUCATION

2011	Ed.D	Pomona University, Honorary Doctorate of Education
1992	A. B. D.	University of La Verne, Doctoral Program, Educational Management. Graduate School of Education,
1989	Certificate	Harvard University, Graduate School of Education, Principal's Institute on Education Reform,
1980	M. A.	Education, California Lutheran College
1980	Credential	Administrative Services, K-12, California Lutheran College
1978	Credential	Bilingual Certificate of Competence in Spanish, State of California
1971	Credential	Teacher, K - 9, Adult, University of California, Los Angeles (UCLA)
1970	B. A.	Spanish Major, French Minor, University of California, Los Angeles (UCLA)

HONORS, PROFESSIONAL AND COMMUNITY SERVICE EXPERIENCES

2011-Present	Board Member	Board of Directors, Excellence in Education, (ExED)
2011-Present	Board Member	Board of Directors, California Charter Schools Association
2011-Present	Board Member	Board of Directors, Low Income Investment Fund
2010	Award Recipient	2010 Irvine Foundation, Leadership Award Recipient
2010	Award Recipient	2010 Education Leader of the Year, Loyola Marymount University
2010	Award Recipient	2010 Education Leader of the Year Award, Harvard Club
2010	Award Recipient	2010 Distinguished Superintendent Award, Pepperdine University
2007-Present	Board Member	Advisory Board, Harvard Principals Center
2006	Member	LAUSD, Board of Education, Innovation/Charter School Committee
2006-Present	Board Member	Unite-LA
2006	Advisor	Mayor Villaraigosa, Education Advisory Committee
2000-2002	Commissioner	Mayoral Appointment, LA Commission on Children, Youth and Their Families
2000	Chairperson	LAUSD Pubic Schools Accountability Task Force
2000	Chairperson	LAUSD Reading Matters Task Force
1993	Co-Chairperson	LAUSD School-Based Budget Task Force
1992	Trustee	LEARN Accountability and Assessment Task Force
1990	President	LAUSD Elementary Principals' Organization
1989	Superintendent's Appointee	LAUSD Central Council for School-Based Management
1987	Chairperson	School Based Management Guidelines Committee
1983	Nominee	Chamber of Commerce, Principal of the Year

PERSONAL

Second Language: Fluent Oral and Written Spanish Special Interests: Reading, Golf, Western Horse Riding, Skiing

Diane T. Fiello, Ed.D.

(b)(6)

EDUCATION

Pepperdine University, Culver City, CA 2005
 Graduate School of Education and Psychology
 Doctorate – Educational Leadership, Administration, and Policy

Pepperdine University, Culver City, CA 1990
 Graduate School of Education and Psychology
 Master of Science – School Management and Administration

Marymount College, Los Angeles, CA 1972
 Bachelor of Arts – Psychology

El Camino Junior College, Gardena, CA 1970
 Associate in Arts – General Education

CREDENTIALS

California Professional Administrative Services
 California Multiple Subject
 Language Development Specialist

ADMINISTRATIVE AND TEACHING EXPERIENCE

Vice President, The College Ready Promise Implementation Lead Alliance College Ready Public Schools Current

Leadership Coach, The College Ready Promise Alliance for College Ready Public Schools 2010-2012

Assistant Superintendent, Educational Services Centinela Valley Union High School District 2008–2009

Assistant Superintendent, Educational Services Culver City Unified School District 2004–2008

Instructor Loyola Marymount University Graduate School of Education 2006-2008

Interim Superintendent Culver City Unified School District 2006–2007

Principal, El Rincon Elementary School Culver City Unified School District	1998–2004
Principal, Crestline Elementary School Barstow Unified School District	1996–1998
Classroom Teacher Saugus Union School District	1982–1996

CALIFORNIA STATE DEPARTMENT OF EDUCATION EXPERIENCE

Evaluator, Commission on Teacher Credentialing, Professional Services Division
 Evaluator, Instructional Materials Evaluation Panel, History-Social Science
 Writer, California Assessment Program Writing Committee

ADDITIONAL TRAINING

Teaching and Learning Solutions: Observers' Certification
 Frontloading for Program Improvement
 Action Learning Leadership Academy
 ACSA Personnel Institute
 ACSA School Business Managers' Academy
 Forum on Education: Linda Darling-Hammond, Debbie Meier, and George Wood
 ACSA Categorical Academy
 WestEd: Local Accountability Professional Development Seminar
 CDE High School Summit 2005
 U.S. Department of Education: National Middle School Association
 ASCD Conference on Teaching and Learning
 Making Standards Work: Workshop Series Presented by Douglas Reeves

ADMINISTRATIVE RESPONSIBILITIES

Training and Monitoring Principals in Observation and Evaluation
 Administrative Retreat
 PreK-Adult School Curriculum
 Instructional Materials
 Assessment and Accountability
 Pupil Personnel Services: Special Education; Psychological Services; Welfare and Attendance
 Special Projects: Categorical Programs; School Accountability Report Cards; School Plans
 English Language Development (ELD)
 Gifted and Talented Education (GATE)
 Beginning Teacher Supervision and Assessment (BTSA)
 Paraprofessional Training and Assessment Program
 Professional Development
 Reporting Pupil Progress
 Instructional Technology and Library and Media Services
 Uniform Complaints
 Skelly Hearings

COMMUNITY INVOLVEMENT

Steering Committee, Loyola Marymount School Counseling Program
South Bay Workforce Investment Board
Former Assemblyman Curren Price's Education Task Force
Culver City Chamber of Commerce
Community Emergency Response Team
Los Angeles County Arts Commission

AWARDS AND RECOGNITIONS

Principal, California Distinguished School Award
Biographee, *Who's Who Among America's Teachers*
Recipient, California School Board Association Golden Bell Award
Recipient, PTA Honorary Service Award
Recipient, Masonic Lodge Outstanding Teacher Award

PUBLICATIONS

- Cliff Test Prep, RICA. (2010) Wiley Publishing, Inc., Hoboken, NJ.
- Using sunshine for elementary space science education: A model for IHY scientist-teacher partnerships, *Advances in Space Research* V42, Issue 11, 1 December 2008, Pages 1814-1818

PROFESSIONAL MEMBERSHIPS

Association of California School Administrators
Association for Supervision and Curriculum Development
American Educational Research Association

ALEJANDRA VELEZ

(b)(6)

EDUCATION & CREDENTIALS

UNIVERSITY OF SOUTHERN CALIFORNIA

Doctor of Education

02/2012

LOYOLA MARYMOUNT UNIVERSITY

Master of Special Education

05/2007

SCRIPPS COLLEGE

Bachelor of Arts in Politics & International Relations with Honors in French

05/2005

MULTIPLE SUBJECT TEACHING CREDENTIAL

Special Education (Mild/Moderate)

05/2007

BILINGUAL CROSSCULTURAL, AND ACADEMIC DEVELOPMENT (BCLAD) CERTIFIED

05/2007

PROFESSIONAL/LEADERSHIP EXPERIENCE

Dean of Culture

2010-Present

Partnerships to Uplift Communities (PUC Schools)/CALs Middle School, Los Angeles, CA

CALS serves underserved communities. Its mission is to prepare students for college to increase graduation rate so they can come back and uplift their community.

- Observed and coached teachers in lesson design, implementation and classroom management
- Collaborated with the school leader in the development and implementation of individual and school-wide academic and behavioral interventions
- Coordinated the after school program
- Planned and developed Friday assemblies
- Co-developed and led the first mentoring program at the school

Special Education Coordinator

2007-2010

Green Dot/Ánimo Ralph Bunche (ARB), Los Angeles, CA

ARB is an inner city charter high school serving primarily the Latino population in the area. Its mission is to transform the quality of education for inner city students and prepare them for college, leadership, and life.

- Coordinated Western Association of Schools and Colleges (WASC) self-study report
- Planned and developed professional development to train high school teachers on effective teaching strategies for learning disabled children and ELL students
- Restructured special education department to better serve students with disabilities and to increase collaboration with other departments at the school. In the '09-'10 academic year 75% of students with special needs passed all their courses with a C or better
- Evaluated, created and modified curriculum to make it more accessible for students
- Clustered and scheduled students with special needs into appropriate courses based on their high school graduation path
- Active participant of the Instructional Leadership Team which is composed of the principals and department chairs

Alejandra Velez I

Summer School High School Principal

2008

Green Dot/Ánimo Ralph Bunche (ARB), Los Angeles, CA

ARB summer school serves some of the lowest performing students who failed one or more of their courses during the regular school year.

- Administered and lead a group of 12 teachers and 360 students during summer school where 95% of the students passed their summer courses
- Created a matrix of the courses that were offered based on students' needs
- Scheduled students into the appropriate classes based on credit deficiency needs

Spanish Teacher

2007-2008

Green Dot/Ánimo South Los Angeles (ASLA), Los Angeles, CA

ASLA is an inner city high school serving primarily the African American and Latino community in the area and prepares the students for college, leadership and life.

- Created and developed Spanish curriculum and taught it to native and non-native students in levels 2 and 3
- Accommodated Spanish curriculum and implemented research-based strategies

Special Education High School Teacher

2005-2007

Teach For America/Bell High School/LA Unified School District, Los Angeles, CA

Bell is a 3 track high school, which services about 3,000 students who are economically Disadvantaged.

- Created English, History, and Math curriculums for high school students at or below a 2.5 grade level in reading, writing and math
- Assisted general education teachers in the implementation of 10th grade English and Math curriculums that would better serve students in the Resource Specialist Program
- Tutored students in regular and special education in the areas of English, history, math and science
- Active participant of School Site Council, a program that enables teachers to take part in the decision-making of the allocation of moneys

Commercial Service Analyst

Summer 2004

U.S. Embassy, Commercial Service, Paris, France

The U.S. Commercial Service in France assists U.S. companies to find business partners in France

- Performed market research of the e-commerce industry in France and wrote reports for potential U.S. investors
- Facilitated communication between U.S. companies supplying products and potential French buyers
- Translated market analysis and executive reports from French to English

AWARDS/SELECTED HIGHLIGHTS

- Fluent in Spanish and French
- Bill Gates Millennium Scholarship Scholar 2001-Present
- Fulbright Recipient 2011
- USC Graduate School Dean Students' List 2009-Present
- Scripps College Academic Merit Award 2001-2005
- National Venture Scholar 1999

Alejandra Velez 2

NICOLE P. MURPHY

(b)(6)

Education:**LOYOLA MARYMOUNT UNIVERSITY** Los Angeles, CA

Preliminary Administrative Services Credential, December 2010

Charter School/Small Learning Communities Leadership Certificate, May 2011

UNIVERSITY OF SOUTH CAROLINA Columbia, SC

Master of Education, December 1997

Educational Specialist of Secondary Counselor Education, December 1997

UNIVERSITY OF SOUTH CAROLINA Columbia, SC

Bachelor of Arts in Psychology, May 1995

Experience:

07/07-Present

ALLIANCE COLLEGE-READY PUBLIC SCHOOLS Los Angeles, CA*Director of College Success*

- Support Alliance school counselors in implementing American School Counselors Association (ASCA), comprehensive, data-driven school counseling program
- Coordinate and lead school counselors and cross school planning for college-entrance
- Provide professional development opportunities to college counselors through monthly group meetings
- Work with Alliance administrators to ensure student's and family's developmental counseling needs are properly serviced
- Develop resources and programs to ensure all students are prepared for college and financial aid application processes
- Liaison to Accion College-Readiness, College and University admissions and outreach programs, as well as the Hispanic Scholarship Fund (HSF)
- Responsible for creating Alliance monthly scholarship newsletter for distribution to 18 Alliance schools
- Train, & support Alliance counselors in implementing Naviance Succeed online platform, to streamline counseling services & increase individual student-counselor contact
- Annually review, adjust, and improve Alliance-wide counseling support services
- Support Alliance schools through Western Association of Schools and Colleges (WASC) accreditation process
- Develop an interwoven Alliance, University of California, and National Collegiate Athletic Association (NCAA) course approval process, to ensure all Alliance schools provide a rigorous, college-preparatory academic program

08/03-06/07

TOTAL EDUCATION SOLUTIONS South Pasadena, CA*Los Angeles, Area Coordinator*

- Delivered comprehensive special education services to support all students' disabilities (RSP, OT, PT, SPL, APE, DHH, Cls.)
- Hired and trained 30 employees to service 42 schools
- Directly supervised employees at nine schools
- Ensured clients were compliant with special education state and federal laws
- Prepared schools for Los Angeles Unified School District's District Validation Review (DVR), Special Education Program Audits
- Helped triple the bottom line for the Charter Special Education Services Division over 3 years

LEARN.COM

Los Angeles, CA

07/02-07/03

E-Learning Consultant

- Sold Learn.com's full-service of online training and learning products: Learning Management Systems, online content, e-Agents, and e-learning suite
- Helped negotiate and structure terms of transactions
- Prospected 30-50 corporations daily to create leads/sales
- Traveled countrywide to present Learn.com at individual corporations and at tradeshow

UNIVERSITY HIGH SCHOOL

Los Angeles, CA

07/00-07/02

Guidance Counselor

- Supported teachers in writing letters of recommendation for colleges and scholarship committees
- Served as the Advanced Placement Testing Coordinator (administered 12 different AP Exams)
- Collaborated with probation officers and social workers to support students personal success
- Counseled students regarding their academic, personal-social and career development, including all components of the college application and financial aid processes

SAN MARINO HIGH SCHOOL

San Marino, CA

07/99-06/00

Guidance Counselor

- Worked with independent college counselors to support student's admission to Ivy League and other top academic colleges and universities
- Counseled students regarding their academic, personal-social and career development, including all components of the college application and financial aid processes

PROVIDENCE HIGH SCHOOL

Charlotte, NC

07/96-06/99

Guidance Counselor

- Served as the Scholarship Coordinator, heading school site scholarship selection committee, and developed the school's monthly scholarship newsletter
- Served as New Student Transition Coordinator, helping new students connect with their peers, identify school site resources, and get invested in the school community
- Counseled students regarding their academic, personal-social and career development, including all components of the college application and financial aid processes
- Served as Assistant Coach for the Varsity Cheerleading Team, conditioning the team to prepare for football and basketball seasons, as well as regional competitions

Credentials/Certificates:

Pupil Personnel Services Credential

Preliminary Administrative Services Credential

Charter School/Small Learning Communities Leadership Certificate

Additional:

American School Counselor Association (ASCA) member

California School Counselors Association (CASCA) member

National Middle School Association (NMSA) member

National Association of College Admissions Counselors (NACAC) member

Western Association College Admissions Counselors (WACAC) member

DAVID HYUN, CPA, MBA

(b)(6)

EDUCATION: Bachelor of Science, Business Administration/Finance
California State University, Northridge
 May 1997

Master of Business Administration, Finance
Pepperdine University, Malibu
 May 2006

CERTIFICATION: Certified Public Accountant
Washington State Board of Accountancy
 License No. 28973

California Real Estate Broker
California Department of Real Estate
 License No. 01771961

EXPERIENCE:

January 2009-
 Present

Alliance College Ready Public Schools, Los Angeles, California (Charter School Management Organization)

Chief Financial Officer/Chief Operating Officer

- As a true business partner to the CEO and chief officers, assess organizational performance against both the annual budget and long-term strategy. Develop tools and systems to provide critical financial and operational information to the CEO.
- Participate in the ongoing strategic planning process as an integral member of the senior management team.
- Provide day to day leadership and management that will lead the Alliance to accomplish its mission and core values.
- Spearhead the development, communication and implementation of effective growth strategies and processes.
- Oversee the accounting, finance, facilities, operations, human resources, procurement and business planning and analysis departments
- Ensure that the organization establishes operation procedures that generate higher efficiency.
- Oversee and manage the acquisition, development, construction and financing of Alliance schools. To date, have closed approximately \$100M in projects. These transactions included leverage loans, bonds, new market tax credits and state bonds.
- Oversee the strategic plans of the human resources/payroll departments to ensure the appropriate assessment of staffing needs of Alliance schools and home office.
- Ensure proper maintenance of all accounting systems and functions including appropriate internal controls and financial procedures.
- Ensure timeliness, accuracy, and usefulness of financial and management reporting for federal and state funders, foundations, and board of directors; oversee the preparation and communication of monthly and annual financial statements.
- Ensure legal and regulatory compliance regarding all financial functions.
- Oversee cash flow planning and ensure availability of funds as needed.
- Oversee financing strategies and activities, as well as banking relationships.
- Oversee budgeting, and the implementation of budgets, so as to monitor progress and present operational metrics both internally and externally.
- Responsible for overall corporate governance/legal structure set-up and maintenance.
- Oversee the set up and management of a procurement department.

August 2008-
 December 2008

DLC, Inc., Los Angeles, California (Consulting Firm)

Consultant

October 2007-
 June 2008

JSM Capital, LLC, Los Angeles, California (Developer, Construction with over \$200 million in Assets)

Vice President of Finance/Controller

- Managed the full financial and accounting operations including accounts payable, accounts receivable, general ledger, job cost, payroll, and treasury.
- Ensured that financials were prepared in accordance with Generally Accepted Accounting Principles (GAAP).
- Developed and implemented the Treasury function, supervised cash management, and established

PR/Award # S374A120062

- procedures and controls over cash transactions.
- Responsible for all functions of human resource, legal, office management and information technology.
- Functioned as the principal liaison with independent accountants on tax matters.
- Managed and oversaw the Construction Loan Draws for 14 Construction Projects and 3 Predevelopment Draws.
- Partnered with the banks to ensure timely funding for loan draws.
- Collaborated with Title Company with issues on funding due to invalid lien filings.
- Participated in the negotiation meetings with our bankers. I also assist in reviewing term sheets.
- Created, implemented and maintained accounting policies and procedures, financial reporting, and ad hoc reports.
- Managed, supervised, and mentored staff of fourteen.

July 2002-
October 2007

Playa Capital Company, LLC, Playa Vista, California (Master Developer of over 5,800 residential units, commercial, retail)

Accounting Manager/Assistant Controller/Finance Manager

- Responsible for general ledger, job cost, accounts payable, accounts receivable, cash management and fixed assets.
- Responsible for internal and external reporting including monthly financial review packages and executive summaries for Executive/Management team, monthly Board package and investor reporting.
- Reviewed inter-company transactions and consolidated financial statements on a monthly basis.
- Coordinated and supervised the year end audit including audit schedule preparation, restatement adjustments, and interaction with the audit team.
- Prepared year end financial statements including disclosure footnotes in accordance with GAAP as part of the annual audit process.
- Reviewed budgets/forecasts, analyzed and explained major variances and submitted recommendations for corrective action, as required.
- Assisted the V.P. of Finance in the preparation and review of budgets and financial planning.
- Prepared waterfall distribution calculations for ownership distribution.
- Prepared land residual value schedules for executive management.
- Developed month-end, quarter-end and year-end close checklists to ensure adequate controls were in place and that stringent timelines were met.
- Performed research on accounting and GAAP issues, including capitalization and interest costs, accounting for the sales of real estate, and accounting for costs and initial rental operations of real estate.
- Reviewed comprehensive cash flow analysis prepared by joint ventures.
- Assisted in the oversight of price and profit participation agreements with joint venture partners.
- Participated in joint ventures' design, construction, and ownership meetings.
- Oversaw the shared cost allocation programs between various entities.
- Oversaw the supplemental fee agreements with the city of Los Angeles.
- Responsible for the reconciliation of all property taxes with the city of Los Angeles.
- Administered, supported and maintained the company's accounting software application (Timberline).
- Prepared ad hoc reports utilizing Open Database Connectivity (ODBC), Microsoft Excel, and Microsoft Access.
- Managed, supervised, and mentored staff of six.

December 2000-
July 2002

Trammel Crow Company, Los Angeles, California (National Developer, Property Management, Broker)

Senior Accountant

- Prepared and conducted detailed analysis of monthly financial packages including budget variance explanations.
- Reviewed and approved monthly managers' reports including accounts receivable analysis and property condition reports.
- Prepared year-end actual/estimate CAM and operating expenses.
- Trained and supervised temporary employees, junior accountant and assistant property managers.
- Prepared monthly journal entries, including supporting documentation and appropriate descriptions.
- Streamlined the closing procedure of several reporting entities month-end close.
- Reviewed and approved monthly rent rolls, accounts payables, and miscellaneous billings.

May 1999-
December 2000

Westfield Corporation, Los Angeles, California (Worldwide Developer, Management)

Staff Accountant/Revenue Accountant/Senior Accountant

- Analyzed and maintained the general ledger and prepared detailed support schedules including budget variance explanations, balance sheet analysis, and accounts receivable analysis.
- Reviewed and explained the minimum rent variance reconciliations.
- Explained major month-to-date and year-to-date variances and performed month-end and year-end closes.
- Prepared monthly financial statement supporting schedules and review square footage analyses.
- Reviewed and approved system set up of recurring charges for all tenants to ensure all charges and rent steps are correct.
- Reviewed billing reports, schedules, termination calculations, and prepare bank reconciliation.
- Convened monthly A/R meetings to discuss the status deferred liabilities.
- Responsible for fixed asset additions, maintenance, retirements, depreciation and "roll-forward" schedules.
- Prepared monthly and quarterly sales and use tax returns.
- Analyzed, reviewed and journalized monthly provisions for bad debt.
- Assisted in preparation and maintenance of shopping town centers' budgets and projections.

August 1995-
May 1999

Clifford Electronics, Inc, Chatsworth, California

Accountant

- Performed all accounting functions including journal entries, accounts payable, receivable, and bank reconciliations.
- Assisted in general ledger close including foreign currency translation of foreign subsidiaries.
- Assisted system analyst in preparation and implementation of new computer system.
- Assisted controller with special projects.

COMPUTER

KNOWLEDGE:

Microsoft Excel (MOS Expert Certified), Microsoft Word, WordPerfect, Power Point, Microsoft Access (MOS Certified), UNIX, DOS, Crystal Report, CTI Real Estate System (AS 400), MRI, Prolog, and Timberline

REFERENCES:

Available upon request.

SPENCER C. STYLES

EDUCATION/CREDENTIALS/ACTIVITIES

- University of Wisconsin – Whitewater, *Bachelor of Business Administration* – Accounting, Mathematics Minor, 2005
- University of Wisconsin – Whitewater, *Master of Professional Accountancy* – Finance, 2006
- Certified Public Accountant, *California*, currently active and licensed in attestation
- City Charter School, Los Angeles – Board Treasurer, Executive Committee, Current

CURRENT POSITION

Alliance College-Ready Public Schools - Los Angeles, CA

**Vice President of Finance; May 2012 – Current
Controller; December 2009 – May 2012**

Responsibilities

ACCOUNTING AND ADMINISTRATION

- Directed and oversaw all accounting activities for the central organization, schools and subsidiaries; ensured proper maintenance of all accounting systems as well as the design and implementation of internal controls and financial procedures; and coordinated all aspects of financial and operational audits
- Supervised the timeliness, accuracy, and usefulness of financial reporting to federal, state and local governments, foundations/donors, school site administrators, and board of directors
- Monitored and processed all legal and regulatory compliance including new corporation set-up, non-profit status applications, tax returns and all other filings with federal, state and local governments
- Acted as corporate treasurer by governing credit cards for all schools and home office, maintained security access, opened and closed all bank accounts and monitored weekly reconciliations (over 100 accounts at 5 different institutions).
- Managed all financial aspects of major initiative grant programs including application, implementation, operation, compliance and reporting. Major programs included i3 (\$5M - 5 year federal program), CSP Replication (\$8M - 5 year federal program) and the Gates initiative (\$11M - 7 year private program), Public Charter School Grant (\$575k grant per school), and E-Rate (variable grant covering 90% of technology)
- Designed and managed the efficient department growth (including designing positions, roles and responsibilities) from 5 employees to 14 employees while maintaining proper compliance and internal control. Delivered training to staff members and school site administrators thereby supporting individual growth as well as improving organizational efficiency and decentralized decision making.

STRATEGY AND FINANCE

- As a true business partner to chief officers, performed assessment of organizational performance against both the budgets and long-term strategic plan. Developed tools and systems to provide critical financial and operational information to the CFO and acted as senior financial advisor on audit and general non-profit best practices
- Participated in the ongoing strategic planning process as an integral member of the senior management team. Monitored long-range economic trends and projected organization's prospects for future growth and expansion. Estimated requirements for capital, land, buildings, and an increase in the work force through long-term cash flow forecasting
- Engage the Chief Development Officer to align philanthropy with short and long-term financial planning and projections
- Oversaw and actively managed the annual budget process for the organization, schools and subsidiaries
- Oversaw financing strategies and activities, managed banking relationships, investment and asset management; monitored debt covenant compliance. Managed vendor negotiations, account set-up and credit applications.

SPENCER C. STYLES

CURRENT POSITION (CONTINUED)

Accomplishments

- Designed and implemented a standard quarterly financial package for the Board of Directors, internal financial statement package including all supporting balance sheet and income statement schedules, and monthly financial reporting package to schools including budget vs. actual reporting and analysis.
- Developed the audit preparation process including review steps, audit workpapers, pre-audit internal testing and training to staff on auditing procedures. This resulted in a decrease of audit adjustments from 46 in FY 2009 to five in FY10 to zero in FY11.
- Designed and implemented the entire internal control structure from the ground up successfully reducing the number of financial deficiencies uncovered by auditors from five in FY09 to zero in both FY10 and FY11. Also, redesigned the accounts payable process to ensure school site approval, improve turn-around time, increase staff efficiency and improve vendor relationships.
- Developed entire budgeting process used by all Alliance entities including development of the annual budget model with the ability to make real-time updates and calculations, defined employee/principal roles in the budget process, managed planning timeline, accounted for multiple scenarios of state funding cuts, and automated the budget data upload into the accounting system.
- Built all financial projection models/tools, including a “CMO Master Planner” to automatically calculate 5 year projections using all possible growth scenarios, single school models and a model for new Alliance blended learning schools.
- Converted accounting system from Blackbaud to Sage Non-Profit Accounting, converted the chart of accounts from corporate account structure to SACS allowing accurate reporting and tracking of expenditures by program. Managed conversion of payroll providers to ADP to allow automation of accounting data entry and currently working on implementing an automated time tracking system for all 694 Alliance-affiliated employees.
- Maintained financial sustainability during a period of extensive organizational growth from 11 schools (4,200 students) to 21 schools (8,400 students).
- Oversaw facility financing for six school building deals using tax-exempt bonds, NMTC and a combination of QSCBs and Tax Credits.

RELATED WORK EXPERIENCE

SingerLewak LLP - Los Angeles, CA

Senior Accountant; *August 2008 – December 2009*

- Assumed full responsibility for supervising engagements, including SEC, privately held and not-for-profit clients, using established firm policies and procedures
- Supervised and provided training to staff members and semi-senior accountants on assigned engagements, offered guidance and direction, gave constructive criticism of working papers and prepared evaluation reports
- Communicated engagement's progress, problems, resolutions, financial information, tax activity and other business concerns to the client
- Coordinated all phases of engagements: planned engagements, budgeted time and expenses, monitored actual performance against budget, reviewed working papers for accuracy and completeness and resolved accounting and auditing problems as they arise
- Prepared or reviewed financial statements, notes, schedules, management letters, and tax returns for later discussion between manager or partner and the client and ensured that all are prepared in accordance with generally accepted professional and firm standards

SPENCER C. STYLES

RELATED WORK EXPERIENCED (CONTINUED)

Schenck Business Solutions - Milwaukee, WI**Senior Accountant;** *July 2007 – August 2008***Staff Accountant;** *June 2006 – July 2007***Intern, Tax;** *January 2005 – April 2005*

- Planned, scheduled, and lead field audit teams for privately held companies, employee benefit plans, not-for-profit organizations and governmental districts
- Performed a variety of technical consulting including litigation support, internal control set-up and evaluation, foreign currency translations, due diligence, Sarbanes-Oxley 404 implementation and stock option valuation of privately held companies
- Assigned work to staff based on knowledge and capabilities; reviewed staff work, provided training and guidance to develop human capital within the firm
- Researched new audit standards and drafted firm-wide training materials for implementation of risk-based audits
- Presented financial statements and internal control recommendations to management/boards of directors
- Proficient with *Profx* Engagement and paperless audits, *Profit Cents* Analytical Software, Microsoft Office, DSW Depreciation Solutions
- Participated in campus recruiting events, job fairs, and scholarship presentations
- Prepared tax returns for individuals, personal property, and manufacturing real estate. Prepared necessary supporting analysis for various tax filings

BILL & MELINDA
GATES *foundation*

PO Box 23350
Seattle, WA 98102, USA
www.gatesfoundation.org

The Honorable Arne Duncan
Secretary, United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

I am writing to express my full support and endorsement of the Teacher Incentive Funding proposal submitted by Alliance College-Ready Public Schools and to highlight the achievements made by Alliance in their efforts to improve teacher effectiveness. I am the Senior Program Officer for the Intensive Partnership Schools Initiative offered through the Bill and Melinda Gates Foundation. In this role, I work closely with the implementation team at Alliance.

Alliance is part of a greater movement that seeks to change how teachers are evaluated, supported, rewarded, and assigned based on their effectiveness. The movement also aims to increase principal effectiveness and student college-readiness. Their coordinated strategy includes eight specific initiatives:

- A. Teacher Evaluation
- B. Teacher Supports
- C. Teacher Residency
- D. Principal Leadership
- E. Career Path
- F. Differentiated Compensation
- G. CMO Implementation Team
- H. TCRP Hub

Here, I will speak to six of these initiatives.

Alliance has in place a Framework for Effective Teaching that describes the multiple measures by which teachers are evaluated. They developed the framework through a collaborative process that included administrators, teachers, and other Charter School Organizations. The measures include teaching practice (measured through lesson observations), student growth (measured by Student Growth Percentile), and parent and student feedback. Rubrics describe levels of performance for each of these measures. They began to pilot these measures in 2010-2011, implemented them with no consequences in 2011-2012, and are implementing them this year with consequences.

Alliance has made significant progress toward their commitments to provide teacher support and professional development that is aligned to the Framework for Effective Teaching. Professional Development is differentiated based on teacher performance and needs. Through the use of a web-based lesson observation tool, the implementation team collects data on each indicator of best-practice described in the framework. An analysis of the data allows them to determine which indicators require further teacher training, grouped by subject, school, teacher experience, or any other grouping. They have developed a draft of a comprehensive teacher supports system that includes teacher career paths, video coaching, an intranet portal, informal observations, and school professional development plans.

They have developed a teacher residency program with Loyola Marymount University. Working with Alliance's Director of the Los Angeles Math and Science program, the clinical faculty at Loyola Marymount University has developed a curriculum for both residents and mentors participating in the residency program. The undergraduate students are preparing for their first step on a career path with the Alliance. Experienced Alliance teachers serve as

mentors and take coursework which leads to a Transformational Leader Certificate. To date, 4 mentors and 10 residents have completed the program.

Alliance has made significant progress toward their commitment to provide training and professional development to all principals and assistant principals in their efforts to improve teacher effectiveness.

All administrators have attended six full days of training on the Framework for Effective Teaching and continue to participate in monthly meetings to observe, refine, and enhance their ability to evaluate teachers. Alliance has a calibration and certification process through which administrators become eligible to accurately and objectively observe and evaluate teachers. A Principal Effectiveness Framework has been created that mirrors the Teacher Effectiveness Framework. Principals are held accountable for their work and are rated according to levels of practice described by a rubric. This year principals will begin a year of training on coaching skills so they can effectively coach teachers toward improvement.

Toward their efforts to “re-professionalize” teaching, Alliance continues to develop career paths for teachers. The premise behind this plan is to retain and compensate teachers to stay in the classroom, rather than leave the classroom to move into administration where the compensation is higher. This year, Alliance is piloting the career path plan with one teacher who has achieved the highly effective level of performance. She will be released from her classroom duties for three of her six periods, when she will work as an instructional coach to assist other teachers in the improvement process. Alliance is continuing to develop a list of optional career paths from which highly effective teachers can choose while maintaining their primary role of classroom teacher.

Teachers and principals will be compensated based on their effectiveness, as measured through the Teacher Effectiveness Framework and the Principal Effectiveness Framework. Alliance recently released the preliminary draft of the compensation plan which replaces the traditional step and column salary schedule. Performance this year will be compensated by means of a bonus; beginning next year salaries will be based on performance.

Based on the progression of their work toward increasing teacher effectiveness, as part of the Intensive Partnership Program, I fully support the proposal Alliance is submitting for Teacher Incentive Funding. They have made impressive strides thus far and have proven that they have the resources and resolve to continue this crucial work.

Sincerely,

(b)(6)

Kate Ford
Senior Program Officer, US Program- College Ready
Bill and Melinda Gates Foundation
kate.ford@gatesfoundation.org
206-422-1167

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

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

Budget Narrative – The Teacher Incentive Fund (TIF) Program -- 84.374

Alliance College-Ready Public Schools

U.S. Dept. of ED Funds

1.) Personnel - The personnel costs incurred relate to five major groups, Alliance (Home Office) staff, development meeting time, teacher bonuses based on the 2012-13 school year effectiveness, the increase in salary cost from implementing a new performance-based compensation system (PBCS) for teachers and an increase in salary cost for a new PBCS for Special Education Teachers and Counselors.

- a. The Home Office personnel costs represent the time necessary for the Director of College Success and Director of Special Education to design and implement an effective teacher evaluation system for Special Education Teachers and Counselors. The largest portion of their time will be incurred in the first two years of the grant because of the amount of work that will be needed to develop and implement effectiveness measures and an evaluation system. The costs included in the budget represent 30% allocation of time for both employees in year one, 20% in year two, and 15% in year three. There will also be a need for the Vice President of Finance to spend a significant amount of time working with the schools to develop a financial sustainability plan that will allow school to continue the PBCS after the grant funds have been expended. The estimated time allocation for years one, two and three is 15%, 10%, and 5%, respectively. The total cost for the Home Office staffing is **\$142,855**.
- b. A fundamental part of the effective metric design process will also include meetings with current Special Education Teachers and Counselors. The meetings are planned to be held six times during each of the first two years of the grant for a total cost of **\$19,200**. The annual cost of these meetings is calculated as follows:

Development Meetings	
Length (in hours)	2
Pay per hour	\$25
Times per year	6
Resource attendees	16
Counselor attendees	<u>16</u>
Annual Cost	<u>\$9,600</u>

- c. The 2012-13 school year will be the first time that teachers will be evaluated using the effective measures and paid a bonus based on their rating. The bonus payment amounts and expected distribution is as follows:

Budget Narrative – The Teacher Incentive Fund (TIF) Program -- 84.374

U.S. Dept. of ED Funds (continued)

1.) Personnel (continued)

Tier	FY13 (Bonuses)	
	Distribution	Bonus Amount
Entry	20%	-
Emerging	25%	750
Achieving	40%	1,250
Effective	10%	2,250
Highly Effective	5%	<u>2,750</u>
	100%	
<i>Weighted Average</i>		<u>\$ 1,050</u>

The estimated number of classroom teachers in school year 2012-13 is 283. Therefore, the estimate total cost of the bonus payments is **\$297,150** (283 teachers x \$1,050).

- d. The majority of the personnel costs included in the budget are the additional salary to be paid to effective teachers based on the new PBCS. Based on preliminary estimates, the estimated average teacher cost for teachers on the PBCS for each year of the grant is as follows:

Tier	Average Salary	FY14		FY15		FY16		FY17	
		Distribution	Weighted Average						
Entry	\$52,000	20%	\$10,400	15%	\$7,800	10%	\$5,200	5%	\$2,600
Emerging	\$57,845	25%	14,461	20%	11,569	15%	8,677	15%	8,677
Achieving	\$64,347	40%	25,739	45%	28,956	45%	28,956	40%	25,739
Effective	\$71,579	10%	7,158	15%	10,737	20%	14,316	25%	17,895
Highly Effective	\$79,625	5%	<u>3,981</u>	5%	<u>3,981</u>	10%	<u>7,962</u>	15%	<u>11,944</u>
			\$						
		100%	61,739	100%	\$63,043	100%	\$65,111	100%	\$66,854
Other Personnel Cost			<u>3,437</u>		<u>3,441</u>		<u>3,447</u>		<u>3,453</u>
Average Personnel Cost per Teacher			<u>\$65,176</u>		<u>\$66,484</u>		<u>\$68,558</u>		<u>\$70,306</u>

Budget Narrative – The Teacher Incentive Fund (TIF) Program -- 84.374

U.S. Dept. of ED Funds (continued)

1.) Personnel (continued)

The portion of the total increase in salary cost covered by TIF funds will be phased out over time, allowing schools to implement cost-cutting strategies to ensure long-term sustainability. This will be done over a five year period. The initial bonus payment described in (c) above will be 100% paid for with TIF funds, year two costs will be 80% covered by TIF, year three will be 60%, and so on. Based on the per teacher personnel cost above, the TIF funds needed is calculated as follows:

Classroom Teachers	FY14	FY15	FY16	FY17
Average PBCS Cost	\$ 65,176	\$ 66,484	\$ 68,558	\$ 70,306
Average Base Cost	<u>\$ 56,769</u>	<u>\$ 57,839</u>	<u>\$ 58,981</u>	<u>\$ 60,160</u>
Increase in Cost	\$ 8,407	\$ 8,645	\$ 9,578	\$ 10,146
Number of Teachers	318	328	332	332
TIF Funding %	<u>80%</u>	<u>60%</u>	<u>40%</u>	<u>20%</u>
Total TIF Funds	<u>\$ 2,138,812</u>	<u>\$ 1,701,323</u>	<u>\$ 1,271,903</u>	<u>\$ 673,701</u>

- e. The last group of personnel costs relate to the increase in salary cost for Special Education Teachers and Counselors after they are placed on the PBCS. Since an actual salary scale will be created during the implementation of the TIF program, the effective teacher salary bands above were used as an estimate for determining the increase in salary costs. The same phase-out of TIF funding was used for these two classifications of employees.

The calculations to determine total TIF funding are as follows:

<u>Special Education Teachers</u>	FY15	FY16	FY17
Average PBCS Cost	\$ 66,484	\$ 68,558	\$ 70,306
Average Base Cost	<u>\$ 49,983</u>	<u>\$ 50,983</u>	<u>\$ 52,003</u>
Increase in Cost	\$ 16,501	\$ 17,575	\$ 18,304
Number of Teachers	32.5	32.5	32.5
TIF Funding %	<u>100%</u>	<u>80%</u>	<u>60%</u>
Total TIF Funds	<u>\$ 536,269</u>	<u>\$ 456,953</u>	<u>\$ 356,920</u>

Budget Narrative – The Teacher Incentive Fund (TIF) Program -- 84.374

U.S. Dept. of ED Funds (continued)

1.) Personnel (continued)

<u>Counselors</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>
	\$	\$	\$
Average PBCS Cost	66,484	68,558	70,306
	\$	\$	\$
Average Base Cost	<u>56,821</u>	<u>57,958</u>	<u>59,117</u>
	\$	\$	\$
Increase in Cost	9,663	10,600	11,189
Number of Counselors	21	21	21
TIF Funding %	<u>100%</u>	<u>80%</u>	<u>60%</u>
	\$	\$	\$
Total TIF Funds	<u>202,914</u>	<u>178,086</u>	<u>140,985</u>

2.) Fringe Benefits – The all personnel costs listed above are subject to the same payroll taxes and benefit costs. The total fringe percent that was applied to the personnel costs was 21.65% for a total of **\$1,757,442**. This total is comprised of the following:

	Certificated Educators	Home Office Staff
Retirement Plan	8.25%	5.00%
OASDI	0.00%	6.20%
Medicare	1.45%	1.45%
Health and Welfare State	11.22%	8.00%
Unemployment	<u>0.73%</u>	<u>1.00%</u>
Total Fringe	<u>21.65%</u>	<u>21.65%</u>

3.) Travel – The travel costs included are to cover the cost for grant personnel to attend the two annual TIF Program meetings. The total cost of travel during the life of the grant is **\$42,500**. There will be three attendees for the grantee meeting and two attendees for the topical meeting.

Budget Narrative – The Teacher Incentive Fund (TIF) Program -- 84.374

U.S. Dept. of ED Funds (continued)

1.) Travel (continued)

The annual costs for each meeting were calculated as follows:

<u>Category</u>	<u>Unit Cost</u>	TIF Grantee		TIF Topical	
		<u>Units</u>	<u>Extended Cost</u>	<u>Units</u>	<u>Extended Cost</u>
Airfare	\$ 400	3	\$1,200	2	\$ 800
Lodging	\$ 200	12	\$2,400	8	\$1,600
Per Diem	\$ 75	15	\$1,125	10	\$750
Ground Transportation	\$ 25	15	<u>\$ 375</u>	10	<u>\$250</u>
Total Cost Per Meeting			<u>\$ 5,100</u>		<u>\$3,400</u>

- 4.) Equipment – The equipment budget includes **\$150,000** for the cost of developing software to gather evaluator data related to the Special Education Teachers and Counselors. This data is then used to determine the employee’s effectiveness.
- 5.) Supplies – The supplies line totaling **\$23,399** includes the cost of office supplies, printing, postage and other related office costs necessary for meetings and project implementation.
- 6.) Contractual – The contractual amount budgeted relates to the cost of the grant evaluator. The amount is equal to 2% of the total grant funds (\$12,000,000 x 2% = **\$240,000**).
- 10.) Indirect Costs – The rate was changed to the approved rate of 16.4% and recalculated using the correct base as indicated on the rate approval letter.

Matching Funds

(b)(4)

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.

Applicant's (Organization) Name:	Alliance College-Ready Public Schools
Applicant's DUNS Name:	8763675200000
Federal Program:	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
CFDA Number:	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

Alliance College-Ready Public Schools

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	587,891.00	2,240,024.00	2,415,873.00	1,830,373.00	1,042,911.00	8,117,072.00
2. Fringe Benefits	127,285.00	484,992.00	523,065.00	396,298.00	225,803.00	1,757,443.00
3. Travel	8,500.00	8,500.00	8,500.00	8,500.00	8,500.00	42,500.00
4. Equipment	150,000.00					150,000.00
5. Supplies	6,199.00	4,800.00	4,800.00	3,800.00	3,800.00	23,399.00
6. Contractual	48,000.00	48,000.00	48,000.00	48,000.00	48,000.00	240,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	927,875.00	2,786,316.00	3,000,238.00	2,286,971.00	1,329,014.00	10,330,414.00
10. Indirect Costs*	127,571.00	456,955.00	492,039.00	375,063.00	217,958.00	1,669,586.00
11. Training Stipends						
12. Total Costs (lines 9-11)	1,055,446.00	3,243,271.00	3,492,277.00	2,662,034.00	1,546,972.00	12,000,000.00

***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: 01/01/2011 To: 12/31/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 16.40 %.

(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 Alliance College-Ready Public Schools	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)