

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



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

**TIF General Competition**

**CFDA # 84.374A**

**PR/Award # S374A120095**

**Grants.gov Tracking#: GRANT11189219**

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

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

**Application for Federal Assistance SF-424**

\* 1. Type of Submission:

- Preapplication  
 Application  
 Changed/Corrected Application

\* 2. Type of Application:

- New  
 Continuation  
 Revision

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

\* Other (Specify):

\* 3. Date Received:

07/27/2012

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

**State Use Only:**

6. Date Received by State:

7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

Hillsborough County Public Schools

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

59-6000660

\* c. Organizational DUNS:

0424710600000

**d. Address:**

\* Street1:

901 E. Kennedy Blvd

Street2:

\* City:

Tampa

County/Parish:

\* State:

FL: Florida

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

33602-3408

**e. Organizational Unit:**

Department Name:

Grants & Research Operations

Division Name:

Student Svcs. & Fed. Programs

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

Prefix:

\* First Name:

Lisa

Middle Name:

\* Last Name:

Cobb

Suffix:

Title:

Assistant Director

Organizational Affiliation:

Hillsborough County Public Schools

\* Telephone Number:

813-272-4880

Fax Number:

813-272-4664

\* Email:

lisa.cobb@sdhc.k12.fl.us

**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.374

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.):**

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

Performance Outcomes With Effective Rewards III (POWER III)

Attach supporting documents as specified in agency instructions.

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="60,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="60,000,000.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:

Fax Number:

\* Email:

\* Signature of Authorized Representative:

\* Date Signed:

Additional Congressional Districts for Hillsborough County Public Schools:

FL-009

FL-012

## 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>Lisa Cobb</p>	<p>* TITLE</p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Hillsborough County 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

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee  
\* Name Hillsborough County Public Schools  
\* Street 1 901 E. Kennedy Blvd.    Street 2  
\* City Tampa    State FL: Florida    Zip 33602  
Congressional District, if known: FL-011

<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Teacher Incentive Fund CFDA Number, if applicable: 84.374
--	---

<b>8. Federal Action Number, if known:</b> 	<b>9. Award Amount, if known:</b> \$
--	---

**10. a. Name and Address of Lobbying Registrant:**  
Prefix    \* First Name NA    Middle Name  
\* Last Name NA    Suffix  
\* Street 1    Street 2  
\* City    State    Zip

**b. Individual Performing Services** (including address if different from No. 10a)  
Prefix    \* First Name NA    Middle Name  
\* Last Name NA    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: Lisa Cobb  
\* Name: Prefix    \* First Name MaryEllen    Middle Name  
\* Last Name Elia    Suffix  
Title: Superintendent    Telephone No.: 813-272-4880    Date: 07/27/2012

**NOTICE TO ALL APPLICANTS**

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

**To Whom Does This Provision Apply?**

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

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

**What Does This Provision Require?**

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

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

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

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

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

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

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

**Estimated Burden Statement for GEPA Requirements**

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

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

GEPA TIF.pdf

Delete Attachment

View Attachment

**GENERAL EDUCATION PROVISIONS ACT (GEPA) REQUIREMENT**

On the basis of race, color, sex, national origin, marital status, disability, age or religion, no person shall be excluded from participation in, denied the benefits of, or subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this school district, except as provided by law.

**STATUTORY AUTHORITY:** Florida Statute 230.22(2):228.2001:230.23(5)

**Equal Access For All:**

The primary goal of Hillsborough County Public Schools (HCPS) is to ensure that each student succeeds in his or her quest for a secure future. To that end, the school district continues to focus on equal opportunity for all students and staff regardless of race, creed, ethnicity, socio-economic status, gender, or any other discriminatory criteria. An Equity Committee comprised of district and school personnel reviews all data by school and special programs submitted annually to the court. This data includes information about the programs currently operating in the district.

In addition, the Equity Committee reviews all recommendations about programmatic issues to ensure that all project participants have equal access to all aspects of the program. The district staff continuously gives special attention to those who have been traditionally underrepresented.

- a) Information about programs is available in multiple languages and representatives of the Bilingual/ESOL staff distribute program descriptions and information to ESOL parents.
- b) The district provides equal opportunity for disabled students as required by the Individuals With Disabilities Education Act (IDEA). Whenever appropriate, special education students are mainstreamed into regular and/or special theme classes. Similar provisions have been made for participation of limited English proficient students.

***Specific to the Teacher Incentive Fund Program,*** HCPS will seek to include all proposed participants in project activities without regards to race, creed, ethnicity, socio-economic status, gender or any other discriminatory criteria. Materials will be designed to meet the physical and language requirements of participants in order to remove barriers to participation. Participants will not be discriminated against in regards to disabilities, and accessibility options will be made available to participants with disabilities so that they may fully participate in the this project program, pursuant to the Americans With Disabilities Act (ADA) and other pertinent Disability Rights legislation.

---

## 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**

Hillsborough County 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:
<input type="text"/>	TBD	<input type="text"/>	TBD	<input type="text"/>

Address:

* Street1:	901 E. Kennedy Blvd.
Street2:	<input type="text"/>
* City:	Tampa
County:	<input type="text"/>
* State:	FL: Florida
* Zip Code:	33602
* Country:	USA: UNITED STATES

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

813-272-4000	<input type="text"/>
--------------	----------------------

Email Address:

**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) #: 2, 4

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

Exempt Research Narrative TIF.pdf

Delete Attachment

View Attachment

**Exempt Research Narrative**

Research activities conducted as part of Hillsborough County Public Schools federal Teacher Incentive Fund grant application are exempt from the regulations for the protection of human subjects for the following reasons. Research conducted in the project will involve the use of data obtained in a manner in which no subjects can be identified and in which no investigators participate in the activities. Research will also involve the collection of existing data that are publicly available and in which no subjects can be identified.

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

### Project Abstract

This application is submitted for the General TIF Competition. Hillsborough County Public Schools (HCPS) is the single applicant and is an eligible LEA. There are 260 schools in HCPS. Thirty high-needs schools will be served by the proposed TIF-funded Performance-Based Compensation System (PBCS).

Two broad goals with supporting objectives frame the project. **Goal 1** is to utilize an LEA-wide Educator Evaluation System Based, in Significant Part, on Student Growth.

**Supporting objectives** address the use of the evaluation system to determine effectiveness levels of educators; to examine the effectiveness levels of teachers who stay at the project school, including those who teach in high-need subject areas; and the number of teachers who participate in evaluation-driven, personalized professional development. **Goal 2** is to implement an LEA-wide Human Capital Management System (HCMS) with an Educator Evaluation System at the Center. **Supporting objectives** address the implementation of the HCMS; the percentage of educators in project schools earning performance-based compensation; the percentage of highly effective teachers recruited to and retained in project schools; the establishment of Teacher Leaders; and the integration of the data management systems. **Competitive Preference Priority 5** will be addressed through the implementation of a salary structure based on effectiveness.

**Activities** that will occur during the grant period align with the goals and objectives.

Hillsborough County Public Schools' (HCPS) **Performance Outcomes With Effective Rewards III (POWER III)** proposal is part of an ongoing district-wide wide commitment to attract, support, reward, and retain the most effective teachers and administrators, especially at targeted high needs schools. POWER III occurs during an exciting milestone in the district's long range plan to implement a Performance-Based Compensation System, the advent of a

performance-based career ladder. HCPS has completely reformed its educator evaluation systems for both teachers and principals and made serious inroads to link these systems with the HCMS. During the 2012-2013 school year, a performance-based career ladder will be initiated. With the career ladder, salary is determined by effectiveness ratings with sizeable salary increases at each level. The PBCS was collaboratively developed in conjunction with the Hillsborough Classroom Teachers Association, as well as school- and district-level stakeholders. POWER III will institute a new leadership position on the career ladder, the Teacher Leader. Leadership positions such as Teacher Leader are compensated beyond the salary level and are also tied to effectiveness levels. Additional performance based incentives for highly effective teachers and principals will be put in place just for POWER III schools; highly effective teachers can also earn recruitment and retention bonuses.

POWER UP! will be newly introduced in these TIF schools. This is an individualized, evaluation driven package of professional development for which teachers will be paid. OpenIDEAS, which is a social network within a working environment, will be the platform for the bulk of this collegial endeavor. Teachers will have the opportunity to digitally film their own classrooms for self reflection and partnered feedback. Model lesson clips will be available for comparison. POWER UP! Professional Action Communities (PACs) will come together for planning and discussion. Principals will also have a paid professional development opportunity with a Professional Learning Community experience. These PLCs will bring elementary, middle, and high school principals together in a unique, problem solving cadre. Also within POWER III, the integration of data management systems will facilitate the implementation of the HCMS decisions of recruitment; hiring; placement; retention; dismissal; professional development; tenure; and promotion, based on demonstrated effectiveness levels.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

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

Add Optional Project Narrative File

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**A. A Coherent and Comprehensive Human Capital Management System (HCMS)****(1) Aligned with each participating LEA's clearly described vision of instructional improvement**

Hillsborough County, which approximates the size of Rhode Island, includes Tampa, a large urban city, and several outlying municipalities and communities. With over 1,000,000 people, Hillsborough County is economically, ethnically and linguistically diverse, with 25% of families speaking a language other than English. Serving the families in this region is Hillsborough County Public Schools (HCPS). HCPS is the 8th largest school district in the nation with over 193,000 students in 260 schools. Currently over half (58.59%) of all students are classified as economically disadvantaged (eligible for free and reduced price meals [FRPM]), which represents over a 1% increase in just one school year and a 22% increase in the number of students eligible over the last decade.

The vision for instructional improvement in Hillsborough County Public Schools is a highly effective teacher in every classroom and a highly effective principal in every school (**Absolute Priority 1.1**). This vision is founded in the fundamental research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor (Goldhaber, 2002a; Hanushek et al., 2002). The district has been proactive in its pursuits to support effective teachers and principals and is well ahead of the state and federal mandates to implement reform. In *The Reauthorization of the Elementary and Secondary Education Act, A Blueprint for Reform* (USDOE 2010) it is stated, "We will elevate the teaching profession to focus on recognizing, encouraging, and rewarding excellence. We are calling on states and districts to develop and implement systems of teacher and principal evaluation and support, and to identify effective and highly effective teachers and principals on the basis of student growth

and other factors.” Before this national call was even voiced, HCPS was creating systems in anticipation of answering it.

In 2011, Florida Senate Bill 736 established a learning growth model for school districts to measure the effectiveness of instructional personnel and administrators and required that school districts establish a new performance salary schedule that bases annual salary increases on performance evaluation by 2014. HCPS’ creation of a learning growth model began in 2007 within the Federal TIF 2 proposal. It evolved through research and experience and is presently established in the district and was approved by FLDOE well before the 2014 deadline. Our career ladder structure was collaboratively designed in 2009 and will be fully implemented in 2013-2014. As one of the state of Florida’s Race to the Top (RTTT) participating school districts, HCPS has made progress in implementing comprehensive education reform plans and meeting ambitious goals for student outcomes. HCPS has been steadily building infrastructure to create a human capital management system (HCMS) that will provide the tools to create and manage an educational workforce that can actualize our vision of instructional improvement.

HCPS’ first TIF grant, Performance Outcomes With Effective Rewards (POWER), seeded the ground for the expansion of the HCMS to reward effective teachers based on teacher performance and student achievement. The capacity to make human capital decisions was enhanced by linking teacher evaluation scores to student achievement at the classroom level, and then linking that data to the district’s compensation system. In 2009, HCPS formed a highly collaborative reform plan, Empowering Effective Teachers (EET), to attract, support, reward and retain the most effective teachers and principals, especially at high needs schools. This seven-year plan provided a focused direction for all systems in the district. A new classroom evaluation rubric was launched, aligned with the research-based Charlotte Danielson *Framework*

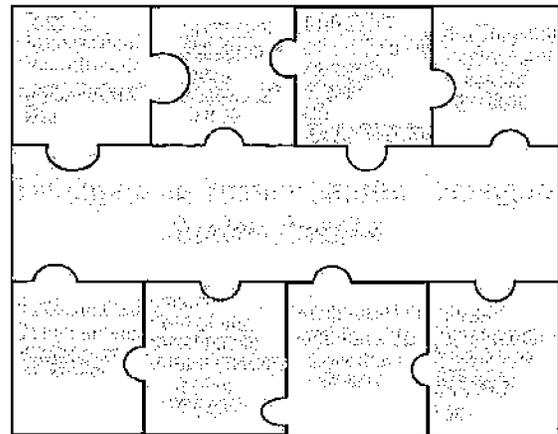
*for Teaching*. Teachers are scored on twenty-two components within four key domain areas: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities. The evaluation process leads to an effectiveness score based on at least two observations by peer evaluators (30%), at least one observation by the principal (30%), and a value-added student achievement measure (40%). Similarly, the principal evaluation was revamped to assess effective educational leadership. Based on the Vanderbilt Assessment for Leadership in Education (VAL-ED), core competencies and key behaviors are defined and measured. The outcomes of the assessment include behavior profiles, interpretable from both norm-referenced and standards-referenced perspectives, and suggested clusters of behaviors for improvement. HCPS' second TIF project, Performance Outcomes With Effective Rewards II (POWER II), committed to providing performance rewards based upon the new evaluation system. The demand for a more comprehensive HCMS was apparent. With support from POWER II, the district expanded its Lawson financial system, the Lawson™ Talent Management Software Suite, a fully integrated strategic human capital management system. Lawson Talent Management (LTM) is made up of seven distinct, inter-related applications. These applications include features such as competency repositories, global employee records, and enhanced onboarding support. The software suite can also help evaluate and measure workforce performance, manage compensation (including performance awards), and create alerts when employees are ready for progression or at risk of leaving.

Basing every human capital decision on demonstrated educator effectiveness is a complex task; it requires a laser-like focus on educator effectiveness. Thus, **Performance Outcomes With Effective Rewards III (POWER III)**, will further the groundbreaking work

already begun in HCPS so that human capital management decisions based on educator effectiveness are truly embedded in the district’s way of work.

**(2) Likely to increase the number of effective educators in the LEA’s schools, especially in high-need schools, as demonstrated by: (i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application**

In alignment with **POWER III** goals, HCPS will actualize a formal process for utilizing educator effectiveness ratings to inform human capital decisions (**Absolute Priority 1**). Human capital management for a district of this size presents challenges. Participation in the Urban Schools Human Capital Management Academy,



an initiative for human resources reform, helped shape the HCMS. Within this Academy, HCPS interacts with nine other large urban districts and a Human Capital Partner with expertise in Human Resources. While yet in its infancy, HCPS is developing a process to use educator effectiveness, as determined by our evaluation systems, to support the eight key areas of human capital decisions as depicted in the Academy model above. The model envisions “Principals as Human Capital Managers” who utilize educator effectiveness ratings to inform a range of human capital decisions. This integrates into current district reform where principals are viewed as learning leaders, directly involved in supporting teacher efficacy.

Educator effectiveness ratings support a wide range of human capital decisions in HCPS (**Absolute Priority 1.2**). Focusing on **teacher preparation and recruitment**, the district has

begun to examine which teacher preparation programs produce the greatest percentage of successful novice teachers to focus external recruitment and hiring. Content supervisors also examine effectiveness ratings to determine which teachers are most qualified to host pre-service teachers for internships. Regarding **hiring and selection** practices, effectiveness data are becoming part of a targeted selection processes that dictate who to interview for vacancies and who to ultimately hire. **Teacher induction** is supported through the use of full-release mentors assigned to every novice educator for their first two year of employment to increase teacher effectiveness and decrease recidivism rates. HR Partners are utilized to maximize **staffing and deployment** of the educator workforce. These district-level positions assist principals with identifying promising applicants and analyzing educator data to inform human capital decisions.

Evaluation ratings comprise the **performance management** component of the HCMS. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and movement into leadership positions. HCPS has begun to **link professional development to HR functions**. School- and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Course completions can also be tracked by HR Partners to inform human capital decisions. **Compensation and benefit levels** are derived by a performance-based salary structure that explicitly ties salary increases to sustained high-level performance. **Career management** options are delineated by the career ladder positions, such as peer/mentor evaluator and Teacher Leader that are made available to highly effective educators.

Performance evaluations are also used to **recruit and hire leaders** at each level of the principal pipeline. Effectiveness ratings are used as part of the selection process for entry into the training programs for aspiring school leaders. School administrators' performance is tracked

from the time they enter the pipeline on a set of school leader competencies that define leadership in HCPS. **Placement decisions** are based on school match and the competencies needed for leaders assigned to specific schools. Principal evaluation results are also used to **retain** high performing leaders or **dismiss** leaders who are not performing at an acceptable level of proficiency. Adherence to a clearly defined range of human capital decisions that are driven by educator effectiveness will increase the number of highly effective teachers and principals in not only **POWER III** schools, but all schools in the district.

**(2) (ii) The weight given to educator effectiveness – based on the educator evaluation systems described in the application – when human capital decisions are made**

HCPS has a strong history of using student achievement results to make data-driven instructional decisions to improve teaching and learning. In light of recent reform initiatives, district personnel have only just recently begun to consider using educator effectiveness ratings to inform human capital decisions for teachers and principals. Historically, both principal and teacher remuneration were standardized based upon negotiated salary levels that aligned with length of service. With the advent of the district's EET initiative in 2009, HCPS has altered the course of compensation. A new career ladder and salary structure that explicitly ties salary increases to sustained high-level performance and progress up the career ladder was collaboratively designed and approved by the Hillsborough Classroom Teachers Association (HCTA).

All HCPS teachers hired after July 1, 2010 are automatically assigned to the performance-based salary structure, in which base salary will be determined by educators' effectiveness ratings. This new PBCS will be initiated in 2013-2014, once three years of value-added student learning gains are available and the pay rates corresponding to each level have

been negotiated with HCTA (**Competitive Preference Priority 5**). Existing teachers may choose to opt in to the new PBCS at multiple points, but may not then opt out. Regardless of which salary structure a teacher is on, all teachers will be evaluated under the new system and will earn a demonstrated effectiveness rating. It is projected that educators who opt in to the performance-based salary system will experience large increases in salary as their evaluation ratings improve, making it possible for newer teachers to experience substantial increases sooner than would have been possible under the prior compensation system (**Absolute Priority 1, 1.2**).

The performance-based salary structure overlays a defined career ladder that ties movement up and down the ladder to educator evaluation results (see appendix). The rungs of the career ladder, called Apprentice, Career, Advanced, and Master, correspond to the identified performance levels. HCPS identifies five effectiveness ratings. These ratings correspond to the state of Florida's effectiveness levels of *Unsatisfactory* (Level 1), *Needs Improvement* (Level 2), *Effective* (Level 3), and *Highly Effective* (Levels 4 and 5). Movement up or down the career ladder is determined by teacher effectiveness ratings. Teachers move up to higher paying rungs by improving their effectiveness rating for two consecutive years. A teacher may receive a pay reduction with three consecutive lower annual evaluation results (**Competitive Preference Priority 5a**). Apprentice teachers who do not earn an *Effective* or higher rating by the end of their fourth year of employment are not placed on the career ladder and will be counseled out.

Specific career ladder positions have also been created to provide opportunities for highly effective Advanced and Master teachers to continue to hone their craft. Peer and mentor evaluators are responsible for delivering both formative and summative evaluations to every teacher. Peer evaluators are assigned to experienced teachers, while new teachers to HCPS are assigned a mentor evaluator for a two-year period. Selected from among the district's highest-

performing classroom teachers, these evaluators serve 2-3 year rotations before returning to the classroom. Both peer and mentor evaluators receive a \$5,000 salary supplement for the duration of their tenure in this career ladder position. Through **POWER III**, HCPS will also develop and pilot the career ladder position of Teacher Leader, a job-embedded opportunity to apply skills and knowledge to assist teachers at their school. Teacher Leaders will be site-based instructional personnel who are released from the classroom for half of the day to serve as a pedagogical expert and instructional leader at their school site. Teacher Leaders will provide one-on-one coaching and guidance to teachers needing assistance and will coordinate professional development opportunities that target teachers' identified development areas. They serve up to a 3-year rotation before returning full-time to the classroom, and receive a \$1,000 salary supplement for the duration of their tenure in this career ladder position.

Career ladder positions are also available for highly effective principals who wish to expand their skills by serving as a Principal Coach for up to three years. All first- and second-year principals are assigned a Principal Coach who works with them weekly in job-embedded professional development activities. The coaches provide feedback and allow time for practice while focusing on the individual goals of each principal.

**(2) (iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions**

The process of making human capital decisions has rapidly evolved in HCPS. In the 2005-2006 school year, Florida State Statute 1012.01(2) (a)-(d) mandated a performance-based

system for teachers that included student achievement, the Merit Award Program (MAP).

Districts could develop their own plan or follow the state-provided plan. Of 67 districts in Florida, HCPS' plan, which included administrators, was the first of only four to be approved. PBCS in the district has evolved from an experience-based pay scale, to some incentive/performance awards based upon evaluation only, to a system that includes evaluation and, in a significant part, student achievement.

These initial steps into a PBCS laid a foundation for the 2007 HCPS Teacher Incentive Fund proposal, Performance Outcomes With Effective Rewards (POWER I). The POWER I proposal development was a highly collaborative process and its implementation has required commitment and communication from all stakeholders. POWER I placed focus on differentiated performance pay to attract and retain highly effective educators in high needs schools. It demanded an enhanced technology infrastructure, the development of an evaluation that included a measure of student achievement linked to each teacher, and a massive influx of professional development for participating schools. It allowed for the capability to use MAP scores to target recruitment to high needs schools. POWER I also opened the door to the examination of student achievement scores and principal evaluation.

In 2009, HCPS personnel, HCTA representatives, and parent and community members worked to craft a seven-year PBCS plan to provide a focused direction for all system functions **(Competitive Preference Priority 5c)**. The objective was to attract, support, reward, and retain the most effective teachers and administrators, especially at high needs schools. The resulting plan is composed of a highly integrated set of initiatives. These initiatives included a new teacher and administrator evaluation system and prescriptive linkage to professional development; a performance-based career ladder; programs and incentives for high needs

schools; a new teacher induction program; an enhanced performance management system; and enhanced recruitment and retention. The plan aligns with a state-wide reform effort by the Florida Department of Education (FLDOE) and the Florida Legislature and corresponds with the teacher effectiveness reform initiatives included in the state's Race to the Top grant application. The 2010 POWER II grant saw the design and introduction of the evaluation rubric that would be used to determine teacher effectiveness. The peer/mentor and principal evaluations are based on multiple observations using the evidence-based evaluation rubric. The assessment of student achievement that was used during the POWER I project moved from a one-year growth model that utilizes value tables, to a three-year value-added growth model utilizing multilevel modeling techniques. The journey toward assessing and rewarding teacher effectiveness has brought HCPS to an educator effectiveness system that has begun to drive all human capital management decisions. HCPS' Information Service (IS) department is able to link student achievement data and teacher evaluation data to teacher and administrator payroll and human resources systems.

With change comes challenge. HCPS launched the new evaluation system district-wide. Interactive communication was ongoing between all levels in the district. However, the accuracy of the message was not always heard consistently. Educator effectiveness can be a viable factor in human capital management decisions only if all stakeholders understand the indicators. At this point the communication focus has to narrow from district efforts to more intensive school-based efforts. IS struggles to keep up with the rapid pace of change, as transactional systems still have problems talking to each other. Personnel and expertise are needed to move forward in the creation of a seamless system to support all data elements. Delivery of personalized professional development for thousands of educators presents a barrier to creating a successful evaluation-driven system. Currently courses are available and recommended based upon

evaluation, but delivery is group-driven and after hours. An individualized, more accessible delivery system will create avenues for teacher engagement in evaluation-driven professional development (**Absolute Priority 1.4**).

**(2) (iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts**

The leadership commitment is evident in persistent forward momentum that has been demonstrated over time to integrate the components of an evaluation-driven HCMS. All milestones in the change process have been marked by memorandums of understanding (MOU) and agreements that have been collaboratively developed and signed by the Hillsborough County School Board all moved HCPS closer to a comprehensive human capital management system.

Public collaboration laid the foundation for the current HCMS. As the district developed the EET project with teacher effectiveness at its core, its plan was vetted and approved by a wide range of key partners which included the School Board of Hillsborough County, HCTA, Hillsborough Education Foundation, USF College of Education, and others. The leadership commitment is evident in the progress made a new research based evaluation. Leadership continues to be involved in Town Hall Meetings held throughout the county to share information and receive input, Focus Group convenings, and "Pulse Checks," periodic online surveys for teachers to gauge the impact of the evaluation driven PBCS.

The district's 2011 grant award from the Wallace Foundation allowed principal leadership to take center stage with teacher quality in the district's overall reform agenda, ensuring that teachers and principals become true partners in teaching and learning. The district leadership in implementing the project was demonstrated through the grant agreement signed by the Superintendent. Meanwhile, the district's Race to the Top grant is furthering the work

initiated through EET and Wallace. As was the case with EET, the district collaborated with both the School Board and HCTA to ensure their support prior to submitting its application.

**(2) (v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools**

Nonfinancial strategies include opportunities for paid professional development and extra support personnel in the core content areas. Financial incentives are also offered, such as the differential pay program for educators employed in “Renaissance Schools,” sites designated by the district which exceed a certain rate of poverty. Although recruitment and retention incentives are offered to Renaissance teachers, the program has experienced limited success. For those who did transfer to a Renaissance school, retention remained an issue. Renaissance teachers struggle to meet the diverse needs of their students and are not provided systematic, personalized support to assist them in gaining the key competencies and behaviors to necessary to help their students grow. **POWER III** is designed to ameliorate such issues (**Absolute Priority 1.3**).

**POWER III** launches with a planning period allowing key stakeholders, including HCTA, **POWER III** principals and teachers, and district staff to convene and design specific guidelines and protocols to clearly define the range of incentives that will be provided for each component of the proposed PBCS, including compensation for educators, including other instructional personnel (**PBCS Optional Features**), and guidelines for the provision of a PBCS bonus to **POWER III** principals rated as highly effective. The planning committee will design a marketing plan that will target highly effective teachers and attract them to serve at these sites.

The project will begin implementation in 2013, coinciding with the development of a new position on the district’s career ladder, the Teacher Leader (**Absolute Priority 1.2**). The Teacher

Leader will be a classroom teacher deemed highly effective by their principal and capable of assuming the additional responsibilities of this site-based leadership role. Teacher Leaders will continue to work in the classroom half of the day and then be relieved of teaching duties for the other half of the instructional day. Grant funds will support both the Teacher Leader and his or her replacement unit. During their half day of release time, they will serve as the conduit to the comprehensive, personalized professional development that is designed to offer each **POWER III** teacher a high level of support to increase their efficacy and their eligibility for the PBC. The Teacher Leader role will be that of a generalist, with expertise in pedagogy. Teacher Leaders will serve for an average of two years and receive an annual salary supplement. **POWER III** will allow for a pilot of this new career ladder position through the staggered rollout. In Year 2 of the project, 15 of the 30 project sites will employ Teacher Leaders, with remaining sites onboarding the following year. This will allow HCPS to clearly define the role of the Teacher Leader, assess the efficacy of this school-based leader on teacher effectiveness and student achievement, and make course corrections, as necessary, prior to launching the initiative at all 260 sites.

**POWER III** will offer a high level of personalized support for each teacher, thereby improving their working conditions. The intensive support for each educator will come in the form of a ground-breaking approach to personalized professional development, POWER UP! In addition to the personalized, easily accessible professional development offerings, **POWER III** teachers will benefit from the provision of a higher stipend for their participation in POWER UP! than is typically paid to teachers in the district. **POWER III** principals will participate in professional development that provides a unique set of tools to shift focus from school management tasks to instructional leadership activities tied to improving teaching and learning.

Additional proposed financial rewards will serve to further incentivize highly effective educators in **POWER III** schools. The district has already made a commitment, as a part of its LEA-wide reform efforts, to institute an educator salary structure based on effectiveness. All teachers in the district who opt into the new salary structure have the opportunity to earn more, more quickly, based on their effectiveness rating. The amount of the **POWER III** bonus for teachers and principals will equate to approximately up to 10% of a beginning teacher's salary. Additionally, a recruitment and retention bonus will be available for highly effective teachers that choose to serve at the project sites (**PBCS Optional Features**). Thus, highly effective **POWER III** teachers who opt into the new salary structure will benefit from increases in their base salary, as well as these additional bonuses (**Absolute Priority 1.4, Competitive Preference Priority 5b, Requirement 1, Design Model 1**).

**POWER III** demonstrates a thoughtful plan for targeting schools based on a combination of poverty and persistently low student achievement. Thirty high poverty schools were selected for participation, each having greater than 74% of students eligible to receive free or reduced price lunch subsidies under the Richard B. Russell National School Lunch Act (**Requirement 3, 3b**). Furthermore, HCPS also utilized school segmentation analyses to target schools for inclusion. School segmentation is a process that classifies schools based on proficiency and student growth rates over multiple years. Segmentation analyses classify schools into one of four quadrants (see appendix) that indicate their level of school achievement to assist the district in allocating appropriate resources and support to address identified weaknesses.

Although none of the **POWER III** schools are currently designated as persistently-lowest achieving or priority schools, they have been classified on the left side of the school segmentation diagram for each of the past four years, indicating a persistent trend of proficiency

rates below 60% in the tested subjects of reading, mathematics, writing, and science, putting them at risk of falling into these categories in the future. The HCPS sites targeted for inclusion and their most recent FRPM percentages are as follows: Bing Elementary (93.44); Broward Elementary (93.89); Clair Mel Elementary (96.53); Dover Elementary (94.42); Edison Elementary (95.18); Foster Elementary (95.51); Graham Elementary (97.00); James Elementary (95.33); Jefferson High (74.17); Kenly Elementary (94.38); Kimbell Elementary (92.58); Leto High (85.00); Lockhart Elementary (94.07); Memorial Middle (92.72); Miles Elementary (97.69); Mort Elementary (97.98); MOSI Partnership Elementary (94.14); Oak Park Elementary (99.19); Palm River Elementary (95.30); Pierce Middle (91.81); Reddick Elementary (96.08); Robles Elementary (97.71); Shaw Elementary (96.33); Sheehy Elementary (96.33); Sligh Middle (94.98); Sulphur Springs Elementary (99.05); Trapnell Elementary (91.94); Van Buren Middle (96.02); West Tampa Elementary (96.14) and Witter Elementary (96.34) **(Requirement 3a)**. HCPS assures 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 **(Requirement 7)**.

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

**(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated**

HCPS' instructional evaluation instrument is closely aligned with the research-based Charlotte Danielson *Framework for Teaching*. It is a linked set of measures that defines a threshold of effectiveness aligned with student achievement goals and articulates desired teaching behaviors. There are four domains of responsibility with a scoring scheme weighted

toward the most important domain. Domains 1(Planning and Preparation), 2 (Classroom Environment) and 4 (Professional Responsibilities) are weighted at 20% each; Domain 3 (Instruction) is weighted at 40% of the total performance rating. Within the domains, competencies are articulated as components; within each component expected behaviors are defined. The components are also weighted to reflect emphasis. Teachers are given performance ratings that range across four levels: Requires Action (0 points), Developing (1 point), Accomplished (2 points) and Exemplary (3 points). Teachers are observed with this instrument at least twice per year (**Absolute Priority 2.1**) by trained peer or mentor evaluators (30% of total) and at least once by the principal (30% of total) with student achievement, a value-added score, accounting for 40% of the overall effectiveness rating (**Absolute Priority 2**). Effectiveness ratings range on a 5 point scale with 4s and 5s considered *Highly Effective*, 3s considered *Effective*, 2s considered *Needs Improvement*, and 1s considered *Unsatisfactory* (**Absolute Priority 2.2**).

The principal evaluation system also has weighted components: 30% input from teachers and Area Leadership Directors (ALD) using a 360-degree VAL-ED Principal Effectiveness Survey; 40% student learning gains, with 30% based on value-added measures of school-wide student achievement, and 10% based on the learning gains of the students scoring below grade level on the FCAT (levels 1 and 2); and 30% from other factors critical to overall principal effectiveness such as attendance and school-wide discipline (10%), oversight of facilities and annual financial audit results (10%), retention of effective teachers (5%), and evaluation of teachers (5%). Principals' effectiveness ratings will be *Highly Effective*, *Effective*, *Needs Improvement*, and *Unsatisfactory* (**Absolute Priority 2.2**).

**(2) Each participating LEA has presented (i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels**

The student growth model that drives the evaluation of teachers and principals was created over the course of six years and was the direct result of collaboration between the district and HCTA. Florida introduced a merit award for teachers in 2006, and its launch provided the impetus for the development of a student growth model. One of the first decisions made was that all teachers should be included and that their scores should correspond to student growth in their subject. As a result, Hillsborough is among the leaders in the inclusion of “non-tested” subjects in such models. Since 2010, HCPS has contracted with our professional partner with expertise in the area of value-add research to develop a three-year value-added multi-level growth model that comprises the single greatest determinant (40%) of teacher and principal effectiveness ratings. The value-added measure calculates a predicted growth trajectory over three years for each individual student, using several predictive measures. While the weights within the model are determined through the externally calculated statistical measures, decisions involving the 40% weight of the value-added component and which variables would be used were determined locally. District committees reviewed several models, including the Tennessee model which uses no student variables other than prior performance, and those used in Chicago, Milwaukee, and New York City. District personnel also participated on Florida’s Value-Added committee and modified our model based upon state input.

The hierarchical structure of student achievement and demographic data will be used to model the value added by teachers through the use of multi-level modeling techniques. The use of three years of data for each student allows for the individual student information to be used as

a control for each student's own learning trajectory, thereby allowing for the teacher to be held to the standard of the capabilities of the student rather than an arbitrary determination of growth.

**(2) (ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments**

The district has embraced the value-added model (VAM) which is a covariate adjustment model that incorporates student variables in order to reveal a truer teacher effect. The model is designed to control for variables like past performance, poverty and class size to isolate the specific impact of each individual teacher on their students' test scores. Student residuals are calculated for each test. Each teacher has a roster of students from all periods during the school day. All student residuals for eligible students on a teacher's roster are combined to create the aggregate score for the teacher. Calculations are completed by the district's professional partner with expertise in the area of value-added models. The district has been utilizing the value-added calculation for two school years; 2012-2013 will be the third year of implementation.

The inclusion of all teachers provided a challenge, but beginning with MAP, the district has held true to the belief that teachers in subjects other than those currently tested by the state should be evaluated using their own student achievement data. As a result, Advanced Placement, International Baccalaureate, and district exams are used to determine growth in every subject. To ensure the validity and availability of end of course exams for all subject areas, qualitative and quantitative psychometric analyses are conducted on test items to determine how well the test items discriminate between those who score well and those who don't score well.

HCPS' professional practice partner has developed their VAM on a substantial base of research and experience. The extensive research results published in the educational literature by D.F. McCaffrey, T.R. Sass, J.R. Lockwood, H. Braun, and D. Harris, continues to inform their

work. The use of covariate adjustment models to calculate teacher effects is not a new statistical procedure, but has implications in the Florida law linking teacher pay levels to student achievement results. Due to the use of a variety of individual calculation models, a wide array of included covariates, and instability of scores over time, many researchers continue to caution against the use of VAM scores as a solitary determinant for evaluating teacher performance. The HCPS model purposefully uses a combination of value-added scores and observed practice in order to maintain a balanced approach and avoid the use of value-added scores in isolation. Research supports the use of VAM alongside observed practice measures in order to make decisions about teacher effectiveness. HCPS never uses the Value added score in isolation. The Framework for Teaching, performance competency model, developed by Danielson (1996) is used as the foundation for the teacher observation instrument. The research findings of Gallagher (2004), Milanowski (2004), and Kimball, White, Milanowski, and Borman (2004) provide support for the Framework competency model as the foundation for a teacher HR management system by showing an empirical link between teachers' rated performance on the Framework assessment instruments and value-added measures of student achievement (Heneman III & Milanowski, 2004).

While many will argue that the value-added calculation offers better insight than other simple growth models, best practices literature cautions that without the proper use of standard errors and confidence intervals for appropriately reporting results, teachers can be misidentified as effective or ineffective. HCPS utilizes standard errors and confidence intervals in order to determine the appropriateness of each model used in score calculation. Results reported can be shown to have variance year-to-year and can occur due to inadequate controls in the model or

due to the reporting agency's failure to report the results with appropriate confidence. HCPS incorporates controls for a variety of situations with the goal of reducing variance.

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

HCPS has made substantial progress in the development of a sophisticated plan for multiple teacher and principal observations on a district-wide basis on a minimum of two observations annually for all principals and teachers (**Absolute Priority 2, 2.2.iii**). Teacher observations are conducted by administrators, district supervisors, peer evaluators, and mentor evaluators. Administrators are school-based principals and assistant principals who have at least three years of classroom teaching experience, a Master's degree in Educational Leadership, and have been thoroughly trained. District supervisors are former classroom teachers that have moved into district level positions as curriculum experts in their designated field. Peer and mentors evaluators are fully released, highly effective teachers who have at least five years of classroom teaching experience.

All observers have completed observation/evaluation training through HCPS' professional development department, in collaboration with an international organization renowned for its work in performance management in education, and have been certified to conduct classroom observations using the evaluation rubric. The rubric consists of four domains of best teaching practices: Planning and Preparation; The Classroom Environment; Instruction; and Professional Responsibilities. There are a total of 22 components contained within the

framework domains. Seventeen of these components are observed and rated during each formal evaluation. The remaining five components are within Domain 4, Professional Responsibilities and are only rated by the administration during the teacher's annual evaluation. An informal observation includes only the components of Domain 2, Domain 3, or the combination thereof. Formal observation cycles for both veteran and beginning teachers consist of three parts: a face-to-face pre-conference, classroom observation, and a face-to-face post conference. In addition to component ratings, the observation document includes the observed lesson's areas of strength and focus, and next steps to guide the teacher for increased student learning. A teacher may complete an electronic journal entry to make note of any points of the observed lesson, post-conference, or observation ratings.

To maintain inter-rater reliability, formal observers undergo an annual recertification process through our performance management partner. Through this certification process, an external trainer conducts in the field calibration with a small group of two or three observers. Each observer must capture lesson evidence and rate that evidence against the evaluation rubric in Domains 2 and 3. Component ratings and evidence are discussed and compared with those of the external trainer for accuracy and calibration. In addition to the annual formal recertification process, observers are asked to calibrate with other observers throughout the year. On a district level, observation data is collected and analyzed for trends and reliability. This data is shared several times throughout the year with administrators, peer evaluators, and mentors to further analyze outliers and reexamine how evidence is applied to the evaluation rubric.

Principal observations will be conducted by ALDs at least twice per year (**Absolute Priority 2.2.i**). ALDs are former, high performing principals trained in effective supervision and coaching. They will use an observation tool and rubric to conduct a minimum of two-four

formative observations for each of their thirty assigned principals. They will provide formative feedback following each observation. All data collected during the observation will be used to inform the final evaluation ratings. The observation tool allows the ALD to capture evidence during meetings, parent and community events, walkthroughs, feedback conferences, etc. The goal is to observe principals in their practice. ALDs will also pay close attention to student and teacher performance data as well as school culture surveys.

The ALDs were trained to use the observation tool and rubric by consultants by a nationally recognized consultant specializing in accelerating educator effectiveness. They have spent several days in calibration exercises sharing observation notes and rating principals based on the observation rubric. They have previewed videos of principals and collaborated on ratings as practice. They have been calibrated in the field by their executive coaches who work with them monthly to improve their coaching, assessment and feedback skills.

**(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems**

HCPS has been proactive in its evaluation of instructional practices. It was the first district in Florida to create a system of looking at individual teachers and the growth of their students through the state-funded Merit Award Program (MAP). As of 2011-2012, the MAP system has been discontinued and replaced by the EET initiative. The district has contracted with a national communication firm with expertise in change management to provide feedback and training on the design, messaging, and display of value-added data so that teachers can be fully informed of the impact of student achievement on their evaluation results. The components of EET are more transparent to teachers and make clear the ways to improve instruction and, in the long run, strengthen student learning and retention.

Student growth calculations at the classroom level have been available since 2006

**(Absolute Priority 2.2.ii).** A robust data infrastructure that links student achievement data to teacher and administrator payroll and human resources systems is in place to support these measurements. All employees and students are assigned an ID number when they first enter the district that remains constant over years and across data systems. All students are linked to teachers by course, including elementary students. Teacher information is linked across data systems, including matching teachers and classes to salary, education, experience, and licensure information, and individual student's assessment scores can be matched over multiple years.

With the advent of the revised teacher evaluation system in 2009, student growth measures moved from a one-year growth model based on value tables to a three-year value-added growth model utilizing multilevel modeling. Implementation of the evaluation system was based on staggered rollout to different group of educators over time: 2010-2011 focused on classroom teachers; 2011-2012 brought in Media Specialists, Technology Resource teachers, and Guidance Counselors; 2012-2013 will add IMPACT and Adult Education teachers, School Psychologists, and Social Workers; and 2013-2014 will incorporate Speech teachers, Exceptional Student Education (ESE) Specialists, On the Ground Academic Coaches, Content Coaches for Reading, Math, Science, and Writing, and School Resource teachers **(Absolute Priority 2)**.

**(5) In the case of teacher evaluations, the proposed evaluation system (i) Bases the overall evaluation rating for teachers, in significant part, on student growth**

Teacher effectiveness will be calculated based on 30% evaluation by principals, 30% peer or mentor evaluators, and 40% student achievement **(Absolute Priority 2.3)**. Student achievement will be assessed using a 3-year VAM utilizing multilevel modeling techniques. The overall performance calculation places teachers in one of five performance levels. Performance

levels will be determined using evaluation results and student value-added learning gains. By 2013-2014, all educators will be evaluated with this system and earn effectiveness ratings based on their demonstrated performance. Performance levels have progression and exit implications and clearly articulate what is considered effective, highly effective, and underperforming.

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

The VAM is a covariate adjustment model that incorporates student variables in order to reveal a true teacher effect. Student residuals are calculated for each test. All student residuals for eligible students on a teacher's roster are combined to create the aggregate score for the teacher. The single largest predictor in the value-added calculation is students' prior achievement. A student's prior scores contain many of the variables that make them unique. Thus, some predictors are calculated by comparing similar students (ELL second year students with one prior reading score) in order to obtain a fair estimate of predicted growth. Enrollment data is also included as a variable which enables the system to attribute the amount of time a student was with each teacher. Students' predicted growth is recalculated each year to maintain high standards, as one year's gain is attributed to a higher expected growth the following year. Growth is calculated by comparing the actual end measure to the predicted measure. The difference in the actual and the predicted informs teacher effectiveness scores. The teacher effectiveness "score" is an aggregate of each student's growth in each subject taught each year. The teacher effectiveness score is an aggregate of each year's aggregate thus, three years of data.

**(6) In the case of principal evaluations, the proposed evaluation system (i) Bases the overall evaluation rating on, in significant part, student growth**

ALDs evaluate principals' performance annually. ALDs receive data through VAL-ED survey results, and metrics related to school operations, teacher retention, and student attendance. The results of the evaluation components will be aggregated into an overall evaluation score that will be used to determine principals' overall performance level. The performance levels will be defined as *Highly Effective*, *Effective*, *Needs Improvement*, and *Unsatisfactory*.

The evaluation criteria for principals includes 30% input from teachers and ALDs using the VAL-ED 360-degree Principal Effectiveness Survey; 40% learning gains, with 30% based on value-added measures of school-wide student achievement and 10% based on the learning gains of the students scoring below grade level on the Florida Comprehensive Assessment Test (FCAT) (levels 1 and 2); and 30% from other factors critical to overall principal effectiveness, such as attendance and school-wide discipline (10%), oversight of facilities and annual financial audit results (10%), retention of effective teachers (5%), and appropriate evaluation of teachers (5%). Student achievement will be assessed using a 3-year value-added growth model utilizing multilevel modeling techniques (**Absolute Priority 2.3**).

Components of the Assistant Principal evaluation system include: 40% learning gains, with 30% based on value-added measures of school-wide student achievement, and 10% based on the learning gains of the students scoring below grade level on the FCAT (levels 1 and 2); 25% on a competency-based evaluation rubric completed by the principal; 15% on a survey by instructional personnel at the school; and 20% from other factors critical to overall principal effectiveness, such as attendance and school-wide discipline (10%), oversight of facilities and annual financial audit results (10%). Student achievement will be assessed using a three-year VAM utilizing multilevel modeling techniques (**Absolute Priority 2.3**). **POWER III** school

administrators will earn a performance award based on a demonstrated performance level of *Highly Effective* in order to be eligible for performance-based compensation.

**(6) (ii) Evaluates, among other factors, a principal's practice in (A) Focusing every teacher, and the school community generally, on student growth**

HCPS' principals have always considered student growth as an important priority. This focus is passed down to the faculty and staff of every school, so in a large part, the level to which this focus permeates the daily educational practices of a school's constituents is therefore, related directly to the focus of the principal. HCPS' principal evaluations ensure that each school's leader works with teachers to help students to grow in every discipline.

The principal evaluation instrument dictates that student growth play a major part in the rating of each principal. A value-added student achievement gain score, a measure which incorporates multiple factors in calculating a student's growth and a school's growth over a three year period, accounts for 40% of a principal's evaluation. Thus, great emphasis is placed on the importance of student growth.

**(6) (ii) (B) Establishing a collaborative school culture focused on continuous improvement**

VAL-ED surveys allow HCPS to capture a principal's effectiveness in establishing a collaborative culture focused on continuous improvement. In order to measure this effectiveness, principals are asked to satisfy the needs of several core components. These requirements are in the areas of Culture of Learning and Professional Behavior and High Standards for Student Learning. Within these components are several indicators which focus on a principal's ability to plan for a culture that promotes continuing professional growth; build a culture of continuous improvement; and support collaborative teams to improve instruction.

Thus, the responses to questions related to these types of indicators allow us to assess a principal's ability to create a collaborative culture focused on continuous improvement.

**(6) (ii) (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities**

Principals are expected to demonstrate instructional leadership through their instructional expertise and their ability to communicate and lead school-wide use of student data to differentiate instruction. Principals establish systems within their schools that can collaborate on best practices to be employed in classrooms that can meet the needs of a diverse student population such as subject/grade level teams that can analyze and plan lessons and strategies based on student outcome data. Principals lead the support of special student populations by establishing a school culture of the ability of all children to work up to their full potential and succeed. By supporting a culture in which high and low-performers are identified, selecting research-based academic intervention strategies, and identifying student progress in response to intervention strategies, the principal fosters achievement for all students. Data on special student populations is examined at the grade, subject, and classroom levels, and strategies are developed to help these students show meaningful growth.

The VAL-ED 360 Degree Assessment for School Leaders captures a principal's practice related to the support of diverse groups of students. Some of the key indicators in which principals are evaluated include planning rigorous growth targets for all students; advocating for the diverse needs of students in all decisions concerning school social and academic learning goals; challenging faculty to maintain high standards of learning for students with special needs;

advocating for high standards for student learning when writing and implementing Individual Education Plans; developing a rigorous curriculum for students with special needs; planning access to rigorous curricula for students with special needs; securing extra resources for helping students at risk to be successful in a rigorous curriculum; planning instructional services for students with special needs using assessment data; challenging faculty to develop the knowledge and skills necessary to provide quality instruction to English Language Learners; and monitoring the instruction of students with special needs to ensure high quality education is taking place.

### **C. Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process**

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

HCPS has worked diligently to create a strong professional development (PD) system that could help its teachers and principals develop into strong educational leaders. In the past, teachers chose their development opportunities based on content or topics of interest which often had little to do with their performance in the classroom. In addition, the offerings for teachers were often too global and too generic, failing to account for any kind of individualized needs. PD opportunities presented to educators limited delivery options to face-to-face or whole group meetings in classrooms around the district. The previous system affixed inadequate follow-up and accountability to completed courses. Facilitators of training and site administration lacked a formalized mechanism for gauging the impact PD opportunities were having on improving teacher and student outcomes. Furthermore, the randomized way educators selected PD courses prevented the necessary collaboration among colleagues across disciplines.

The wave of reform in education led by HCPS demanded a more progressive PD system to be put in place. The revitalized evaluation system is able to pinpoint areas in which teachers and principals could strengthen their instructional practice, their schools, and their district. Content knowledge is still considered integral to professional growth, however more emphasis is being placed on the development of pedagogy. Moreover, courses are designed to improve educator performance on the new evaluation rubric. Now courses can be prescribed to educators following observations and/or formal evaluations. Accountability has vastly improved as a result of this PD reform. Improving the capabilities of the district PD software package allows educational leaders to track teacher course participation and completion.

The current HCPS evaluation system employs peer evaluators and mentor evaluators in the collection of data from teachers around the district. Observation data for teachers is collected several times per year and analyzed for trends and reliability. The result of this analysis helps key direct personnel highlight teacher strengths and areas of need. Additionally, data gathered from high stakes testing, end-of-course exams, and educators' value-added score is evaluated to help determine each educator's Individual Professional Development Plan (IPDP). **POWER III** will further revolutionize HCPS' PD program by personalizing professional development, expanding service delivery options, adding school-based instructional support personnel and emphasizing teacher learning communities among educators at project schools as well as create a project-wide learning community (**Requirement 6**). Collectively, these components lay the foundation of the **POWER III** professional development system entitled, POWER UP!.

Integral components of POWER UP! include providing each project site with a Teacher Leader who is charged with facilitating site-based teacher learning communities, participating in the Teacher Leader district-wide community, providing guidance for teachers, and assisting

teachers with navigation, selection, and successful completion of PD course work. Data gathered from observations, evaluations, and student growth will continue to be the catalyst for course determination in POWER UP!. This project will build upon its current OpenIDEAS platform, creating an online professional development community for all project participants. This new platform will provide opportunities for prescriptive online coursework based on each teacher's evaluation results, give links to resources, create virtual communities, and offer opportunities for site-based needs assessments and tailored online course development. Teacher Leaders will facilitate and institutionalize the practice of videotaping of lessons as a technique for colleagues to apply and reflect upon instructional practices obtained through POWER UP!. Teacher Leaders will facilitate POWER UP! Professional Action Communities (PACs) quarterly. The PAC meetings will allow teachers to voice concerns they have regarding their instruction and hear from multiple sources best practices gleaned from POWER UP! trainings.

Where PD for administrative staff is concerned, the evaluation instrument drives the leadership development plan created by each principal with support from their ALD. PD is assigned based on the specific areas of need dictated by the evaluations of each leader. ALDs meet with principals to look at performance data and determine which PD opportunities are identified by the data as necessary. HCPS' evaluation system for principals includes multiple measures that are completely aligned to the district and state leader competencies. A great deal of weight is given to the evaluation when making professional development decisions. When principal observations and evaluations are conducted by ALDs, they use an observation tool and rubric to conduct multiple formative observations for each of their principals to provide even more data to leaders and inform their final evaluation ratings.

Through POWER UP! administrators are able to see the different professional development opportunities in which members of their school staff have participated. As a result, administrators are able to see if the teachers at their schools are in need of more direct intervention. In addition, Teacher Leaders are on-site and can conference with principals about the direction of professional development at their school. Principals and assistant principals are able to attend PACs with their teachers not only to provide knowledge to those educators but also to gain knowledge they might not have possessed previously. This insight can give principals more access to their staff's development than at any other time.

## **(2) Provide professional development in a timely way**

The drive to increase the immediacy with which teachers and administrators are offered PD continues to be a goal. Providing needs assessments, timely feedback, and trainings to those educational stakeholders who are in need as quickly as possible ensures the fidelity of the PD process and increases the chances for successful application of learned practice in the classroom. Additionally, **POWER III** will be instituting IPDP's, the OpenIDEAS platform and PACs to increase the immediacy of providing PD that is responsive to teacher and principal needs.

IPDPs, which have been created yearly in the past, now will be fluid documents visited quarterly in order to increase the rate of formative feedback. The OpenIDEAS online conference room allows Teacher Leaders to give immediate feedback to teachers in need. The feedback listed above aids administrators as well. The needs of professional development for principals work similarly to that of teachers. Observation data gathered from evaluations which are completed by ALDs is posted and discussed with principals immediately.

PACs will increase the timely feedback teachers receive and their ability to apply feedback to further instructional improvement. Immediately after conferencing with

peer/mentor evaluators or Teacher Leaders on areas of concern, educators can tailor a program with the most meaning. This unprecedented level of prompt feedback will give administrators and teachers a greater ability to alter the culture of their schools and help students grow.

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

During the process of reforming the PD system, it became evident that the district lacked formalized avenues for follow-up on educators' success in transferring and applying new knowledge into instructional and leadership practices. The current PD system addresses this issue by providing follow-up sessions and relying on peer/mentor evaluators to assist with ensuring the time spent on PD is making an impact in the classroom.

POWER UP! was designed to address effective school-based, job-embedded opportunities for PD resulting in the transfer of knowledge and direct application of learned skills. Embedding opportunities for teachers to internalize and sharpen best practices acquired through prescriptive PD is a cornerstone of POWER UP!. The components of POWER UP! are designed to target this need.

The value of collegial discussion to further extend PD learning and application is also addressed through the establishment of the PAC. Each quarter Teacher Leaders will facilitate a school-based PAC where teachers and administrators will meet to discuss their IPDPs, share artifacts, provide data to demonstrate the impact of the PD they have taken advantage of, and collaborate on ideas for helping students and teachers move forward in their development. These meetings will give administrators the opportunity to interact with their teachers and gain knowledge of their schools' culture.

In addition to having the ability to join their teachers at PACs, school principals are afforded the opportunity to utilize job-embedded and school-based professional development trainings specific to them through POWER UP! and other administration PD. All first- and second-year principals are assigned a principal coach who works with them weekly in job-related PD activities and all principals receive PD support from ALDs. Also, principals are part of a small group network with other principals in their area that meets monthly to share practices that are working within their schools. When participating in principal preparation and leadership development programs, participants take part in job-embedded experiences that provide them with hands-on, practical experiences. Active participation in the POWER UP! PD system, specifically PACs, will increase teacher effectiveness and ultimately increase educators' opportunities to move up the career ladder.

**(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion**

A primary goal of POWER UP! is to give teachers and administrators the tools necessary to provide educational stakeholders with the opportunities to develop professionally in any domain or component. It gives teachers and administrators a menu of resources that can be tailored to meet the unique needs of individual teachers. This program builds on the successful Teacher Learning Community (TLC) program piloted in 2011 by CTechEd, a non-profit technology division of the HCTA. POWER UP! endeavors to take the TLC concept and add more resources, content, and interactivity.

POWER UP! will be supported by the Teacher Leader, a teacher who is rated highly effective through the district's evaluation system. A primary goal of the Teacher Leaders is to

support teachers as a school-based resource who can provide feedback, model lessons, and visit classrooms. The principal, peer/mentor evaluator, and teacher will collaborate with Teacher Leaders to identify those components of the rubric most critical to increasing effectiveness. Teacher Leaders will then be able to direct teachers via the OpenIDEAS online forum, connecting them to resources that can be utilized to improve instruction across the school to help all teachers improve their evaluations.

The development of a strong IPDP is the first step in the POWER UP! program. These plans will be reviewed quarterly instead of annually by teachers, administrators, and Teacher Leaders to make them more formative. Teacher Leaders will receive training in IPDP development and will help teachers work to reach short-term goals in their PD endeavors. The quarterly evaluation of IPDPs provides a personalized road map for each educator to reach quarterly and yearly professional growth benchmarks.

POWER UP! resources can be accessed through a central social media platform, called the OpenIDEAS Social Workplace. This program is an online conference room where educators can gather to share information. At the initial training for Teacher Leaders they will create a comprehensive online PD community to support a group of people who share a common need. Thus, each community that is available in the Workplace will be based on the unique needs of its teachers at that site. Within the site, the Teacher Leader will post resources designed to assist teachers in their development in that area of instruction. Links to useful external sites will provide access to even more resources.

OpenIDEAS Social Workplace will serve as a tool to build smaller learning communities within the larger learning community at the school. The Workplace is built on a web-based platform that is accessible from any device with internet connection. The Teacher Leaders will

be able to monitor the usage and content associated with Workplace and constantly add communities in an effort to be responsive to the evolving needs at their school. Teacher Leaders will also embed an extensive educational video library as a source for models of targeted effective behavior. Teacher Leaders will receive training on use of OpenIDEAS, the cameras for videotaping lessons, and how to post feedback on uploaded videos. It will build on the district's successful participation in the Bill & Melinda Gates Foundation-funded Measures of Effective Teaching (MET) project. In it, teachers were recorded working with their students. These videos were used for further edification of other teachers around the county. However, educators in the videos did not receive feedback on their teaching techniques. OpenIDEAS improves on this previous video project by enabling teachers to post comments.

Each site will be given ten cameras and tripods so teachers can video their lesson and post it through OpenIDEAS. Additional trainings will be given to the teachers and administrators at each site so all stakeholders have the knowledge necessary to take advantage of the video capability. The videos will not be viewed as an isolated practice—they can be seen by either the school or the **POWER III** community. Feedback on videos can be posted on OpenIDEAS. Thus, all teachers will be incorporated into a more collaborative process that allows everybody to improve their instruction and will aid in the reflective practice.

Not only does OpenIDEAS serve as the host of PD courses and video interaction, it also works as an educational social media center. As a portal to POWER UP!, OpenIDEAS gives members of the **POWER III** community a cache of resources never before offered to educators in one place. A key online resource available to all instructors via the POWER UP! portal is the Next Step online PD guide. This online cache developed by the district holds a comprehensive multimedia library with many professional publications that present specific tenets of successful

teaching as well as an interactive evaluation rubric. The interactive rubric augments the content within each domain by providing access to multiple resources. This site affords teachers the opportunity to look at a PD catalog, read professional publications, watch educational videos, listen to instructive audio, and visit other educational internet locations. Next Step provides vital training and enrichment activities for the district's instructional personnel that can be transferred immediately to instructional practice.

All PD offerings align with the domains, components, and attributes found in the evaluation rubrics. Supplementary trainings will be created specifically for **POWER III** schools. As such, only members of the schools indicated as part of **POWER III** will have the chance to enroll in the menu of courses through the OpenIDEAS platform. Courses will be available virtually, face-to-face, and both on- and off-site. The benefit of this homogenous community of teachers is the inherent ability of these communities to share experiences that are often unique to high needs schools. Participants from each of these trainings will leave with highly specialized knowledge and an action plan to apply to their classrooms. This knowledge will be shared at the PAC meetings each quarter.

Performance evaluations are also being used to inform PD decisions regarding current and future administrators. The district recently initiated a redesign of principal (2010-2011) and AP (2011-2012) evaluations. Through this initiative, the district developed a sustainable Principal Pipeline in which future leaders will undergo intensive PD. Effectiveness data is used to recruit, hire, place and promote leaders at each level of the principal pipeline. Those participating are tracked from the time they enter the pipeline in the Future Leaders Academy (FLA), to their careers as assistant principals via the AP Induction Program (APIP) and

Preparing New Principals (PNP) program, and then throughout their careers as school leaders through coaching and evaluation from ALDs.

The principal is coached and evaluated on the synthesis of complex and diverse data and on creating systems for engaging stakeholders in data discussions. The principal is observed working with his or her staff to regularly synthesize complex and diverse school- and classroom-level data and guiding the design of a variety of methods for sharing this information with different stakeholders. They are trained to identify gaps in current assessment practices and fill these gaps by introducing finely tuned assessments (qualitative and/or quantitative) that provide progress tracking and protocols to engage teachers in using data to inform instruction.

The PD cache will be augmented by the addition of a professional learning network designed to accelerate a principals' leadership skills and practices. This program relies on the premise that strong principals are necessary to lead schools to excellence so all students can achieve at high levels—a principle that HCPS supports wholeheartedly. This yearlong learning experience for principals is designed to accelerate their skills and practices of specific leadership actions. This program is compatible with the VAL-ED assessments, which makes it as directly applicable to principals as possible.

In addition to the administrator PD mentioned above, POWER UP! holds distinct professional opportunities for principals assigned to the **POWER III** schools. Through their participation in PACs, principals are able to provide knowledge to educators at their schools and gain knowledge they might not have known before regarding the needs of their teachers. Part of the knowledge gained will empower principals to make informed PD decisions. Administrators will be invited to participate in the OpenIDEAS training in order to become familiar with its capabilities and usage as a vital tool improving teacher effectiveness. They will learn how to

interact most effectively with this online platform. They will learn to manipulate the resources offered by POWER UP! and will gain an understanding of how best to prescribe them to teachers. OpenIDEAS training will teach administrators to track school-wide PD participation and to assist them in gauging instructional improvements. The video interaction training all Teacher Leaders will attend as part of POWER UP! will be offered to administrators as well. This training will give both Teacher Leaders and administrators a greater understanding of how best to interact with one another and the faculty for the benefit of the students and school.

**POWER III** principals will be active participants in the planning committee, through which they will receive vital information to ensure successful implementation. The opportunity to collaborate with those at their schools will continually be revisited and improved in order to meet the needs of the most valuable stakeholder in the entire process, the student.

#### **D. Involvement of Educators**

**(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period**

In 2009, HCPS teachers, administrators, district personnel, HCTA representatives, and parent and community members worked collaboratively to craft a seven-year PBCS plan to provide a more focused direction for all systems reform (**Requirement 2a**). The plan aimed to attract, support, reward, and retain the most effective teachers and administrators, especially at high needs schools. To further support the PBCS plan, HCPS competed for a significant competitive grant awarded by the Bill & Melinda Gates Foundation that same year. During the competitive writing process key instructional leaders, administrators, district personnel and HCTA representatives actively participated in a grant steering committee in order to ensure the

proposed components of the plan accurately and fairly represented the voices of the classroom teachers and administrators across the district. Town Hall meetings and focus groups were held to further garner input regarding the proposal. HCPS was one of four districts selected to implement its plan for revitalizing education and increasing student learning gains by positively impacting classroom instruction and instructional leadership.

One of the unique features of the district's development process that has gained much attention is the transparent, extensive planning process that HCPS has implemented hand-in-hand with teachers, administrators, and HCTA. Unlike most large school districts, HCTA and the district have a long history of a trusting and collaborative working relationship. HCTA is the exclusive representative of teachers in HCPS (**Requirement 2c**).

During the early stages of planning the PBCS and evaluation rubric, district personnel met regularly to coordinate and plan further focus group meetings to continually involve teachers and administrators in key phases of the systems development process. Input was utilized to guide the direction and development of the PBCS and evaluation system to ensure teacher and administrator voices were heard and considered in the process. Evaluation rubrics are posted on the district website for complete transparency. Extensive efforts have been made and will continue to be made in **POWER III** to involve key stakeholders in all facets of the PBCS and evaluation system implementation to ensure transparency remains.

The initial committee has evolved into the present Teacher Advisory Committee. In conjunction with the Teacher Advisory Committee, the district has also established a Teacher Evaluation Committee tasked with being the voice of teachers with regards to providing meaningful input into the creation and necessary modification of the new evaluation rubric utilized with the PBCS. The Teacher Evaluation Committee includes key stakeholders further

demonstrating HCPS continual, consistent efforts to incorporate educators in the design and modification processes of the evaluation system. Although the teacher evaluation rubric is completed and being used district-wide, the Teacher Evaluation Committee continues to meet yearly to allow educators to provide input into the revision process for the evaluation rubric to be used in the subsequent year.

Another relatively new milestone has been the creation of the district-wide Principal Advisory Committee. Serving on this committee is another avenue to for administrators to secure ongoing input and participation into the design of the PBCS and evaluation rubrics. The Principal Advisory Committee allows administrators the opportunity to discuss the implementation of the PBCS and the teacher evaluation instrument from an alternative perspective. In addition to a Principal Advisory Committee, administrators were afforded the opportunity to join the Principal Evaluation Committee during the development of the principal evaluation which was utilized in the 2010-2011 school year. The Principal Evaluation Committee continues to meet at least yearly to review and modify the principal evaluation rubric as necessary. Specific evaluation committees will continue to be created as individualized rubrics are created for various district instructional and leadership positions.

Bolstering the strong collaborative relationships created among stakeholders is the dynamic communication pathways the district has been creating and modifying to ensure the results of shared brainstorming, planning and decision-making are frequently distributed to all district employees. Each school site has an established EET liaison who serves as a point of contact for educators with questions or concerns regarding navigating the new PBCS and evaluation system. Educators are kept abreast of all updates regarding the implementation of the PBCS and evaluation system via an email sent to all district personnel, as well as quarterly

newsletters which provide supplementary information. Additionally, teachers and administrators have access to the district's EET website and the EET online toolkit which both provide comprehensive information on these systems and include areas for providing feedback to district personnel. Ultimately all feedback is reviewed and utilized to modify and improve systems development and implementation. HCPS district personnel continue to be responsive to the input provided by educators on these online sites as well as through quarterly open-ended question surveys (pulse checks) and focus group analysis reports.

The district's commitment to continued educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the **POWER III** grant period.

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

Prior to constructing a PBCS plan and creating a new evaluation system for HCPS, the district collaborated with the Boston Consulting Group (BCG). BCG was tasked with evaluating the district's existing evaluation system and Merit Award Program. This evaluation included conducting an extensive district-wide survey of teachers and administrators. Findings from the BCG evaluation and survey helped shape the new PBCS and evaluation system being implemented in HCPS (**Requirement 2b**). Survey results showed the status quo left little incentive for teachers or administrators to seek out employment at high needs schools, the current incentive program was misunderstood or viewed as "unfair"; educators devalued the evaluation process, desired more support and lacked meaningful leadership opportunities. The key to garnering and maintaining support for **POWER III** is to capitalize on what HCPS has learned from the BCG surveys and truly listen to what district personnel is communicating in

order to improve both student and educator performance. HCPS did just that and will continue to do so as the district has a long history of putting student and educator needs first. In order to continue to maintain and bolster support for the district's efforts to revitalize its evaluation and compensation systems, it must continue to provide forums for stakeholder input, craft a clear communication plan which is accessible to all district personnel, and provide continued prescriptive support for all educators during the process to ensure awareness and to cultivate individual excellence among educators.

From the early development stages, HCPS' plan to create a visionary PBCS and meaningful evaluation system centered on student achievement has been grounded in the notion of **creating forums for stakeholder input** throughout the development, implementation and cycle of improvement processes. In order to augment the district's plan, HCPS pursued grant funding from the Bill & Melinda Gates Foundation to act as seed money to lay the foundation for revolutionary, lasting change to be mirrored across the country. During the grant writing process hundreds of educators were eager to participate in many of the focus group forums and committees in order to make certain their personal voices and unique needs were heard. Educator voices represented colleagues around the district and brought to light many issues which helped shape the direction of the PBCS and evaluation rubric. During this time EET Operating Committee meetings began and continue to be held to discuss the important issues surrounding the PBCS and evaluation system being funded and executed as a result of the EET grant initiative. Weekly EET Operating Committee meetings continue to be held every other Friday and include volunteer representatives from the School Board of Hillsborough County, elementary, middle and high school principals, HCTA staff representing teachers, community members, the Parent Teacher Student Association (PTSA) president and district personnel.

Membership on this vital committee continually grows and further illustrates the commitment educators in HCPS have in supporting the PBCS and the new evaluation system.

Focus group meetings are planned and held on a frequent basis to address needs that arise during the implementation of the PBCS and the evaluation system. Focus group meetings can involve a specified stakeholder group or a combination of stakeholders, depending on the topic. These meetings are voluntary and advertised throughout the district. It is not uncommon for these focus group meetings to have waiting lists or at times the district must hold multiple focus groups meetings on the same issue to support educator interest in a particular topic concerning the PBCS or the evaluation system. Educators respond favorably to the district's efforts to maintain a transparent planning and implementation process which involves HCTA. Increased awareness of the district's reform plans has increased educator involvement and participation in these opportunities. The teacher's union (HCTA) actively engages in every step of this reformation and all aspects of the PBCS and evaluation must be approved by the union, which ultimately garners favor and confidence in this project from the educators in HCPS. Additionally, members of the teacher's union are appointed to serve on the Teacher Advisory Committee which meets monthly to address feedback and topics concerning implementation. Requests from educators to participate in the Teacher Advisory Committee continue to grow and the numbers of teachers actively engaging the committee is also on the rise.

Teachers and administrators representing all grade levels and disciplines eagerly support the implementation of the PBCS and evaluation system by consistently participating and engaging in the process of implementing these new systems. There is a direct correlation between the educators actively engaging in the process of designing and modifying the new systems and those that respond favorably when asked survey questions regarding the new PBCS

and evaluation system. Likewise, the more informed an educator is about EET, the more supportive and/or positive that educator responds to survey questions dealing with the PBCS and the evaluation system. Moreover, focus group analysis (pulse check) results indicate the majority of educators across the district agree the “old” teacher evaluation system was flawed and most teachers are in favor of a new system designed to improve student achievement and overall instruction. Evidence represented by survey responses indicates more positive responses and support being submitted by those teachers with fifteen or fewer years invested in the “old” system, perhaps indicative these educators are more responsive and open to change in the status quo.

In addition to being provided a multitude a ways to provide vital input, much of the educator participation can be directly tied to the impressive **communication campaign** the district launched and continues to maintain in order to keep all stakeholders fully aware of this initiative. The district has strategically crafted both internal and external communication procedures uniquely targeting various stakeholder groups. The district has many partnerships including the Hillsborough Education Foundation, United Way and the Children’s Board which all serve as partners in assisting the district in communicating accurate information regarding the PBCS and evaluation system across Hillsborough County. Representatives from these organizations are members of various committees and subgroups ensuring the communication around the community and to other external agencies and organizations is current and a true representation of the evolution of this process.

Internal communication methods are comprehensive and designed to reach all district personnel. Current events and information is disseminated around the district in almost every possible medium. Various focus groups and committees have protocols at the conclusion of

meetings for following the “chain” of information dissemination. Educators frequently receive updates and information from administrators and their assigned peers and mentors. Each school site has an identified EET Liaison whose purpose is serving as a conduit for transferring information regarding this project and new developments regarding the PBCS and the evaluation system. The EET Liaison also serves as a messenger for educators wishing to make recommendations, resolve questions or simply seek out assistance. In addition to these internal communication structures, the district has a comprehensive EET website with a portal for educators to get involved in opportunities to serve on various committees, provide vital feedback to the district or simply access information regarding the PBCS and the evaluation system. Immediate internal communications take place via the internal email system. Quarterly surveys are provided to educators across the district to solicit feedback on a variety of issues pertaining to the implementation of the PBCS and evaluation rubric. Communication lines are clearly delineated and open from upper level district staff to site administration to classroom educators and vice versa. These internal communication lines are well articulated throughout the district and reviewed regularly at Area Leadership Directors’ meetings and divisional staff meetings. The ultimate goal of both external and internal communication plans is to ensure all stakeholders have a thorough understanding and awareness of the PBCS and evaluation system and are sending the same messages regarding the district initiative throughout the district and community.

Finally, educators feeling they are receiving **sincere, prescriptive support** as they become acclimated to the PBCS and new evaluation instrument tend to support the overall initiative more favorably in surveys and through participative efforts. Across the district educators reflect positively on the support they receive from their mentors and peers indicating

over a 90% rating for professionalism, respectfulness and timely communication. Nearly 90% of educator responses indicated a positive experience and interaction with peer support including the modeling of enhanced oral and written skills. An overwhelming 80% of the educators responded favorably regarding the assistance they received from peer support including receiving linkages to necessary resources and receiving modeling and encouragement to use reflective teaching to improve instruction and instructional planning. Furthermore, survey results from both the BCG survey and the focus group “pulse checks” indicated district personnel overall feel supported and satisfied with the wide array of professional development options and support the overall HRMS system. Many respondents indicated they were pleased and found it helpful that the majority of professional development offerings in the district have been aligned to support the new evaluation rubric. Additionally, there was a variety of positive responses acknowledging the opportunities for district personnel to obtain training solely designed for understanding various aspects of the PBCS and evaluation system. Pondering over these findings it would seem logical that with the magnitude of change and reform currently taking place in the district, a vital component of the district’s HCMS, its incentive program, should change to align with ongoing reform efforts.

As previously mentioned, increasing awareness, opening lines of communication, offering educators a forum to provide feedback and providing prescriptive, ongoing support in a professional and hospitable environment has been increasing the support generated by educators and has been positively influencing the overall reform initiative. The **POWER III** proposal will only enhance HCPS research-based, best practice approach to improving student achievement through the utilization of an effective human capital management system coupled with

innovative features designed to attract, train and retain the best educators for our neediest students.

**E. Project Management**

**(1) Clearly identifies and defines the roles and responsibilities of key personnel**

As a result of the Race To The Top, Empowering Effective Teachers (EET) and the current TIF grant project, current PBCS and evaluation implementation has afforded the district a cadre of highly qualified, experienced key personnel prepared and eager to lead **POWER III**. Central to the POWER implementation are two key experienced leaders who will be invaluable to the **POWER III** project: Dr. David J. Steele, Chief Information and Technology Officer and EET Project Director, and Tammy L. Rush, Supervisor for Power Professional Development. Their years of practical experience in implementing the new evaluation system and working to improve teacher efficacy will ensure successful implementation of the proposed project. Their resumes may be found as an attachment to this proposal. The table below illustrates key personnel, their qualifications, responsibilities, and their direct supervisor.

<b>Personnel (FTE)</b>	<b>Qualifications</b>	<b>Responsibilities</b>	<b>Supervisor</b>
External Evaluator, (contracted)	Ph.D. in Evaluation; Extensive experience evaluating federal grant projects and evaluating compensation systems	Provide formal evaluations over life of grant; Compile Annual Reports and Final Evaluation	Manager of Evaluation
Chief Information &	Doctoral degree; extensive experience	Facilitate the alignment between district reform efforts to ensure	Superintendent

Technology Officer	managing LEA-wide reform efforts	successful implementation; coordinate course corrections, as needed	
Project Director , <b>POWER III</b> (45% Yrs 1-3, 90% yrs. 4-5)	Master’s degree and three years supervisory experience	Oversee the <b>POWER III</b> project planning, development, delivery, meetings, and reporting	Director of Evaluation and Compensation
Supervisor, <b>POWER III</b> Professional Development, Tammy Rush (45%)	Master’s Degree in Education; Current Supervisor of POWER II Professional Development	Oversee development, delivery, and follow up of all administrator, Teacher Leader, and teacher <b>POWER III</b> training	Director for Professional Development and New Teacher Induction
2 Coordinators of Evaluation and Compensation (80%)	Master’s degree; Experience serving as a EET peer or mentor	Assist the Director of Evaluation and Compensation with day-to-day operations relative to peer evaluation	Director of Evaluation and Compensation
Assessment Coordinator (40%)	Experience in the design item development, data collection and analysis	Assist in the development of assessments necessary for PBCS	Assistant Director for Assessment &

			Accountability
MDM Systems Administrator and GIS Analyst (each 50%)	Bachelor’s degree; 3 years of professional IS experience	Oversee the data systems used to support TIF data tracking and analysis for determining incentive eligibility	Chief Information & Technology Officer
30 Teacher Leaders (50% each)	Bachelor’s degree; Evaluation score of Highly Effective is required.	Provide consistent, immediate feedback and coaching to teachers at the project sites; remain in constant communication in order to offer support as necessary	Site Principals
Accounting Clerk for Project Director (45% Yrs. 1-3, 90% Yrs. 4-5)	Experience in the area of grant bookkeeping; Well versed in regulations relating to federal grants	Project bookkeeping and fiscal accountability	Project Director

Upon project completion, personnel who are essential to the sustainability of the model will be funded through other sources. Many of the above personnel positions will be partially funded by district funds during the grant period.

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

The management plan for **POWER III** involves five major HCPS divisions: (1) Human Resources, which oversees district performance-based compensation systems and teacher and administrator evaluations, and HCMS management; (2) Assessment and Accountability, which oversees assessment development, data collection, and assists the External Evaluator; (3) Professional Development, which develops and coordinates training; (4) Information Services, which maintains the data management system; (5) Finance, which oversees the allocation of funds and plans for project sustainability; (6) Communication which oversees all communication related to the HCMS; and (7) Administration which oversees principal coaches and all professional development for principals.

The three levels of authority that will make up the communication networks and work groups overseeing **POWER III** include: (1) the Planning Committee, (2) the Leadership Team, and (3) the Operating Committee. The Planning Committee is made up of a wide cross-section of key stakeholders who will establish PBCS guidelines. The Leadership Team is charged with fulfilling the integrated goals of the HCMS, PBCS and **POWER III** projects. An Operating Team will meet weekly for a pulse check of **POWER III's** implementation at the school level.

<b>POWER Human Resource Management Workgroups</b>		
<b>Planning Committee</b>	<b>Leadership Team</b>	<b>Operating Committee</b>
Chief Information & Technology Officer	Chief Information & Technology Officer	<b>POWER III</b> Project Director
<b>POWER III</b> Project Director	<b>POWER III</b> Project Director	<b>POWER III</b> Supervisor of Professional Development
<b>POWER III</b> Supervisor of Professional Development	Director for Communication and Project Management	Office of Assessment & Accountability

Special Revenue Personnel	Director for Assessment and Performance Management	Representatives, Grants and Research Office
Directors of Leadership Development, EET, & Title I	Director for Professional Development and New Teacher Induction	External Evaluator
Coordinators of Evaluation and Assessment	Director of Leadership Development	IS personnel
<b>POWER III</b> school site representatives	Director for Evaluation and Compensation	Assessment Coordinator
External Evaluator		Communications
HCTA representatives		

In addition, one unique feature to this proposal is the addition of 30 Teacher Leaders to each project site. Each Teacher Leader will spend 50% of their day out of the classroom and devote their time supporting the teachers at their sites and promoting the **POWER III** initiative. Teacher Leaders will facilitate a social media site just for the project site teachers utilizing a laptop to remain in constant communication with the project teachers and other stakeholders.

**(3) Includes measurable project objectives and performance measures**

The following goals and objectives support the structure of the proposal; see appendix for the detailed Evaluation Logic Model Crosswalk.

<b>GOAL 1: Utilize an LEA-wide Educator Evaluation System Based, in Significant Part, on Student Growth. (Absolute Priority 2)</b>	
<b>Objective</b>	<b>Measure</b>

<p><u>1a.</u> HCPS will use an evaluation system, based in significant part on student growth, to determine the effectiveness levels of educators.</p>	<p>The number of teachers and principals who are rated at the highest level, at least effective, and not effective, as measured by the district’s evaluation system and the number who are not rated. <b>(GPRA 1)</b></p>
<p><u>1b.</u> HCPS will use an evaluation system, based in significant part on student growth, to determine the effectiveness levels of educators teaching in a high-need field or subject.</p>	<p>The number of teachers teaching in a high-need field or subject, such as teaching English learners, students with disabilities, or STEM, who are rated at the highest level, at least effective, and not effective, as measured by the district’s evaluation system and the number who are not rated. <b>(GPRA 2)</b></p>
<p><u>1c.</u> HCPS will use an evaluation system, based in significant part on student growth, to examine the effectiveness levels of educators in the previous year and who returned to serve in the same high-need school in the LEA.</p>	<p>The number of teachers and principals who were rated at the highest level, at least effective, and not effective, as measured by the district’s evaluation system, and the number who were not rated, in the previous year and who returned to serve in the same high-need school in the LEA. <b>(GPRA 3)</b></p>

<p><u>1d.</u> Number of <b>POWER III</b> teachers participating in personalized professional development that is related to their evaluation will increase by 5% over the previous year.</p>	<p>PD cross-walk  List of PD courses completed</p>
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**GOAL 2: Implement an LEA-wide Human Capital Management System (HCMS) with an Educator Evaluation System at the Center. (Absolute Priority 1)**

Objective	Measure
<p><u>2a.</u> HCPS will implement an LEA-wide Human Capital Management System (HCMS) with an educator evaluation system at the center.</p>	<p>The district will use an educator evaluation system to inform the following human capital decisions: recruitment; hiring; placement; retention; dismissal; professional development; tenure; promotion; or all of the above. <b>(GPRA 4)</b></p>
<p><u>2b.</u> The percentage of teachers and administrators in <b>POWER III</b> schools earning performance based compensation by achieving a rating of “Highly Effective” will increase 5% each year.</p>	<p>Teacher ratings based on observations in project school Personnel compensation records</p>
<p><u>2c.</u> Of the teachers <b>recruited</b> to <b>POWER III</b> schools, the number of “Highly Effective” teachers will increase by 1% each year.</p>	<p>Teacher ratings/evaluations from previous position Personnel compensation records</p>
<p><u>2d.</u> The percentage of returning teachers earning performance based compensation by being rated as “Highly Effective” and <b>remaining</b> in the same project</p>	<p>Teacher ratings based on observation in project school throughout year</p>

school throughout the year will increase 1% each year.	Personnel compensation records
2e. By Year 3, one Teacher Leader (TL) career ladder position will serve each project school: Year 2: 15 TL's in practice; Years 3-5: 30 TL's in practice.	Personnel records (of TL positions)
2f. By the end of the grant period, the existing data management systems will be fully integrated to facilitate implementation of the HCMS decisions of recruitment, hiring, retention, promotion, professional development, and dismissal.	Narrative describing data management system

**(4) Includes an effective project evaluation plan**

The **POWER III** evaluation will utilize the services of an independent evaluator to provide objective information and feedback on program implementation throughout the program. Regularly scheduled dialogue between the external evaluator, the project director and other stakeholders will ensure the use of formative data to make any indicated midcourse adjustments necessary to achieve project goals and objectives. It will also provide the opportunity to add components or adjust the evaluation plan if they become warranted throughout the project period.

The evaluation plan was written concurrently with the logic model goals, and objectives. As each GPRA was reviewed and each project objective was developed and refined, important evaluation questions were asked: 1) What are the specific outcomes that should result from each activity? 2) How will we know if the activities were effective? 3) What are the appropriate methods/instruments for collecting the data? 4) How can we best determine the achievement of each objective?

Performance measures and data collection methods have been carefully chosen to address the intended outcomes for each GPRA and project objective. Qualitative and quantitative techniques of data collection and analysis will be utilized as appropriate. Should the Department of Education decide to undertake one or more evaluations of activities funded with FY 2012 TIF funds, HCPS would cooperate fully by providing appropriate access to relevant program and project data, by hosting site visits to enable the Department to observe project activities; by facilitating the collection of information from stakeholders and any other required activities.

**(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**

HCPS is uniquely qualified to accurately identify and successfully meet milestones necessary for project completion in terms of personnel, capacity, and experience. Part of Year 1 will be utilized as a planning period during which procedures will be developed for **POWER III** incentive payouts, a dynamic marketing plan developed, technology systems tested, personnel hired and trained, professional development developed, and other school site and program preparation activities will take place. Additionally, Teacher Leaders will be phased in incrementally at **POWER III** schools, with 15 beginning in Year 2, and 30 beginning in Year 3. All components will be fully operational by Year 3 of the grant period. The timeline below specifies the milestones with person responsible, and identifies the project year(s) during which the milestone will take place (**Absolute Priority 1.4, 2.4**).

Responsibility	Milestones	Y1	Y2	Y3	Y4	Y5
Director of	Utilize an evaluation system for		X	X	X	X

Evaluation & Compensation	instructional personnel and school administrators that is based, in significant part, on student growth					
Director of Professional Development	Utilize evaluation information to inform the design and delivery of professional development	X	X	X	X	X
Director of Evaluation & Compensation	Utilize effectiveness ratings to inform human capital decisions	X	X	X	X	X
Director of Evaluation & Compensation	Implement a PBCS that uses evaluation ratings to determine educator salaries	X	X	X	X	X
Director of Evaluation & Compensation	Provide performance-based incentives to instructional personnel and school administrators rated as “highly effective”		X	X	X	X
Director of Evaluation & Compensation	Provide recruitment bonuses for highly effective instructional personnel who transfer to <b>POWER III</b> schools		X	X	X	X
Director of Evaluation & Compensation	Provide retention bonuses for highly effective instructional personnel		X	X	X	X

Supervisor of Professional Development	Institute Teacher Leader positions at <b>POWER III</b> schools		X	X	X	X
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**(5) (ii) Successfully completing project tasks and achieving objectives**

HCPS has a strong performance record of meeting requirements on previously awarded grants, including TIF grant projects. The district is poised to successfully complete project tasks and achieve outlined objectives. The three distinct levels of human resource management within the district will oversee the completion of all **POWER III** deliverables, objectives and tasks. The timeline clearly delineates the milestones for which each initiative owner is responsible throughout the project period ensuring task, objective, and milestone accomplishment.

The personnel charged with directly implementing **POWER III** play vital roles in meeting the set objectives. As illustrated in the chart in section E1, each member of the project team has distinct responsibilities and thorough job descriptions designed to ensure project completion and success. Embedded in HCPS' way of work are additional internal systems of checks and balances that further ensure grant compliance. The Grants and Research Operations (GRO) Office monitors all grant budgets and requests expenditure forecasts quarterly. Differentiated support is provided to all Project Directors requiring assistance with any aspect of grant implementation and management. The Office of Assessment and Accountability offers similar assistance with evaluation and reporting requirements associated with grants. Both of these offices work with the Finance and Auditing divisions as necessary to ensure compliance. The Superintendent is very mindful of all grant activities and budgets and receives reports generated from the GRO and Finance offices quarterly.

A **continuous improvement** model will be utilized throughout the grant period to review and assess the progress and attainment of project goals, objectives, and milestones, as well as identify road block as they occur, and make refinements as needed. **POWER III's** continuous improvement model is based on the process used by state of Florida districts when developing and maintaining the district's School Improvement Plan. The model involves all stakeholders in a continuous data driven loop of improvement.

## **F. Sustainability**

### **(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period**

**POWER III** supports two overarching goals: to utilize an LEA-wide educator evaluation system based, in significant part, on student achievement; and to implement a HCMS with an educator evaluation system at the center. HCPS has committed significant financial and nonfinancial support to ensure project success.

Non-TIF financial resources committed to sustain **POWER III** amount to over \$1.2 million dollars. The majority of this funding provides for personnel support including substantial portions of the **POWER III** Project Director and Supervisor of Professional Development's salaries. Matching salary funds also include peer and mentor evaluator salaries, an Assessment Coordinator, and Coordinators of Evaluation and Compensation in the Human Resources Department. The salaries of GIS Analysts and an Accounting Clerk III will be matched to support project management requirements. Since the school district is committed to the systemic implementation of a Human Capital Management System, the invaluable capacity-building foundations for **POWER III** are already in place. Grant funds are allocated to design and deliver a unique PAC, however this project leverages multiple district-supported and in-place

technology platforms, such as OpenIDEAS, that will support **POWER III**. Professional development, evaluation systems, data management, dashboards, virtual meetings and classrooms, digital videos, and other components are all supported by the grant but are also significantly supported by the HCPS infrastructure and the aligned HCPS initiatives such as the Wallace Foundation-funded Principal Pipeline Initiative.

**(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends**

HCPS is committed to a performance-based compensation system for teachers and administrators that utilizes differentiated compensation to retain and recruit highly effective teachers and administrators in high needs schools, and has the support of HCTA. Timelines and financial projections have been created to plan ahead toward the day when the district fully transitions from a traditional compensation system model to a salary structure based on effectiveness. As a part of the **POWER III** sustainability plan, the technology platforms, software, and user interfaces designed during the project period will provide the compensation system, the continuing transparency, and ease of use for all stakeholders to sustain the HCMS.

HCPS has been meticulous with its PBCS and evaluation reform efforts to ensure validity of data system practices, evaluation system practices, and evaluation results. The district's commitment to lead the way in the state, and nationally, is evidenced by the extensive strides it has made toward changing the professional culture in the district. Over the last two years the district has implemented new evaluation rubrics and intensive rubric training for educators and administrators, instituted new observation cycles, personnel dismissal procedures, and onboarding procedures for novice teachers and future leaders. As the district has successfully implemented these organizational changes, they have been embedded as the new way of work.

Key stakeholders are continuously fine tuning district budget allocations in support of the HCMS, which is aligned with the district’s mission to positively impact student learning gains.

The impact of **POWER III** will remain long after the grant period ends.

The performance management, professional development, and evaluation capacity-building that occur as a result of grant funding will enable the district to sustain the performance-based award for teachers and administrators at high-needs schools after the grant period ends.

The Five Year Project table, below, provides an overview of the scope of the performance-based compensation funds to be paid out during the grant period.

**POWER III Performance-Based Compensation Funds: Five Year Projection**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Teachers</b>	<b>N/A</b>	<b>\$3,120,000</b>	<b>\$3,640,000</b>	<b>\$4,160,000</b>	<b>\$4,680,000</b>
<b>Administrators</b>	<b>N/A</b>	<b>\$120,000</b>	<b>\$120,000</b>	<b>\$120,000</b>	<b>\$120,000</b>
<b>Total</b>					
<b>Differentiated Compensation</b>	<b>N/A</b>	<b>\$3,240,000</b>	<b>\$3,760,000</b>	<b>\$4,280,000</b>	<b>\$4,800,000</b>

HCPS has the capacity to sustain the proposed performance-based compensation system, due to the fact that the district already has the infrastructure to support the educator salary structure based on effectiveness. HCPS will explore options for reallocating existing performance-based compensation dollars that are currently directed at differential pay in Renaissance schools to support the **POWER III** incentives after the end of the grant period.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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

# Application Reference Charts

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

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

## Please indicate your eligibility classification

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

### Applications from a single entity:

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

LEA

### Group Applications:

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

2 or more LEAs

One or more SEAs and one or more LEAs

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

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

**Instructions**

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

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

**Absolute Priority 1**

<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<b>Absolute Priority 1: HCMS</b> To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.	A2i A2ii	4, 7	
(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;	A1	1	
(2) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement,	A2i A2ii A2v	4, 7, 12	

retention, dismissal, compensation, professional development, tenure, and promotion;			
(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators	A2v	12	
(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant's proposed PBCS in high-need schools begins no later than the third year of the grant's project period in the high-need schools listed in response to paragraph (a) of <u>Requirement 3--Documentation of High-Need Schools</u> .	A2ii A2v E5i	11, 14, 55	

<b>Absolute Priority 2</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Absolute Priority 2: Educator Evaluation Systems</b></p> <p>To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-</p>	B1 B4	16, 23	
(1) The frequency of evaluations, which must be at least annually;	B1	16	
(2) The evaluation rubric for educators that includes at least three performance levels and the following--	B1	16	
(i) Two or more observations during each evaluation period;	B1 B3	16, 21	
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	B4	23	
(iii) Additional factors determined by the LEA;	B3	20	
(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	B5i	23	
(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	E5	55	

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

positions;			
(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;			
(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;			
(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;			
(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			
(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.			

**Competitive Preference Priority 4**

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

**Competitive Preference Priority 5**

<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Competitive Preference Priority 5:</b> An Educator Salary Structure Based on Effectiveness (if applicable)  To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for</p>	A2ii	7	

both teachers and principals. As part of this proposal, an applicant must describe--			
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;	A2ii	7	
(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	A2v	14	
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	A2iii	9	

<b>Requirement 1</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<b>Requirement 1:</b> Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.	A2v	14	
<ul style="list-style-type: none"> <li>• Design Model 1 or 2</li> </ul>	A2v	14	
<ul style="list-style-type: none"> <li>• PBCS Optional Features</li> </ul>	A2v	14	

<b>Requirement 2</b>				
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>	
<b>Requirement 2:</b> Involvement and Support of Teachers and Principals In its application, the applicant must include-- (a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;	D1	38		
	(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and	D2	41	
	(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.	D1	39	

<b>Requirement 3</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Requirement 3:</b> Documentation of High-Need Schools</p> <p>Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded PBCS are high-need schools (as defined in the NIA), including high-poverty schools (as defined in the NIA), priority schools (as defined in the NIA), or persistently lowest-achieving schools (as defined in the NIA). Each applicant must provide, in its application--</p>	A2v	14	High-needs school list
<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>	A2v	15	
<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))). <i>[Data provided to demonstrate eligibility as a high-poverty school must be school-level data; the Department will</i></p>	A2v	14	

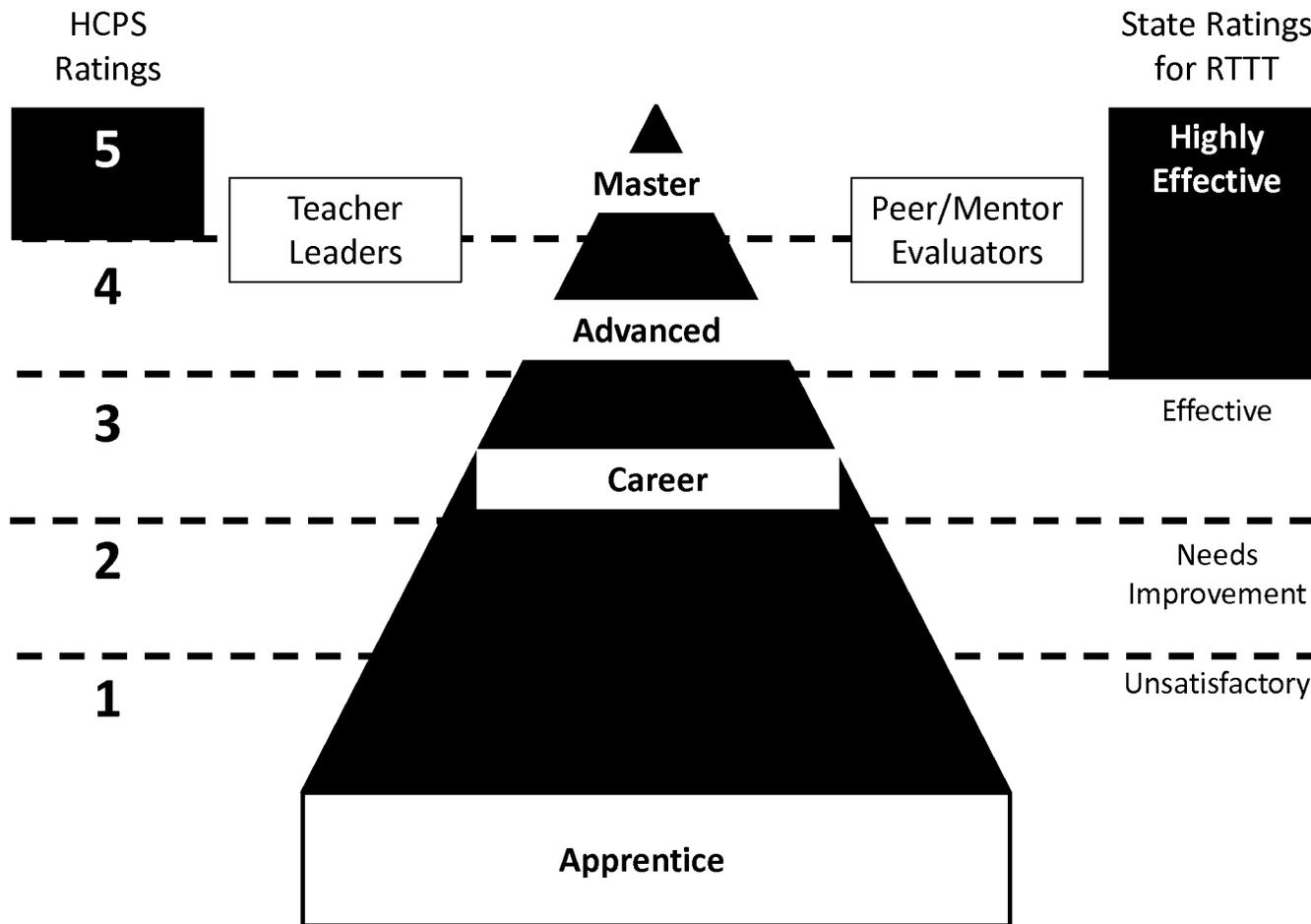
<p><i>not accept LEA- or State-level data for purposes of documenting whether a school is a high-poverty school; and</i></p>			
<p>(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.</p>			

## High Need Schools Documentation

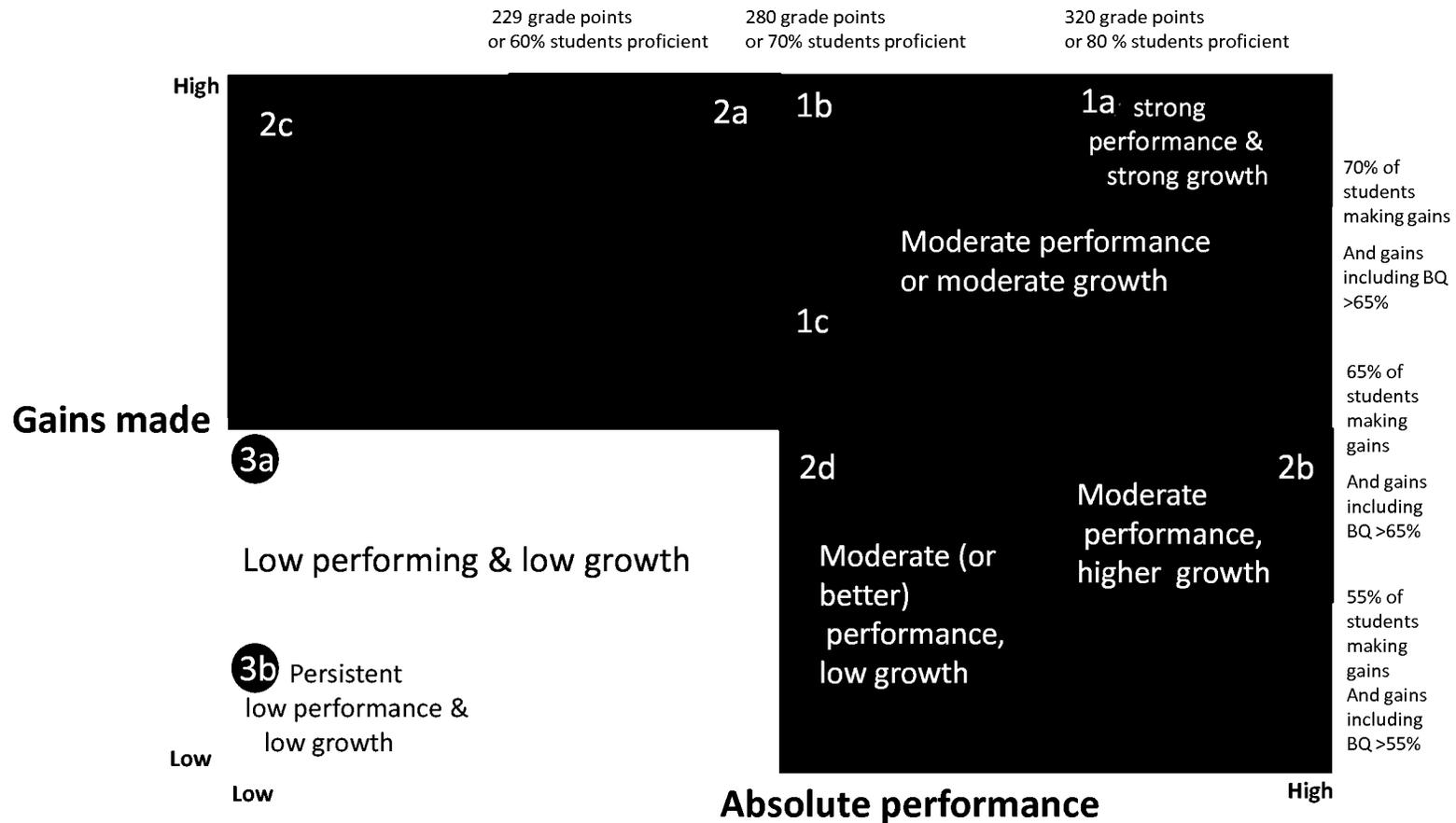
Name and location of school	High poverty school (FRL %)
Bing Elementary, HCPS	93.44
Broward Elementary, HCPS	93.89
Clair Mel Elementary, HCPS	96.53
Dover Elementary, HCPS	94.42
Edison Elementary, HCPS	95.18
Foster Elementary, HCPS	95.51
Graham Elementary, HCPS	97.00
James Elementary, HCPS	95.33
Jefferson High, HCPS	74.17
Kenly Elementary, HCPS	94.38
Kimbell Elementary, HCPS	92.58
Leto High, HCPS	85.00
Lockhart Elementary, HCPS	94.07
Memorial Middle, HCPS	92.72
Miles Elementary, HCPS	97.69
Mort Elementary, HCPS	97.98
MOSI Partnership Elementary, HCPS	94.14
Oak Park Elementary, HCPS	99.19
Palm River Elementary, HCPS	95.30
Pierce Middle, HCPS	91.81

Name and location of school	High poverty school (FRL %)
Reddick Elementary, HCPS	96.08
Robles Elementary, HCPS	97.71
Shaw Elementary, HCPS	95.38
Sheehy Elementary, HCPS	96.33
Sligh Middle , HCPS	94.98
Sulphur Springs Elementary, HCPS	99.05
Trapnell Elementary, HCPS	91.94
Van Buren Middle, HCPS	96.02
West Tampa Elementary, HCPS	96.14
Witter Elementary, HCPS	96.34

# Career Ladder



# Example of School Segmentation Classifications



Evaluation Crosswalk

<b>GOAL 1: Utilize an LEA-wide Educator Evaluation System Based, in Significant Part, on Student Growth. (Absolute Priority 2)</b>					
<b>Objective</b>	<b>Evaluation Question</b>	<b>Outcome Measure</b>	<b>Data Sources</b>	<b>Instrumentation/ Analysis Methodology</b>	<b>Targeted Dates</b>
1a. HCPS will use an evaluation system, based in significant part on student growth, to determine the effectiveness levels of educators.	<i>In what ways did the number of “Highly Effective” teachers in project schools change over time?</i>	The number of teachers and principals who are rated at the highest level, at least effective, and not effective, as measured by the district’s evaluation system and the number who are not rated. <b>(GPRA 1)</b>	District Data Warehouse	Frequency Counts and Percentages for each Effectiveness Level	Years 1-5: Monitoring
1b. HCPS will use an evaluation system, based in significant part on student growth, to determine the effectiveness levels of educators teaching in a high-need field or subject.		The number of teachers teaching in a high-need field or subject, such as teaching English learners, students with disabilities, or STEM, who are rated at the highest level, at least effective, and not effective, as measured by the district’s evaluation system and the number who are not rated. <b>(GPRA 2)</b>			
1c. HCPS will use an evaluation system, based in significant part on student growth, to examine the effectiveness levels of educators in the previous year and who returned to serve in the same high-need school in the LEA.	<i>To what extent were “Highly Effective” teachers in project schools retained in project schools?</i>	The number of teachers and principals who were rated at the highest level, at least effective, and not effective, as measured by the district’s evaluation system, and the number who were not rated, in the previous year and who returned to serve in the same high-need school in the LEA. <b>(GPRA 3)</b>	District Data Warehouse	Frequency Counts and Percentages for each Effectiveness Level  POWER III Teacher Retention Rates	Year 1(Planning) : NA Years 2-5: Monitoring
1d. The number of POWER III teachers participating in personalized professional development that is related to their evaluation will increase by 5% over the previous year.	<i>How did professional development offerings address teacher needs as indicated by student achievement and teacher observation results?</i>	Number of PD courses completed that were specifically aligned with evaluation rubric	Supervisor of PD	Document Review: PD cross-walk  List of PD courses completed by teachers	Year 1: Baseline Year 2: Target = PY*1.05 Year 3: Target = PY*1.05 Year 4: Target = PY*1.05 Year 5: Target = PY*1.05

**GOAL 2: Implement an LEA-wide Human Capital Management System (HCMS) with an Educator Evaluation System at the Center. (Absolute Priority 1)**

Objective	Evaluation Questions	Outcome Measure	Data Sources	Methodology	Targets & Dates
<u>2a.</u> HCPS will implement an LEA-wide Human Capital Management System (HCMS) with an educator evaluation system at the center.	<i>In what ways was the HCMS used to make human capital decisions? What were the annual results?</i>	The district will use an educator evaluation system to inform the following human capital decisions: recruitment; hiring; placement; retention; dismissal; professional development; tenure; promotion; or all of the above. <b>(GPRA 4)</b>	District & School Level Processes  HCPS Data Warehouse Reports	Interview: Director of Evaluation and Compensation	Years 1-5: Qualitative feedback
<u>2b.</u> The percentage of teachers and administrators in POWER III schools earning performance based compensation by achieving a rating of <i>Highly Effective</i> will increase 5% each year.	<i>Did student achievement and instructional quality (as indicated by performance ratings) increase in project schools?</i>	Teacher ratings based on student achievement (40%) and observations ratings (60%) Administrator ratings based on evaluation protocol (to include observation ratings and student achievement level elements)	HCPS Data Warehouse	Frequency counts	Year 1(Planning): NA Years 2: Baseline Years 3-5:Target = PY*1.05
<u>2c.</u> Of the teachers <b>recruited</b> to POWER III schools, the number of <i>Highly Effective</i> teachers will increase by 1% each year.	<i>To what extent were new hires rated as Highly Effective?</i>	Teacher ratings/evaluations from previous position  Teacher ratings based on observation in project school throughout year	Personnel Compensation Records and Evaluation Scores		Year 1(Planning): NA Years 2: Baseline Years 3-5:Target = PY*1.01
<u>2d.</u> The percentage of returning teachers earning performance based compensation by being rated as <i>Highly Effective</i> and <b>remaining</b> in the same project school throughout the year will increase 1% each year.	<i>To what extent did Highly Effective teachers choose to remain in their project school?</i>	Teacher ratings based on observation in project school throughout year			
<u>2e.</u> By Year 3, one Teacher Leader (TL) career ladder position will serve each project school: Year 2: 15 TLs in practice; Years 3-5: 30 TLs in practice.	<i>To what extent was the Teacher Leader career ladder position implemented in a timely and effective way?</i>	Assignment of Teacher Leaders to project schools	Personnel records  PD supervisor	Frequency Counts	Year 1(Planning): NA Years 2: Target = 15 Years 3-5:Target = 30
<u>2f.</u> By the end of the grant period, the existing data management systems will be fully integrated to facilitate implementation of the HCMS decisions of recruitment, hiring, retention, promotion, professional development, and dismissal.	<i>Were the data management systems sufficiently integrated to support HCMS decisions?</i>	The extent to which data was efficiently available for human capital decisions.	HCPS HR Dept.	Document Review  Stakeholder Interviews	Year 1(Planning): NA Years 2-5: Qualitative Monitoring



# Hillsborough Classroom Teachers Association

**Jean Clements**  
President  
**Marilyn Dupree**  
Vice President  
**Faye Cook**  
Secretary-Treasurer  
**Stephanie Baxter-Jenkins**  
Executive Director

July 24, 2012

MaryEllen Elia  
Superintendent  
Hillsborough County Public Schools  
901 East Kennedy Boulevard  
Tampa, Florida 33602

Dear Ms. Elia:

As President of the Hillsborough Classroom Teachers Association (HCTA), the exclusive bargaining agent for Hillsborough County Public Schools' instructional personnel, it is my pleasure to express my strong support for Hillsborough County Public Schools' application for the federal 2012 Teacher Incentive Fund (TIF) competitive proposal.

The HCTA, working with a diverse cross-section of classroom teachers, has been an integral and active voice in the design of the school district's comprehensive and integrated strategy for strengthening the educator workforce. This ground-breaking approach, *Empowering Effective Teachers* (EET), provides comprehensive support for educators to improve their effectiveness, and in turn, positively impact student achievement. The proposed project aligns with and further supports this important work. The high-quality teacher and administrator evaluation systems that drive human capital decisions; support for positions related to the district's career ladder; high-quality professional development that is linked to evaluation results; and recruitment, retention and performance awards for highly effective teachers and administrators will significantly impact teaching and learning at the targeted, high-needs schools.

I believe that this proposal is an exciting, positive step toward increased professionalism for teachers, increased achievement for students, and a stronger partnership with Hillsborough County Public Schools.

Sincerely,

(b)(6)

Jean Clements, President

Hillsborough Classroom Teachers Association

*Representing Teachers and Educational Support Personnel*

4505 N. Rome Avenue • Tampa, FL 33603 • (813) 238-7902 • Fax (813) 237-4541 • Web Site: hillscta.org  
An Affiliate of FEA/NEA/AFT/AFL-CIO

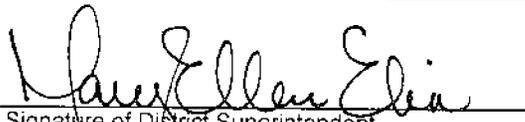
**DISTRICT SCHOOL BOARD OF HILLSBOROUGH COUNTY  
 CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE  
 PLAN B**

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

We hereby apply for the following indirect cost rate:

<b>Federal Programs - Restricted with Carry Forward</b> <span style="float: right;"><u>4.87%</u></span>	<b>Federal Programs - Unrestricted with Carry Forward</b> <span style="float: right;"><u>13.65%</u></span>
---	--

I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2010-2011, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

 Signature of District Superintendent <u>1/25/2012</u> Date Signed	<div style="border: 1px solid black; width: 150px; height: 30px; margin-bottom: 5px;">(b)(6)</div> Signature of Finance Officer <u>1/24/2012</u> Date Signed
--	--

Your proposal has been accepted and the following rate approved:

<b>Federal Programs - Restricted with Carry Forward</b> <span style="float: right;"><u>4.87%</u></span>	<b>Federal Programs - Unrestricted with Carry Forward</b> <span style="float: right;"><u>13.65%</u></span>
---	--

These rates become effective **July 1, 2012, and remain in effect until June 30, 2013**, and will apply to all eligible federally assisted programs as

<div style="border: 1px solid black; width: 150px; height: 30px; margin-bottom: 5px;">(b)(6)</div> Signature of Comptroller, Florida Department of Education	<u>2/16/12</u> Date Signed
--	-------------------------------

2012 FEB 16 10:07 AM  
 DISTRICT SCHOOL BOARD OFFICE



# David John Steele

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## Education

- 1973-1976, University of Florida, B.A., Secondary Education
- 1983-1984, Harvard University, Ed.M., Administration, Planning, and Social Policy
- 1984-1990, University of South Florida, Ph.D., Educational Leadership

## Professional experience

- 2009- Hillsborough County Public Schools, Project Director, Empowering Effective Teachers Grant
- 2008- Hillsborough County Public Schools, Chief Information and Technology Officer
- 2006-2008 Hillsborough County Public Schools, General Director, Secondary Education
- 2004-2006 Plant City High School, Principal
- 2002-2004, King High School, Principal
- 1998-2002, Plant City High School, Assistant Principal for Curriculum
- 1994-1998, Hillsborough High School, Assistant Principal for Magnet Curriculum (Director of International Baccalaureate Program)
- 1990-1994, Tomlin Junior High School, Assistant Principal
- 1988-1990, Plant City High School, Math Department Head
- 1988, King High School, Math Department Head
- 1978-1988, Plant City High School, Math Teacher

## Major Responsibilities and Accomplishments

- Extensive background in curriculum and student scheduling.
- Participant in several conferences and presentations by Dr. Willard Daggett. Plant City High School is a member school of Daggett's Successful Practices Network. Active in school district's adaptation of Rigor and Relevance Framework and Lexile Framework.
- Member of numerous technology committees. Author of the original IB selection software and a school administrative database that is used by several high schools.
- District recruiter for new teachers at several Ohio Job Fairs.
- Eckerd College's Leadership Development Program.
- Trained visiting team member for accreditation visits (Southern Association of Colleges and Schools). Member of 5-6 teams.

# Tammy Rush

(b)(6)

<p><b>Education</b></p>	<p><b>1996 National Louis University</b> Master of Education, Curriculum &amp; Instruction; Interdisciplinary Studies</p> <p><b>1989 University of Central Florida</b> Bachelor of Science, Mathematics Education</p>
<p><b>Professional experience</b></p>	<p><b>2009-Present: Supervisor, Professional Development, Hillsborough County Schools</b> Responsible for scheduling courses and trainers for courses that target teachers in Title 1 schools having a focus on Professional Learning Communities, Data Analysis and Action Research. Involved in curriculum development of the courses as well as quality management. In addition, responsible for overseeing the budget for professional development trainings and collaborate with local university personnel to provide leadership training for principals as well as oversee our Teacher Ambassador program.</p> <p><b>2006-2009: District Resource Teacher, Hillsborough County Schools</b> Responsible for working with Title 1 Middle Schools to offer training on state testing strategies, curriculum enhancement, and technology in the classroom. Including mentoring of Alternative Certification Teachers and working with teachers in their classrooms in all levels of Middle School math.</p> <p><b>1999 –2006: Consultant, Trainer and Mentor, Hillsborough County Schools</b> Responsible for conducting training sessions for middle school mathematics teachers in classrooms and in large group settings and for mentoring Alternative Certification Teachers and those needing intensive assistance.</p> <p><b>1990 -1999: Instructor, Hillsborough County Schools</b> Responsible for instruction for middle grades mathematics including basic classes as well as Algebra and Geometry. Served as a Subject Area leader at Dowdell Middle School and Benito Middle School. Served as team leader during the transition from junior high to middle schools.</p>
<p><b>Presentations</b></p>	<p>Presented “The Mentoring Experience” for University of South Florida MASTERS grant to mentors and university faculty in mathematics and science</p> <p>Presented on Hillsborough County Professional Study Days for classroom teachers on various strategies for student engagement</p> <p>Provided new teacher training in subject area content, classroom management, and strategies for starting the year off with success in Middle School Mathematics for Hillsborough County Schools</p>
<p><b>Related Professional experience</b></p>	<p>Current on-air talent for “Math Homework Hotline” television show on local networks in Hillsborough County, Florida</p> <p>Served on the National Science Foundation ITEST panel review board</p> <p>Modeled lessons for teachers on state testing strategies in Title 1 classrooms</p> <p>Facilitated “Enhancing Education Through Technology”(EETT) grant using document camera, projector, and laptop while modeling interactive lessons in Title 1 classrooms</p>

	<p>Observed teachers on on-going basis to ensure quality of instruction through mentoring</p> <p>Test item writer for Hillsborough County Middle School Mathematics exams</p> <p>Served on the Florida Teacher Advisory Board for Prentice Hall middle school mathematics textbook adoption</p>
<p><b>Publications and Recognitions</b></p>	<p>Contributor to National Council of Teachers of Mathematics, "Empowering the Mentor of the Beginning Mathematics Teacher" resource book, NCTM Publications, 2009</p> <p>1995 Teacher of the Year, Dowdell Middle School, Tampa, Florida</p>

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## Budget Narrative File(s)

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\* Mandatory Budget Narrative Filename:

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

# Survey on Ensuring Equal Opportunity For Applicants

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

## Purpose:

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

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

## Instructions for Submitting the Survey

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

<b>Applicant's (Organization) Name:</b>	Hillsborough County Public Schools
<b>Applicant's DUNS Name:</b>	0424710600000
<b>Federal Program:</b>	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
<b>CFDA Number:</b>	84.374

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

Yes       No

2. Is the applicant a faith-based organization?

Yes       No

3. Is the applicant a secular organization?

Yes       No

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

Yes       No

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

Yes       No

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

3 or Fewer       15-50

4-5       51-100

6-14       over 100

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

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

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

\$5,000,000 or more

Teacher Incentive Fund	Year One		Year Two		Year Three		Year Four		Year Five		Total Project	
	Grant Funds	Match Funds	Grant Funds	Match Funds	Grant Funds	Match Funds	Grant Funds	Match Funds	Grant Funds	Match Funds	Grant Funds	Match Funds
PERSONNEL												
POWER III Project Director	39,776	43,727	39,776	43,727	39,776	43,727	71,552	79,950	71,552	79,950	250,432	147,081
Supervisor for Staff Development	31,104	38,016	31,104	38,016	31,104	38,016	31,104	38,016	31,104	38,016	155,520	190,080
Coordinators of Evaluation and Compensation	93,914	23,478	93,914	23,478	93,914	23,478	93,914	23,478	93,914	23,478	469,570	117,390
Assessment Coordinator	21,511	32,267	21,511	32,267	21,511	32,267	21,511	32,267	21,511	32,267	107,555	161,335
MDM System Administrator	30,993	30,993	30,993	30,993	30,993	30,993	30,993	30,993	30,993	30,993	154,965	154,965
GIS Analyst	29,631	29,631	29,631	29,631	29,631	29,631	29,631	29,631	29,631	29,631	148,155	148,155
Accounting Clerk III	11,658	14,249	11,658	14,249	11,658	14,249	23,316	2,591	23,316	2,591	81,606	47,929
Teacher Leaders	84,000	0	499,800	0	831,600	0	831,600	0	831,600	0	3,078,600	0
Teacher Leader Replacements	84,000	0	499,800	0	831,600	0	831,600	0	831,600	0	3,078,600	0
Teacher Leader Bonuses	7,500	0	30,000	0	30,000	0	30,000	0	30,000	0	127,500	0
TIF grant planning committee honorarium (Year 1 only)	180,000	0									180,000	0
Instructional Incentives (Years 2-5)			3,120,000	0	3,640,000	0	4,160,000	0	4,680,000	0	15,600,000	0
Administrator Incentives (Years 2-5)			120,000	0	120,000	0	120,000	0	120,000	0	480,000	0
Recruitment/Retention Bonus	100,000	0	1,660,000	0	1,920,000	0	2,180,000	0	2,440,000	0	8,300,000	0
Principal Network Honorariums			45,000	0	45,000	0	45,000	0	45,000	0	180,000	0
Teacher Leader Interactive Video Training (Years 2, 4 & 5)			5,580	0			2,790	0	2,790	0	11,160	0
RYMP PJP PAC	937,440	0	937,440	0	937,440	0	937,440	0	937,440	0	4,687,200	0
Public Training for Teachers	976,500	0	976,500	0	976,500	0	976,500	0	976,500	0	4,882,500	0
OpenIDFAS Training	6,278	0	121,365	0	292,950	0	292,950	0	292,950	0	1,006,493	0
Professional Development for POWER III Teachers	292,950	0	292,950	0	292,950	0	292,950	0	292,950	0	1,464,750	0
OpenIDEAS Professional Development	48,825	0	48,825	0	48,825	0	48,825	0	48,825	0	244,125	0
Professional Development for Teachers Leaders	8,370	0	8,370	0	8,370	0	8,370	0	8,370	0	41,850	0
<b>Total Personnel</b>	<b>2,980,450</b>	<b>212,361</b>	<b>8,620,217</b>	<b>212,361</b>	<b>10,229,822</b>	<b>212,361</b>	<b>11,060,046</b>	<b>164,926</b>	<b>11,840,046</b>	<b>164,926</b>	<b>44,730,581</b>	<b>966,935</b>

Teacher Incentive Fund	Year One		Year Two		Year Three		Year Four		Year Five		Total Project	
	Grant Funds	Match Funds	Grant Funds	Match Funds								
FRINGE - Retirement, Social Security, Medicare, Health Insurance, Life Insurance & Workers Compensation												
POWER III Project Director @ 31.03%	11,101	13,568	11,101	13,568	11,101	13,568	22,203	2,467	22,203	2,467	77,709	45,638
Supervisor for Staff Development @ 31.03%	9,652	11,796	9,652	11,796	9,652	11,796	9,652	11,796	9,652	11,796	48,280	58,980
Coordinators of Evaluation and Compensation @ 31.03%	29,142	7,285	29,142	7,285	29,142	7,285	29,142	7,285	29,142	7,285	145,710	36,425
Assessment Coordinator @ 31.03%	6,675	10,013	6,675	10,013	6,675	10,013	6,675	10,012	6,675	10,012	33,375	50,063
MDM System Administrator @ 31.03%	9,617	9,617	9,617	9,617	9,617	9,617	9,617	9,617	9,617	9,617	48,085	48,085
GIS Analyst @ 31.03%	9,195	9,195	9,195	9,195	9,195	9,195	9,195	9,195	9,195	9,195	45,975	45,975
Accounting Clerk III @ 31.03%	3,617	4,421	3,617	4,421	3,617	4,421	7,235	804	7,235	804	25,321	14,871
Teacher Leaders @ 31.03%	26,065	0	155,088	0	258,045	0	258,045	0	258,045	0	955,288	0
Teacher Leader Replacements @ 31.03%	26,065	0	155,088	0	258,045	0	258,045	0	258,045	0	955,288	0
Teacher Leader Bonuses @ 7.65%	573	0	2,295	0	2,295	0	2,295	0	2,295	0	9,753	0
11/ grant planning committee honorarium @ 7.65%	13,768	0									13,768	0
Instructional Incentives @ 7.65%			238,680	0	278,460	0	318,240	0	358,020	0	1,193,400	0
Administrator Incentives @ 7.65%			9,180	0	9,180	0	9,180	0	9,180	0	36,720	0
Recruitment/Retention Bonus @ 7.65%	7,649	0	126,990	0	146,880	0	166,770	0	186,660	0	634,949	0
Principal Network Honorariums @ 7.65%			3,443	0	3,443	0	3,443	0	3,443	0	13,772	0
Teacher Leader Interactive video Training @ 8.91%			497	0			249	0	249	0	995	0
POWER UPI PAC @ 8.91%	83,526	0	83,526	0	83,526	0	83,526	0	83,526	0	417,630	0
Public Training for Teachers @ 8.91%	87,006	0	87,006	0	87,006	0	87,006	0	87,006	0	435,030	0
OpenIDEAS Training @ 8.91%	558	0	10,814	0	26,102	0	26,102	0	26,102	0	89,678	0
Professional Development for POWER III Teachers @ 8.91%	26,102	0	26,102	0	26,102	0	26,102	0	26,102	0	130,510	0

Teacher Incentive Fund	Year One		Year Two		Year Three		Year Four		Year Five		Total Project	
	Grant Funds	Match Funds	Grant Funds	Match Funds	Grant Funds	Match Funds	Grant Funds	Match Funds	Grant Funds	Match Funds	Grant Funds	Match Funds
<b>FRINGE Continued</b>												
Open/DEAS Professional Development @ 8.91%	4,349	0	4,350	0	4,350	0	4,350	0	4,350	0	21,749	0
Professional Development for Teachers Leaders @ 8.91%	745	0	746	0	746	0	746	0	746	0	3,729	0
<b>Total Fringe</b>	<b>353,405</b>	<b>65,895</b>	<b>982,604</b>	<b>65,896</b>	<b>1,263,179</b>	<b>65,895</b>	<b>1,337,318</b>	<b>51,176</b>	<b>1,397,488</b>	<b>51,176</b>	<b>5,336,694</b>	<b>300,037</b>
<b>TRAVEL</b>												
In-County												
Vicinity Travel	740	0	740	0	740	0	740	0	740	0	3,700	0
Out of County												
TIF Conf. Wash., D.C.	2,480	0	2,480	0	2,480	0	2,480	0	2,480	0	12,400	0
TIF Topical Meeting	2,480	0	2,480	0	2,480	0	2,480	0	2,480	0	12,400	0
<b>Total Travel</b>	<b>5,700</b>	<b>0</b>	<b>5,700</b>	<b>0</b>	<b>5,700</b>	<b>0</b>	<b>5,700</b>	<b>0</b>	<b>5,700</b>	<b>0</b>	<b>28,500</b>	<b>0</b>
<b>EQUIPMENT</b>												
Computers for Project Personnel	2,056	0									2,056	0
Printers for Project Personnel	1,818	0									1,818	0
Laptops for Teacher Leaders	19,500	0	19,500	0							39,000	0
Interactive videos for Teacher Filming	67,500	0									67,500	0
<b>SOFTWARE</b>												
<b>Total Equip/Software</b>	<b>90,874</b>	<b>0</b>	<b>19,500</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>110,374</b>	<b>0</b>
<b>SUPPLIES</b>												
Program Supplies	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	25,000	0
Training Supplies	209,900	0	209,400	0	209,400	0	209,400	0	209,400	0	1,039,500	0
SUN Resources	6,000	0	6,000	0	6,000	0	6,000	0	6,000	0	30,000	0
ASCD Videos	6,000	0									6,000	0
<b>Total Supplies</b>	<b>218,900</b>	<b>0</b>	<b>220,400</b>	<b>0</b>	<b>220,400</b>	<b>0</b>	<b>220,400</b>	<b>0</b>	<b>220,400</b>	<b>0</b>	<b>1,100,500</b>	<b>0</b>
<b>CONTRACTUAL</b>												
External Evaluator	30,000	0	30,000	0	40,000	0	40,000	0	40,000	0	180,000	0
Instructional Leadership Professional Development Program	387,000	0	270,900	0	189,630	0	132,750	0	92,940	0	1,073,220	0
Best Practices Professional Development Program	90,000	0	90,000	0	90,000	0	90,000	0	90,000	0	450,000	0
Data Warehouse Management	283,500	0	283,500	0	283,500	0	283,500	0	283,500	0	1,417,500	0
Trainers for Teachers at POWER III Trainings	31,905	0	31,905	0	31,905	0	31,905	0	31,905	0	159,525	0

Teacher Incentive Fund	Year One		Year Two		Year Three		Year Four		Year Five		Total Project	
	Grant Funds	Match Funds	Grant Funds	Match Funds								
<b>CONTRACTUAL</b>												
Trainers for Teacher	1,064	0	1,064	0	1,064	0	1,064	0	1,064	0	5,320	0
Leader Training	1,677	0	1,677	0	1,677	0	1,677	0	1,677	0	8,385	0
Course Refinement	2,236	0			279	0					2,515	0
Standards Training Development												
Rubric Training Facilitators	53,175	0	53,175	0	53,175	0	53,175	0	53,175	0	265,875	0
Interactive video Training			6,000	0			3,000	0			12,000	0
Teacher Leader Professional Development	12,800	0	12,800	0	12,800	0	12,800	0	12,800	0	64,000	0
OpenIDEAS Training Development	1,006	0	279	0	279	0	279	0	279	0	2,122	0
OpenIDEAS Training Facilitators	798	0	7,710	0	12,762	0	12,762	0	12,762	0	46,794	0
OpenIDEAS Additional Coursework Development			2,516	0	2,516	0	2,516	0	2,516	0	10,064	0
OpenIDEAS Additional Coursework Facilitators			3,988	0	3,988	0	3,988	0	3,988	0	15,952	0
External Calibration	135,220	0	135,220	0	135,220	0	135,220	0	135,220	0	676,100	0
Value-Added Measures System	140,000	0	140,000	0	140,000	0	140,000	0	140,000	0	700,000	0
Value-Added Analysis System's Engineer	132,220	0									132,220	0
Total Contractual	1,402,601	0	1,070,734	0	998,795	0	944,836	0	904,826	0	5,321,592	0
<b>OTHER</b>												
Web Based Video Program	105,000	0	105,000	0	105,000	0	105,000	0	105,000	0	525,000	0
Marketing Materials	30,000	0	30,000	0	30,000	0	30,000	0	30,000	0	150,000	0
ASCD Library	39,000	0									39,000	0
Total Other	174,000	0	135,000	0	135,000	0	135,000	0	135,000	0	714,000	0
<b>TRAINING</b>												
Total Stipends	0	0	0	0	0	0	0	0	0	0	0	0
Indirect Costs	238,566	0	512,442	0	596,895	0	636,374	0	673,518	0	2,657,759	0
TOTAL GRANT FUNDS	5,466,486	278,256	11,866,797	278,256	13,449,766	278,256	14,339,974	216,102	15,176,978	216,102	60,000,000	1,266,972

TEACHER INCENTIVE FUND - YEAR ONE		Grant Funds	District Federal Match	District Non-Federal Match	Total Match	Total Grant/Match Funds
<b>PERSONNEL</b>						
POWER III Project Director, will coordinate and oversee planning, implementation and oversight of the Program		35,776	43,727		43,727	79,503
\$314,23/day x 253 days @ 45%						
Supervisor for Staff Development, District Liaison for coordination and oversight of Administrator and Teacher Training		31,104	38,016		38,016	69,120
\$237,20/day x 253 days @ 45% FTE						
Coordinators of Evaluation and Compensation (2), will assist the Director of Evaluation and Compensation with day-to-day operations relative to peer evaluators		93,914	23,478		23,478	117,392
2 Coordinators at \$232/day x 253 days @ 80% FTE						
Assessment Coordinator, will assist in the development of assessments necessary for the PBGS		21,511	26,889	5,378	32,267	53,778
\$212,56/day x 253 days @ 40% FTE						
MDM System Administrator will oversee the data systems used to support TIF data tracking and analysis needs to determine TIF incentive eligibility		30,993	30,993		30,993	61,986
\$245/day x 253 days @ 50% FTE						
GIS Analyst, will work with HGPS data systems to support TIF data tracking and analysis needs to determine TIF incentive eligibility		29,631	29,631		29,631	59,262
1 Analyst @ \$234,24/day x 253 days @ 50% FTE						
Accounting Clerk III, Clerical Support for Project Director		11,658	14,249		14,249	25,907
\$102,40/day x 253 days @ 45% FTE						
Teacher Leaders, will facilitate personalized professional development opportunities at TIF schools		84,000				84,000
15 Teacher Leaders @ \$280/day x 40 days @ 50% FTE						
Teacher Leader Replacements, to replace the instruction time for those serving as Teacher Leaders		84,000				84,000
15 Teacher Leaders Replacements @ \$280/day x 40 days @ 50% FTE						
Teacher Leader Bonuses		7,500				7,500
@ \$500 x 15 Teacher Leaders						
TIF grant planning committee honorarium		180,000				180,000
90 members @ \$2,000 each						
TIF Teacher Recruitment bonus		100,000				100,000
100 recruits/yr @ \$1000/recruit						
Quarterly POWER UP! Professional Action Communities		937,440				937,440
6hrs/quarter x 4 quarters x 1,680 teachers @ \$23,25/hr						

TEACHER INCENTIVE FUND - YEAR ONE		Grant Funds	District Federal Match	District Non-Federal Match	Total Match	Total Grant/Match Funds
<b>PERSONNEL Continued</b>						
Rubric Training for Teachers, high level (8 hour course) and deep dive rubric training (4 domain courses @ 3 hours each) for teachers		976,500			0	976,500
60 training cadres x 20 hours/cadre x 35 participants/cadre @ \$23.25/hour		6,278			0	6,278
OpenIDEAS Training for 15 Teacher Leaders					0	
3 sessions x 6 hours/session x 15 participants @ \$23.25/hr		292,950			0	292,950
Professional Development for Teachers at POWER III Trainings					0	
60 sessions x 6 hours per course x 35 participants @ \$23.25/hour		48,825			0	48,825
OpenIDEAS Professional Development for Teachers at POWER III Schools					0	
20 sessions x 3 hours per course x 35 participants x \$23.25/hour		8,370			0	8,370
Professional Development for Teachers Leaders at District Trainings					0	
2 sessions x 6 hours per course x 30 participants x \$23.25/hour					0	
<b>FRINGE</b>		<b>2,980,450</b>	<b>206,983</b>	<b>5,378</b>	<b>212,361</b>	<b>3,192,811</b>
POWER III Project Director		11,101	13,568	-	13,568	24,669
@ 31.03%						
Supervisor for Staff Development		9,652	11,796	-	11,796	21,448
@ 31.03%						
Coordinators of Evaluation and Compensation		29,142	7,285	-	7,285	36,427
@ 31.03%						
Assessment Coordinator		6,675	8,344	1,669	10,013	16,688
@ 31.03%						
MDM System Administrator		9,617	9,617	-	9,617	19,234
@ 31.03%						
GIS Analyst		9,195	9,195	-	9,195	18,390
@ 31.03%						
Accounting Clerk III		3,617	4,421	-	4,421	8,038
@ 31.03%						
Teacher Leaders		26,065	-	-	0	26,065
@ 31.03%						
Teacher Leader Replacements		26,065	-	-	0	26,065
@ 31.03%						
Teacher Leader Bonuses		573	-	-	0	573
@ 7.65%						
TIF grant planning committee honorarium		13,768	-	-	0	13,768
@ 7.65%						
TIF Teacher Recruitment bonus		7,649	-	-	0	7,649
@ 7.65%						

TEACHER INCENTIVE FUND - YEAR ONE		Grant Funds	District Federal Match	District Non-Federal Match	Total Match	Total Grant/Match Funds
<b>FRINGE Continued</b>						
POWER UPI PAC @ 8.91%		83,526	-	-	0	83,526
Rubric Training for Teachers @ 8.91%		87,006	-	-	0	87,006
OpenIDEAS Training @ 8.91%		558	-	-	0	558
Professional Development for POWER III Teachers @ 8.91%		26,102	-	-	0	26,102
OpenIDEAS Professional Development for Teachers @ 8.91%		4,349	-	-	0	4,349
Professional Development for Teacher Leaders @ 8.91%		745	-	-	0	745
<b>Total Fringe</b>		<b>355,405</b>	<b>64,226</b>	<b>1,669</b>	<b>65,895</b>	<b>421,300</b>
<b>TRAVEL</b>						
In-County:						
Vicinity Travel: 2,000 miles @ \$0.37/mile, for project personnel, Principal Network participants, Teacher Leaders.		740			0	740
Out of County:						
Annual Teacher Incentive Fund Grantee Meeting, Washington, D.C.		2,480			0	2,480
2 Human Resource Representatives (\$2,480).						
Roundtrip Airfare @ \$520 each x 2 People (\$1,040).						
Hotel @ \$200 per day x 3 Days x 2 people (\$1,200);						
Per Diem @ \$30/Day x 4 Days x 2 People (\$240)						
Annual Teacher Incentive Fund Topical Meeting, Washington, D.C.		2,480			0	2,480
2 Human Resource Representatives (\$2,480).						
Roundtrip Airfare @ \$520 each x 2 People (\$1,040).						
Hotel @ \$200 per day x 3 Days x 2 people (\$1,200);						
Per Diem @ \$30/Day x 4 Days x 2 People (\$240)						
<b>Total Travel</b>		<b>5,700</b>	<b>-</b>	<b>-</b>	<b>0</b>	<b>5,700</b>

TEACHER INCENTIVE FUND - YEAR ONE		Grant Funds	District Federal Match	District Non-Federal Match	Total Match	Total Grant/Match Funds
<b>EQUIPMENT</b>						
<i>Equipment is needed to upgrade &amp; maintain data management systems used for differentiated compensation system</i>						
Computers for Coordinators of Evaluation & Compensation, 2 HP Z210 tower workstation computer with 22" monitor @ \$1,028 each	2,056				0	2,056
Printers for Coordinators of Evaluation & Compensation, 2 HP Laser P3015sch duplex, networking @ \$909 each	1,818				0	1,818
Laptops for Teacher Leader to use with teachers 1 per site @ \$1,100 each, plus optical drive @ \$200 each	19,500				0	19,500
Cameras for Teacher Lesson filming, 10 kits per site include iPod touch, camera lenses, carrying case, tripod, and microphone \$4,500 each, 10/site x 30 sites	67,500				0	67,500
<b>SOFTWARE</b>						
<b>Total Equipment/Software</b>		<b>90,874</b>			<b>0</b>	<b>90,874</b>
<b>SUPPLIES</b>						
Program Supplies, Toner/ink Cartridges & Binders	5,000				0	5,000
Training Supplies	201,900				0	201,900
Teacher Leader Program, and Teacher Training (\$86,400) Books and supplies (including books, toner/ink, binders) for 2 book studies for 30 Teacher Leaders @ \$40 per participant; \$2,400 ; Books and supplies (including books, toner/ink, folders, resources) for 2,100 participants @ \$40 per participant, \$84,000						
Rubric Training (\$63,000) Books and supplies (including books, toner/ink, folders, resources) for 2,100 participants @ \$30 per participant						
POWER UP! Professional Action Communities training supplies (\$45,000) \$1,500/site x 30 sites						
Open IDEAS Training (\$7,500) \$500/year/site x 15 sites						
School Leaders Network Resources @ \$200/principal	6,000				0	6,000
ASCD Videos -Enhancing Educational Practice DVDs 1 per site @ \$200 each for 30 sites	6,000				0	6,000
<b>Total Supplies</b>	<b>218,900</b>				<b>0</b>	<b>218,900</b>

TEACHER INCENTIVE FUND - YEAR ONE		Grant Funds	District Federal Match	District Non-Federal Match	Total Match	Total Grant/Match Funds
<b>CONTRACTUAL</b>						
External Evaluator, will coordinate data collection, all reports, interim and final Evaluation.	30,000				0	30,000
Annual work, Flat fee of \$30,000						
Professional development tools and processes to improve time management among principals in order to increase time spent in instructional leadership	387,000				0	387,000
\$12,900/school x 30 schools, Annual Work						
Professional development opportunities for principals to collaborate regarding best practices, improvement of school culture, etc	90,000				0	90,000
\$3,000/principal x 30 principals, Annual work						
Ongoing maintenance of the data management applications, data warehouse and information delivery mechanisms, Provide training, documentation, and "marketing" of data warehouse capabilities	283,500				0	283,500
Annual work, flat fee \$283,500						
Trainers for Teachers at POWER III Trainings	31,905				0	31,905
60 sessions x 6 hours x 2 trainers x \$38,84 per hour plus fringe @ 14.09%						
Trainers for Teacher Leader training at District Trainings	1,064				0	1,064
2 sessions x 6 hours x 2 trainers x \$38,84 per hour plus fringe @ 14.09%						
Professional Development Course Refinement	1,677				0	1,677
10 hours per course refinement x 6 courses x \$24,50 per hour plus fringe @ 14.09%						
Rubric Training Development	2,236				0	2,236
2 developers x 40 hours of development @ \$24,50/hr plus fringe @ 14.09%						
Rubric Training Facilitators	53,175				0	53,175
6 trainers x 20 hours/training cadre x 10 cadres x \$38,84/hr plus fringe @ 14.09%						
External Leadership Trainer for 4 sessions with Teacher Leaders @ \$3,200 per day Annual work	12,800				0	12,800
OpenIDEAS Training Development	1,006				0	1,006
1 developer x 36 hours @ \$24,50/hr plus fringe @ 14.09%						
OpenIDEAS Training Facilitators	798				0	798
1 facilitator x 18 hours @ \$38,84/hr plus fringe @ 14.09%						
External calibrations on evaluators' use of evaluation rubric for all classroom observers	135,220				0	135,220
Annual work, \$135,220 flat fee						

TEACHER INCENTIVE FUND - YEAR ONE		Grant Funds	District Federal Match	District Non-Federal Match	Total Match	Total Grant/Match Funds
<b>CONTRACTUAL Continued</b>						
Development/refinement of the value-added measures system	140,000				0	140,000
Annual work, \$140,000 flat fee					0	
Consultant regarding value-added analysis results 1 year, \$132,220 flat fee	132,220				0	132,220
Systems Engineer, for set-up of server used in the OpenDEAS system	100,000				0	100,000
<b>Total Contractual</b>	<b>1,402,601</b>				<b>0</b>	<b>1,402,601</b>
<b>OTHER</b>						
Web Based Video Program for ongoing timely support of teachers, \$3500 per site @ 30 sites	105,000				0	105,000
Marketing Materials for the POWER III teacher recruitment/retention program	30,000				0	30,000
ASCD Effective Education Library \$1300/site x 30 sites	39,000				0	39,000
<b>Total Other</b>	<b>174,000</b>				<b>0</b>	<b>174,000</b>
<b>TRAINING</b>						
					0	0
<b>Total Stipends</b>					<b>0</b>	<b>0</b>
Indirect Costs, 4.87%	238,556				0	238,556
<b>TOTAL YEAR ONE</b>	<b>5,466,486</b>	<b>271,209</b>	<b>7,047</b>	<b>278,256</b>	<b>0</b>	<b>5,744,742</b>

TEACHER INCENTIVE FUND - YEAR TWO	PERSONNEL	Grant Funds	District	District Non-	Total Match	Total Grant/Match Funds
			Federal Match	Federal Match		
POWER III Project Director, will coordinate and oversee planning, implementation and oversight of the Program		35,776	43,727		43,727	79,503
\$314,23/day x 253 days @ 45%						
Supervisor for Staff Development, District Liaison for coordination and oversight of Administrator and Teacher Training		31,104	38,016		38,016	69,120
\$237,20/day x 253 days @ 45% FTE						
Coordinators of Evaluation and Compensation (2), will assist the Director of Evaluation and Compensation with day-to-day operations relative to peer evaluators		93,914	23,478		23,478	117,392
2 Coordinators at \$232/day x 253 days @ 80% FTE						
Assessment Coordinator, will assist in the development of assessments necessary for the PBCS		21,511	26,889	5,378	32,267	53,778
\$212,56/day x 253 days @ 40% FTE						
MDM System Administrator, will oversee the data systems used to support TIF data tracking and analysis needs to determine TIF incentive eligibility		30,993	30,993		30,993	61,986
\$245/day x 253 days @ 50% FTE						
GIS Analyst, will work with HGPS data systems to support TIF data tracking and analysis needs to determine TIF incentive eligibility		29,631	29,631		29,631	59,262
\$102,40/day x 253 days @ 45% FTE			14,249		14,249	25,907
Accounting Clerk III, Clerical Support for Project Director		11,658				
Teacher Leaders, will facilitate personalized professional development opportunities at TIF schools		499,800			0	499,800
30 Teacher Leaders @ \$280/day x 198 days @ 50% FTE (15 Aug. 1 - Sept 30)						
Teacher Leader Replacements, to replace the instruction time for those serving as Teacher Leaders		499,800			0	499,800
30 Teacher Leaders Replacements @ \$280/day x 198 days @ 50% FTE (15 Aug. 1 - Sept. 30)						
Teacher Leader Bonuses		30,000			0	30,000
@ \$1,000 x 30 Teacher Leaders						
Instructional Incentives		3,120,000			0	3,120,000
for highly effective teachers @ 30 schools (30% of teachers estimated total, includes "Other Instructional")						
Administrator Incentives		120,000			0	120,000
30 admin @ up to \$4,000/Administrator						
Recruitment/Retention Bonus		1,660,000			0	1,660,000
Transfer bonus 100 recruits/yr @ \$1000/recruit (\$100,000); Retention bonus 30% of teachers per site (780 teachers) per year @ \$2000/teacher (\$1,008,000)						
Principal Network Honorariums		45,000			0	45,000
30 principals @ \$1,500/principal						
Teacher Leader Interactive video Training		5,580			0	5,580
8 hours x 30 Teacher Leaders x \$23.25/hr						

**TEACHER INCENTIVE FUND - YEAR TWO**

**PERSONNEL Continued**

	Grant Funds	District Federal Match	District Non-Federal Match	Total Match	Total Grant/Match Funds
Quarterly POWER UPI Professional Action Communities 6hrs/quarter x 4 quarters x 1,680 teachers @ \$23.25/hr	937,440			0	937,440
Rubric Training for Teachers: high level (8 hour course) and deep dive rubric training (4 domain courses @ 3 hours each) for teachers	976,500			0	976,500
60 training cadres x 20 hours/cadre x 35 participants/cadre @ \$23.25/hour	121,365			0	121,365
OpenIDEAS Training for 15 Teacher Leaders and Teachers at year 1 roll out (15 schools); includes initial training and any training on additional coursework					
29 sessions x 6 hours/session x 30 participants @ \$23.25/hr					
Professional Development for Teachers at POWER III Trainings	292,950			0	292,950
60 sessions x 6 hours per course x 35 participants x \$23.25/hour					
OpenIDEAS Professional Development for Teachers at POWER III Schools	48,825			0	48,825
20 sessions x 3 hours per course x 35 participants x \$23.25/hour					
Professional Development for Teachers Leaders at District Trainings	8,370			0	8,370
2 sessions x 6 hours per course x 30 participants x \$23.25/hour					
<b>FRINGE</b>	<b>Total Personnel</b>	<b>8,620,217</b>	<b>206,983</b>	<b>5,378</b>	<b>212,361</b>
POWER III Project Director @ 31.03%	11,101	13,568	-	13,568	24,659
Supervisor for Staff Development @ 31.03%	9,652	11,796	-	11,796	21,448
Coordinators of Evaluation and Compensation @ 31.03%	29,142	7,285	-	7,285	36,427
Assessment Coordinator @ 31.03%	6,675	8,344	1,669	10,013	16,688
MDM System Administrator @ 31.03%	9,617	9,617	-	9,617	19,234
GIS Analyst @ 31.03%	9,195	9,195	-	9,195	18,390
Accounting Clerk III @ 31.03%	3,617	4,421	-	4,421	8,038
Teacher Leaders @ 31.03%	155,088	-	-	0	155,088
Teacher Leader Replacements @ 31.03%	155,088	-	-	0	155,088
Teacher Leader Bonuses @ 7.65%	2,295	-	-	0	2,295
Instructional Incentives @ 7.65%	238,680	-	-	0	238,680
Administrator Incentives @ 7.65%	9,180	-	-	0	9,180

TEACHER INCENTIVE FUND - YEAR TWO		Grant Funds	District Federal Match	District Non-Federal Match	Total Match	Total Grant/Match Funds
<b>FRINGE Continued</b>						
TIF Teacher Recruitment/Retention bonus @ 7.65%		126,990	-	-	0	126,990
Principal Network Honorariums @ 7.65%		3,443	-	-	0	3,443
Interactive video Training @ 8.91%		497	-	-	0	497
POWER UP! PAC @ 8.91%		83,526	-	-	0	83,526
Rubric Training for Teachers @ 8.91%		87,006	-	-	0	87,006
OpenDEAS Training @ 8.91%		10,814	-	-	0	10,814
Professional Development for POWER III Teachers @ 8.91%		26,102	-	-	0	26,102
OpenDEAS Professional Development for Teachers @ 8.91%		4,350	-	-	0	4,350
Professional Development for Teacher Leaders @ 8.91%		746	-	-	0	746
<b>TRAVEL</b>		<b>982,804</b>	<b>64,226</b>	<b>1,669</b>	<b>65,895</b>	<b>1,048,699</b>
In-County						
Vicinity Travel 2,000 miles @ \$0.37/mile, for project personnel, SLN participants, Teacher Leaders		740			0	740
Out of County						
Annual Teacher Incentive Fund Grantee Meeting, Washington, D.C.		2,480			0	2,480
2 Human Resource Representatives (\$2,480).						
Roundtrip Airfare @ \$520 each x 2 People (\$1,040).						
Hotel @ \$200 per day x 3 Days x 2 people (\$1,200);						
Per Diem @ \$30/Day x 4 Days x 2 People (\$240)						
Annual Teacher Incentive Fund Topical Meeting, Washington, D.C.		2,480			0	2,480
2 Human Resource Representatives (\$2,480).						
Roundtrip Airfare @ \$520 each x 2 People (\$1,040).						
Hotel @ \$200 per day x 3 Days x 2 people (\$1,200);						
Per Diem @ \$30/Day x 4 Days x 2 People (\$240)						
<b>EQUIPMENT</b>		<b>5,700</b>	<b>-</b>	<b>-</b>	<b>0</b>	<b>5,700</b>
Laptops for Teacher Leader to use with teachers 1 per site @ 15 sites @ \$1,100 each; plus optical drive @ \$200 each		19,500			0	19,500



<b>TEACHER INCENTIVE FUND - YEAR TWO</b>		<b>Grant Funds</b>	<b>District Federal Match</b>	<b>District Non-Federal Match</b>	<b>Total Match</b>	<b>Total Grant/Match Funds</b>
<b>CONTRACTUAL Continued</b>						
Professional Development, Course Refinement 10 hours per course refinement x 6 courses x \$24.50 per hour plus fringe @ 14.09%	1,677				0	1,677
Rubric Training Facilitators 6 trainers x 20 hours/training cadre x 10 cadres x \$38.84/hr plus fringe @ 14.09%	53,175				0	53,175
Teacher Interactive video Training Program \$200/teacher x 30 Teacher Leaders (train-the-trainer model)	6,000				0	6,000
External Leadership Trainer for 4 sessions with Teacher Leaders @ \$3,200 per day Annual work	12,800				0	12,800
OpenIDEAS Refresher Training Development 1 developer x 10 hours @ \$24.50/hr plus fringe @ 14.09%	279				0	279
OpenIDEAS Training Facilitators 3 facilitators x 58 hours each @ \$38.84/hr plus fringe @ 14.09%	7,710				0	7,710
OpenIDEAS Additional Coursework Development 15 courses x 6 hrs/course @ \$24.50/hr plus fringe @ 14.09%	2,516				0	2,516
OpenIDEAS Additional Coursework Facilitators 15 courses x 3 hrs/course x 2 facilitators @ \$38.84/hr plus fringe @ 14.09%	3,988				0	3,988
External calibrations on evaluators' use of evaluation rubric for all classroom observers Annual work: \$135,220 flat fee	135,220				0	135,220
Development/refinement of the value-added measures system Annual work: \$140,000 flat fee	140,000				0	140,000
<b>OTHER</b>	<b>Total Contractual</b>	<b>1,070,734</b>	<b>-</b>	<b>-</b>	<b>0</b>	<b>1,070,734</b>
Web Based Video Program for ongoing timely support of teachers \$3500 per site @ 30 sites	105,000				0	105,000
Marketing Materials for the POWER III teacher recruitment/retention program	30,000				0	30,000
<b>TRAINING</b>	<b>Total Other</b>	<b>135,000</b>	<b>-</b>	<b>-</b>	<b>0</b>	<b>135,000</b>
<b>Total Stipends</b>						
Indirect Costs, 4.87%	512,442				0	512,442
<b>TOTAL YEAR TWO</b>	<b>11,566,797</b>	<b>271,209</b>	<b>7,047</b>	<b>278,256</b>		<b>11,845,053</b>

TEACHER INCENTIVE FUND - YEAR THREE PERSONNEL	Grant Funds	District		Total Match	Total Grant/Match Funds
		Federal Match	Non-Federal Match		
POWER III Project Director, will coordinate and oversee planning, implementation and oversight of the Program \$314,234/day x 253 days @ 45%	35,776	43,727		43,727	79,503
Supervisor for Staff Development, District Liaison for coordination and oversight of Administrator and Teacher Training \$237,20/day x 253 days @ 45% FTE	31,104	38,016		38,016	69,120
Coordinators of Evaluation and Compensation (2), will assist the Director of Evaluation and Compensation with day-to-day operations relative to peer evaluators 2 Coordinators at \$232/day x 253 days @ 80% FTE	93,914	23,478		23,478	117,392
Assessment Coordinator, will assist in the development of assessments necessary for the PBCS \$212,56/day x 253 days @ 40% FTE	21,511	26,889	5,378	32,267	53,778
MDM System Administrator, will oversee the data systems used to support TIF data tracking and analysis needs to determine TIF incentive eligibility \$248/day x 253 days @ 50% FTE	30,993	30,993		30,993	61,986
GIS Analyst, will work with HICPS data systems to support TIF data tracking and analysis needs to determine TIF incentive eligibility 1 Analyst @ \$234,24/day x 253 days @ 50% FTE	29,631	29,631		29,631	59,262
Accounting Clerk III, Clerical Support for Project Director \$102,40/day x 253 days @ 45% FTE	11,658	14,249		14,249	25,907
Teacher Leaders, will facilitate personalized professional development opportunities at TIF schools 30 Teacher Leaders @ \$280/day x 198 days @ 50% FTE	831,600			0	831,600
Teacher Leader Replacements, to replace the instruction time for those serving as Teacher Leaders 30 Teacher Leaders Replacements @ \$280/day x 198 days @ 50% FTE	831,600			0	831,600
Teacher Leader Bonuses @ \$1000 x 30 Teacher Leaders	30,000			0	30,000
Instructional Incentives for highly effective of teachers @ 30 schools (35% of teachers estimated total; includes "Other Instructional")	3,640,000			0	3,640,000
Administrator Incentives 30 admin @ up to \$4,000/Administrator	120,000			0	120,000
Recruitment/Retention Bonus Transfer bonus 100 recruits/yr @ \$1000/recruit (\$100,000); Retention bonus 35% of teachers per site (580 teachers) per year @ \$2000/teacher (\$1,176,000)	1,920,000			0	1,920,000

TEACHER INCENTIVE FUND - YEAR THREE		Grant Funds	District Federal Match	District Non-Federal Match	Total Match	Total Grant/Match Funds
<b>PERSONNEL Continued</b>						
Principal Network Honorariums	45,000				0	45,000
30 principals @ \$1500/principal						
Quarterly POWER UPI Professional Action Communities	937,440				0	937,440
6hrs/quarter x 4 quarters x 1,680 teachers @ \$23.25/hr						
Rubric Training for Teachers; high level (8 hour course) and deep dive rubric training	976,500				0	976,500
(4 domain courses @ 3 hours each) for teachers						
60 training cadres x 20 hours/cadre x 35 participants/cadre @ \$23.25/hour						
OpenIDEAS Training, includes initial training and any training on additional coursework	292,950				0	292,950
60 sessions x 6 hours/session x 35 participants @ \$23.25/hr						
Professional Development for Teachers at POWER III Trainings	292,950				0	292,950
60 sessions x 6 hours per course x 35 participants x \$23.25/hour						
OpenIDEAS Professional Development for Teachers at POWER III Schools	48,825				0	48,825
20 sessions x 3 hours per course x 35 participants x \$23.25/hour						
Professional Development for Teachers Leaders at District Trainings	8,370				0	8,370
2 sessions x 6 hours per course x 30 participants x \$23.25/hour						
<b>FRINGE</b>	<b>Total Personnel</b>	<b>10,229,822</b>	<b>206,983</b>	<b>5,378</b>	<b>212,381</b>	<b>10,442,183</b>
POWER III Project Director	11,101	13,568	-		13,568	24,669
@ 31.03%						
Supervisor for Staff Development	9,652	11,796	-		11,796	21,448
@ 31.03%						
Coordinators of Evaluation and Compensation	29,142	7,285	-		7,285	36,427
@ 31.03%						
Assessment Coordinator	6,675	8,344	1,669		10,013	16,688
@ 31.03%						
MDM System Administrator	9,617	9,617	-		9,617	19,234
@ 31.03%						
GIS Analyst	9,195	9,195	-		9,195	18,390
@ 31.03%						
Accounting Clerk III	3,617	4,421	-		4,421	8,038
@ 31.03%						
Teacher Leaders	258,045	-	-		0	258,045
@ 31.03%						
Teacher Leader Replacements	258,045	-	-		0	258,045
@ 31.03%						
Teacher Leader Bonuses	2,295	-	-		0	2,295
@ 7.65%						

TEACHER INCENTIVE FUND - YEAR THREE	Grant Funds	District		Total Grant/Match Funds
		District Federal Match	Non-Federal Match	
<b>FRINGE Continued</b>				
Instructional Incentives @ 7.65%	278,460	-	-	278,460
Administrator Incentives @ 7.65%	9,180	-	-	9,180
TIF Teacher Recruitment/Retention bonus @ 7.65%	146,880	-	-	146,880
Principal Network Honorariums @ 7.65%	3,443	-	-	3,443
POWER UPI PAC @ 8.91%	83,526	-	-	83,526
Rubric Training for Teachers @ 8.91%	87,006	-	-	87,006
OpenIDEAS Training @ 8.91%	26,102	-	-	26,102
Professional Development for POWER III Teachers @ 8.91%	26,102	-	-	26,102
OpenIDEAS Professional Development for Teachers @ 8.91%	4,350	-	-	4,350
Professional Development for Teacher Leaders @ 8.91%	746	-	-	746
<b>Total Fringe</b>	<b>1,263,179</b>	<b>64,226</b>	<b>1,669</b>	<b>65,895</b>
<b>TRAVEL</b>				
In-County:				
Vicinity Travel 2,000 miles @ \$0.37/mile, for project personnel, SLN participants, Teacher Leaders.	740			740
Out of County:				
Annual Teacher Incentive Fund Grantee Meeting, Washington, D.C.	2,480			2,480
2 Human Resource Representatives (\$2,480).				
Roundtrip Airfare @ \$520 each x 2 People (\$1,040).				
Hotel @ \$200 per day x 3 Days x 2 people (\$1,200).				
Per Diem @ \$30/Day x 4 Days x 2 People (\$240)				
Annual Teacher Incentive Fund Topical Meeting, Washington, D.C.	2,480			2,480
2 Human Resource Representatives (\$2,480).				
Roundtrip Airfare @ \$520 each x 2 People (\$1,040).				
Hotel @ \$200 per day x 3 Days x 2 people (\$1,200).				
Per Diem @ \$30/Day x 4 Days x 2 People (\$240)				
<b>Total Travel</b>	<b>5,700</b>	<b>-</b>	<b>-</b>	<b>0</b>
				<b>5,700</b>

TEACHER INCENTIVE FUND - YEAR THREE		District		Total
EQUIPMENT		Grant Funds	District Federal Match	Non-Federal Match
SOFTWARE				Total Match
SUPPLIES				Grant/Match Funds
Program Supplies, Toner/Ink Cartridges & Binders	5,000			0
Training Supplies	209,400			0
Teacher Leader Program, and Teacher Training (\$86,400)				0
Books and supplies (including books, toner/ink, binders) for 2 book studies for 30				0
Teacher Leaders @ \$40 per participant, \$2,400 ; Books and supplies (including books, toner/ink, folders, resources) for 2,100 participants @ \$40 per participant,				0
\$84,000				0
Rubric Training (\$63,000)				0
Books and supplies (including books, toner/ink, folders, resources) for 2,100 participants @ \$30 per participant				0
POWER UPI Professional Action Communities training supplies (\$45,000)				0
\$1,500/site x 30 sites				0
Open IDEAS Training (\$15,000)				0
\$500/year/site x 30 sites				0
School Leaders Network Resources @ \$200/principal	6,000			0
<b>Total Supplies</b>	<b>220,400</b>			<b>0</b>
<b>CONTRACTUAL</b>				
External Evaluator, will coordinate data collection, all reports, interim and final Evaluation, Flat fee of \$30,000	40,000			0
Professional development tools and processes to improve time management among principals in order to increase time spent in instructional leadership	189,630			0
\$6,321/school x 30 schools, Annual Work				0
Professional development opportunities for principals to collaborate regarding best practices, improvement of school culture, etc.	90,000			0
\$3,000/principal x 30 principals, Annual work				0

TEACHER INCENTIVE FUND - YEAR THREE	Grant Funds	District		Total
		District Federal Match	Non-Federal Match	
<b>CONTRACTUAL Continued</b>				
Ongoing maintenance of the data management applications, data warehouse and information delivery mechanisms. Provide training, documentation, and "marketing" of data warehouse capabilities	283,500			0
Annual work, flat fee \$283,500				
Trainers for Teachers at POWER III Trainings	31,905			0
60 sessions x 6 hours x 2 trainers x \$38.84 per hour plus fringe @ 14.09%				31,905
Trainers for Teacher Leader training at District Trainings	1,064			0
2 sessions x 6 hours x 2 trainers x \$38.84 per hour plus fringe @ 14.09%				1,064
Professional Development, Course Refinement	1,677			0
10 hours per course refinement x 6 courses x \$24.50 per hour plus fringe @ 14.09%				1,677
Rubric Training Course Refinement	279			0
10 hours @ \$24.50/hr plus fringe @ 14.09%				279
Rubric Training Facilitators	53,175			0
6 trainers x 20 hours/training cadre x 10 cadres x \$38.84/hr plus fringe @ 14.09%				53,175
External Leadership Trainer for 4 sessions with Teacher Leaders @ \$3,200 per day Annual work	12,800			0
				12,800
OpenIDEAS Refresher Training Development	279			0
1 developer x 10 hours @ \$24.50/hr plus fringe @ 14.09%				279
OpenIDEAS Training Facilitators	12,762			0
3 facilitators x 96 hours each @ \$38.84/hr plus fringe @ 14.09%				12,762
OpenIDEAS Additional Coursework Development	2,516			0
15 courses x 6 hrs/course @ \$24.50/hr plus fringe @ 14.09%				2,516
OpenIDEAS Additional Coursework Facilitators	3,988			0
15 courses x 3 hrs/course x 2 facilitators @ \$38.84/hr plus fringe @ 14.09%				3,988
External calibrations on evaluators' use of evaluation rubric for all classroom observers	135,220			0
Annual work, \$135,220 flat fee				135,220
Development/refinement of the value-added measures system	140,000			0
Annual work, \$140,000 flat fee				140,000
<b>OTHER</b>	<b>998,795</b>	<b>-</b>	<b>-</b>	<b>0</b>
<b>Total Contractual</b>	<b>998,795</b>	<b>-</b>	<b>-</b>	<b>998,795</b>
Web Based Video Program for ongoing timely support of teachers \$3500 per site @ 30 sites	105,000			0
Marketing Materials for the POWER III teacher recruitment/retention program	30,000			0
<b>Total Other</b>	<b>135,000</b>	<b>-</b>	<b>-</b>	<b>0</b>
	<b>135,000</b>			<b>135,000</b>

TEACHER INCENTIVE FUND - YEAR THREE	District				Total Grant/Match Funds
	Grant Funds	District Federal Match	Non- Federal Match	Total Match	
TRAINING					0
					0
					0
Indirect Costs, 4.87%	596,869	-	-	-	596,869
<b>TOTAL YEAR THREE</b>	<b>13,449,765</b>	<b>271,209</b>	<b>7,047</b>	<b>278,256</b>	<b>13,728,021</b>

TEACHER INCENTIVE FUND - YEAR FOUR	PERSONNEL Continued	Grant Funds	District		Total Match	Total Grant/Match Funds
			District Federal Match	Non-Federal Match		
Principal Network Honorariums 30 principals @ \$1500/principal		45,000			0	45,000
Teacher Leader Interactive video Training 8 hours x 15 Teacher Leaders x \$23.25/hr		2,790			0	2,790
Quarterly POWER UP: Professional Action Communities 6hrs/quarter x 4 quarters x 1,680 teachers @ \$23.25/hr		937,440			0	937,440
Rubric Training for Teachers: high level (8 hour course) and deep dive rubric training (4 domain courses @ 3 hours each) for teachers 60 training cadres x 20 hours/cadre x 35 participants/cadre @ \$23.25/hour		976,500			0	976,500
OpenIDEAS Training: includes initial training and any training on additional coursework 60 sessions x 6 hours/session x 35 participants @ \$23.25/hr		292,950			0	292,950
Professional Development for Teachers at POWER III Trainings 60 sessions x 6 hours per course x 35 participants x \$23.25/hr		292,950			0	292,950
OpenIDEAS Professional Development for Teachers at POWER III Schools 20 sessions x 3 hours per course x 35 participants x \$23.25/hour		48,825			0	48,825
Professional Development for Teachers Leaders at District Trainings 2 sessions x 6 hours per course x 30 participants x \$23.25/hour		8,370			0	8,370
<b>FRINGE</b>		<b>11,060,046</b>	<b>164,926</b>	<b>-</b>	<b>164,926</b>	<b>11,224,972</b>
POWER III Project Director @ 31.03%		22,203	2,467	-	2,467	24,670
Supervisor for Staff Development @ 31.03%		9,652	11,796	-	11,796	21,448
Coordinators of Evaluation and Compensation @ 31.03%		29,142	7,285	-	7,285	36,427
Assessment Coordinator @ 31.03%		6,675	10,012	-	10,012	16,687
MDM System Administrator @ 31.03%		9,617	9,617	-	9,617	19,234
GIS Analyst @ 31.03%		9,195	9,195	-	9,195	18,390
Accounting Clerk III @ 31.03%		7,235	804	-	804	8,039
Teacher Leaders @ 31.03%		258,045	-	-	0	258,045
Teacher Leader Replacements @ 31.03%		258,045	-	-	0	258,045

TEACHER INCENTIVE FUND - YEAR FOUR		Grant Funds	District Federal Match	District Non-Federal Match	Total Match	Total Grant/Match Funds
<b>FRINGE Continued</b>						
Teacher Leader Bonuses	@ 7.65%	2,295	-	-	0	2,295
Instructional Incentives	@ 7.65%	318,240	-	-	0	318,240
Administrator Incentives	@ 7.65%	9,180	-	-	0	9,180
TIF Teacher Recruitment/Retention bonus	@ 7.65%	166,770	-	-	0	166,770
Principal Network Honorariums	@ 7.65%	3,443	-	-	0	3,443
Interactive video Training	@ 8.91%	249	-	-	0	249
POWER UPI PAC	@ 8.91%	83,526	-	-	0	83,526
Rubric Training for Teachers	@ 8.91%	87,006	-	-	0	87,006
OpenIDEAS Training	@ 8.91%	26,102	-	-	0	26,102
Professional Development for POWER III Teachers	@ 8.91%	26,102	-	-	0	26,102
OpenIDEAS Professional Development for Teachers	@ 8.91%	4,350	-	-	0	4,350
Professional Development for Teacher Leaders	@ 8.91%	746	-	-	0	746
<b>Total Fringe</b>		<b>1,337,818</b>	<b>51,176</b>	<b>-</b>	<b>51,176</b>	<b>1,388,994</b>
<b>TRAVEL</b>						
In-County:						
Vicinity Travel 2,000 miles @ \$0.37/mile, for project personnel, SLN participants, Teacher Leaders		740			0	740



TEACHER INCENTIVE FUND - YEAR FOUR	Grant Funds	District		Total Match	Total Grant/Match Funds
		District Federal Match	Non-Federal Match		
<b>CONTRACTUAL</b>					
External Evaluator, will coordinate data collection, all reports, interim and final Evaluation, Flat fee of \$ 40,000	40,000			0	40,000
Professional development tools and processes to improve time management among principals in order to increase time spent in instructional leadership	132,750			0	132,750
\$4,425/school x 30 schools, Annual Work					
Professional development opportunities for principals to collaborate regarding best practices, improvement of school culture, etc.	90,000			0	90,000
\$3,000/principal x 30 principals, Annual work					
Ongoing maintenance of the data management applications, data warehouse and information delivery mechanisms. Provide training, documentation, and "marketing" of data warehouse capabilities	283,500			0	283,500
Annual work, flat fee \$283,500					
Trainers for Teachers at POWER III Trainings	31,905			0	31,905
60 sessions x 6 hours x 2 trainers x \$38.84 per hour plus fringe @ 14.09%					
Trainers for Teacher Leader training at District Trainings	1,064			0	1,064
2 sessions x 6 hours x 2 trainers x \$38.84 per hour plus fringe @ 14.09%					
Professional Development Course Refinement	1,677			0	1,677
10 hours per course refinement x 6 courses x \$24.50 per hour plus fringe @ 14.09%					
<b>Rubric Training Facilitators</b>					
6 trainers x 20 hours/training cadre x 10 cadres x \$38.84/hr plus fringe @ 14.09%	53,175			0	53,175
Teacher Interactive video Training Program	3,000			0	3,000
\$200/teacher x 15 Teacher Leaders (train-the-trainer model)					
External Leadership Trainer for 4 sessions with Teacher Leaders @ \$3,200 per day Annual work	12,800			0	12,800
OpenIDEAS Refresher Training Development	279			0	279
1 developer x 10 hours @ \$24.50/hr plus fringe @ 14.09%					
OpenIDEAS Training Facilitators	12,762			0	12,762
3 facilitators x 96 hours each @ \$38.84/hr plus fringe @ 14.09%					

TEACHER INCENTIVE FUND - YEAR FOUR		Grant Funds	District Federal Match	District Non-Federal Match	Total Match	Total Grant/Match Funds
<b>CONTRACTUAL Continued</b>						
OpenIDEAS Additional Coursework Development 15 courses x 6 hrs/course @ \$24.50/hr plus fringe @ 14.09%	2,516				0	2,516
OpenIDEAS Additional Coursework Facilitators 15 courses x 3 hrs/course x 2 facilitators @ \$38.84/hr plus fringe @ 14.09%	3,988				0	3,988
External calibrations on evaluators' use of evaluation rubric for all classroom observers Annual work: \$135,220 flat fee	135,220				0	135,220
Development/refinement of the value-added measures system Annual work: \$140,000 flat fee	140,000				0	140,000
<b>Total Contractual</b>	<b>944,636</b>				<b>0</b>	<b>944,636</b>
<b>OTHER</b>						
Web Based Video Program for ongoing timely support of teachers \$3500 per site @ 30 sites	105,000				0	105,000
Marketing Materials for the POWER III teacher recruitment/retention program	30,000				0	30,000
<b>Total Other</b>	<b>135,000</b>				<b>0</b>	<b>135,000</b>
<b>TRAINING</b>						
					0	0
					0	0
<b>Total Stipends</b>					<b>0</b>	<b>0</b>
Indirect Costs, 4.87%	636,374				0	636,374
<b>TOTAL YEAR FOUR</b>	<b>14,339,974</b>		<b>216,102</b>		<b>216,102</b>	<b>14,556,076</b>

TEACHER INCENTIVE FUND - YEAR FIVE		Grant Funds	District Federal Match	District Non-Federal Match	Total Match	Total Grant/Match Funds
<b>PERSONNEL</b>						
POWER III Project Director, will coordinate and oversee planning, implementation and oversight of the Program	\$314,23/day x 253 days @ 90%	71,552	7,950		79,502	79,502
Supervisor for Staff Development, District Liaison for coordination and oversight of Administrator and Teacher Training	\$237,20/day x 253 days @ 45% FTE	31,104	38,016		38,016	69,120
Coordinators of Evaluation and Compensation (2), will assist the Director of Evaluation and Compensation with day-to-day operations relative to peer evaluators	2 Coordinators at \$232/day x 253 days @ 80% FTE	93,914	23,478		23,478	117,392
Assessment Coordinator, will assist in the development of assessments necessary for the PBCS	\$212,56/day x 253 days @ 40% FTE	21,511	32,267		32,267	53,778
MDM System Administrator, will oversee the data systems used to support TIF data tracking and analysis needs to determine TIF incentive eligibility	\$245/day x 253 days @ 50% FTE	30,993	30,993		30,993	61,986
GIS Analyst, will work with HGPS data systems to support TIF data tracking and analysis needs to determine TIF incentive eligibility	1 Analyst @ \$234,24/day x 253 days @ 50% FTE	29,631	29,631		29,631	59,262
Accounting Clerk III, Clerical Support for Project Director	\$102,40/day x 253 days @ 90% FTE	23,316	2,591		2,591	25,907
Teacher Leaders, will facilitate personalized professional development opportunities at TIF schools	30 Teacher Leaders @ \$219,13/day x 198 days @ 50% FTE	831,600			0	831,600
Teacher Leaders Replacements, to replace the instruction time for those serving as Teacher Leaders	30 Teacher Leaders Replacements @ \$219,13/day x 198 days @ 50% FTE	831,600			0	831,600
Teacher Leader Bonuses	@ \$1000 x 30 Teacher Leaders	30,000			0	30,000
Instructional Incentives for highly effective of teachers @ 30 schools (45% of teachers estimated total includes "Other Instructional")		4,680,000			0	4,680,000
Administrator Incentives	30 admin @ up to \$4,000/Administrator	120,000			0	120,000
Recruitment/Retention Bonus	Transfer bonus 100 recruits/yr @ \$1000/recruit (\$100,000). Retention bonus 45% of teachers per site (1170 teachers) per year @ \$2000/teacher (\$1,512,000)	2,440,000			0	2,440,000
Principal Network Honorariums	30 principals @ \$1500/principal	45,000			0	45,000

<b>TEACHER INCENTIVE FUND - YEAR FIVE</b>		<b>Grant Funds</b>	<b>District Federal Match</b>	<b>District Non-Federal Match</b>	<b>Total Match</b>	<b>Total Grant/Match Funds</b>
<b>PERSONNEL Continued</b>						
1 teacher Leader Interactive video training 8 hours x 15 Teacher Leaders x \$23.25/hr	2,790				0	2,790
Quarterly POWER UPI Professional Action Communities 6hrs/quarter x 4 quarters x 1,680 teachers @ \$23.25/hr	937,440				0	937,440
Rubric Training for Teachers, high level (8 hour course) and deep dive rubric training (4 domain courses @ 3 hours each) for teachers 60 training cadres x 20 hours/cadre x 35 participants/cadre @ \$23.25/hour	976,500				0	976,500
OpenIDEAS Training, includes initial training and any training on additional coursework 60 sessions x 6 hours/session x 35 participants @ \$23.25/hr	292,950				0	292,950
Professional Development for Teachers at POWER III Trainings 60 sessions x 6 hours per course x 35 participants x \$23.25/hour	292,950				0	292,950
OpenIDEAS Professional Development for Teachers at POWER III Schools 20 sessions x 3 hours per course x 35 participants x \$23.25/hour	48,825				0	48,825
Professional Development for Teachers Leaders at District Trainings 2 sessions x 6 hours per course x 30 participants x \$23.25/hour	8,370				0	8,370
<b>FRINGE</b>	<b>Total Personnel</b>	<b>11,840,046</b>	<b>164,926</b>	<b>-</b>	<b>164,926</b>	<b>12,004,972</b>
POWER III Project Director @ 31.03%	22,203	2,467	-	-	2,467	24,670
Supervisor for Staff Development @ 31.03%	9,652	11,796	-	-	11,796	21,448
Coordinators of Evaluation and Compensation @ 31.03%	29,142	7,285	-	-	7,285	36,427
Assessment Coordinator @ 31.03%	6,675	10,012	-	-	10,012	16,687
WDM System Administrator @ 31.03%	9,617	9,617	-	-	9,617	19,234
GIS Analyst @ 31.03%	9,195	9,195	-	-	9,195	18,390
Accounting Clerk III @ 31.03%	7,235	804	-	-	804	8,039
Teacher Leaders @ 31.03%	258,045	-	-	-	0	258,045
Teacher Leader Replacements @ 31.03%	258,045	-	-	-	0	258,045
Teacher Leader Bonuses @ 7.65%	2,295	-	-	-	0	2,295
Instructional Incentives @ 7.65%	358,020	-	-	-	0	358,020

TEACHER INCENTIVE FUND - YEAR FIVE		Grant Funds	District Federal Match	District Non-Federal Match	Total Match	Total Grant/Match Funds
<b>FRINGE Continued</b>						
Administrator Incentives @ 7.65%		9,180	-	-	0	9,180
TIF Teacher Recruitment/Retention bonus @ 7.65%		186,660	-	-	0	186,660
Principal Network Honorariums @ 7.65%		3,443	-	-	0	3,443
Interactive video Training @ 8.91%		249	-	-	0	249
POWER UPI PAC @ 8.91%		83,526	-	-	0	83,526
Rubric Training for Teachers @ 8.91%		87,006	-	-	0	87,006
OpenIDEAS Training @ 8.91%		26,102	-	-	0	26,102
Professional Development for POWER III Teachers @ 8.91%		26,102	-	-	0	26,102
OpenIDEAS Professional Development for Teachers @ 8.91%		4,350	-	-	0	4,350
Professional Development for Teacher Leaders @ 8.91%		746	-	-	0	746
<b>Total Fringe</b>		<b>1,397,488</b>	<b>51,176</b>	<b>-</b>	<b>51,176</b>	<b>1,448,664</b>
<b>TRAVEL</b>						
In-County						
Vicinity Travel: 2,000 miles @ \$0.37/mile, for project personnel, SLN participants, Teacher Leaders.		740			0	740
Out of County						
Annual Teacher Incentive Fund Grantee Meeting, Washington, D.C.		2,480			0	2,480
2 Human Resource Representatives (\$2,480); Roundtrip Airfare @ \$520 each x 2 People (\$1,040); Hotel @ \$200 per day x 3 Days x 2 people (\$1,200); Per Diem @ \$30/Day x 4 Days x 2 People (\$240)						
Annual Teacher Incentive Fund Topical Meeting, Washington, D.C.		2,480			0	2,480
2 Human Resource Representatives (\$2,480); Roundtrip Airfare @ \$520 each x 2 People (\$1,040); Hotel @ \$200 per day x 3 Days x 2 people (\$1,200); Per Diem @ \$30/Day x 4 Days x 2 People (\$240)						
<b>Total Travel</b>		<b>5,700</b>	<b>-</b>	<b>-</b>	<b>0</b>	<b>5,700</b>

TEACHER INCENTIVE FUND - YEAR FIVE		Grant Funds	District Federal Match	District Non-Federal Match	Total Match	Total Grant/Match Funds
<b>EQUIPMENT</b>						
<b>SOFTWARE</b>						
<b>SUPPLIES</b>						
Program Supplies, Toner/Ink Cartridges & Binders	5,000				0	5,000
Training Supplies	209,400				0	209,400
Teacher Leader Program, and Teacher Training (\$86,400)						
Books and supplies (including books, toner/ink, binders) for 2 book studies for 30 Teacher Leaders @ \$40 per participant, \$2,400 ; Books and supplies (including books, toner/ink, folders, resources) for 2,100 participants @ \$40 per participant, \$84,000						
Rubric Training (\$63,000)						
Books and supplies (including books, toner/ink, folders, resources) for 2,100 participants @ \$30 per participant						
POWER UP! Professional Action Communities training supplies (\$45,000)						
\$1,500/site x 30 sites						
Open IDEAS Training (\$15,000)						
\$500/year/site x 30 sites						
School Leaders Network Resources @ \$200/principal	6,000				0	6,000
<b>Total Supplies</b>	<b>220,400</b>				<b>0</b>	<b>220,400</b>
<b>CONTRACTUAL</b>						
External Evaluator, will coordinate data collection, all reports, interim and final Evaluation, Flat fee of \$40,000	40,000				0	40,000
Professional development tools and processes to improve time management among principals in order to increase time spent in instructional leadership	92,940				0	92,940
\$3,098/school x 30 schools, Annual Work						
Professional development opportunities for principals to collaborate regarding best practices, improvement of school culture, etc.	90,000				0	90,000
\$3,000/principal x 30 principals, Annual work						
Ongoing maintenance of the data management applications, data warehouse and information delivery mechanisms, Provide training documentation, and "marketing" of data warehouse capabilities	283,500				0	283,500
Annual work, flat fee \$283,500						
Trainers for Teachers at POWER III Trainings	31,905				0	31,905
60 sessions x 6 hours x 2 trainers x \$38.84 per hour plus fringe @ 14.09%						

<b>TEACHER INCENTIVE FUND - YEAR FIVE</b>		<b>Grant Funds</b>	<b>District Federal Match</b>	<b>District Non-Federal Match</b>	<b>Total Match</b>	<b>Total Grant/Match Funds</b>
<b>CONTRACTUAL Continued</b>						
Trainers for Teacher Leader training at District Trainings	1,064				0	1,064
2 sessions x 6 hours x 2 trainers x \$38.84 per hour plus fringe @ 14.09%	1,677				0	1,677
Professional Development Course Refinement						
10 hours per course refinement x 6 courses x \$24.50 per hour plus fringe @ 14.09%						
Rubric Training Trainers	53,175				0	53,175
6 trainers x 20 hours/training cadre x 10 cadres x \$38.84/hr plus fringe @ 14.09%						
Teacher Interactive video Training Program	3,000				0	3,000
\$200/teacher x 15 Teacher Leaders (train-the-trainer model)						
External Leadership Trainer for 4 sessions with Teacher Leaders @ \$3,200 per day	12,800				0	12,800
Annual work						
OpenIDEAS Refresher Training Development	279				0	279
1 developer x 10 hours @ \$24.50/hr plus fringe @ 14.09%						
OpenIDEAS Training Facilitators	12,762				0	12,762
3 facilitators x 96 hours each @ \$38.84/hr plus fringe @ 14.09%						
OpenIDEAS Additional Coursework Development	2,516				0	2,516
15 courses x 6 hrs/course @ \$24.50/hr plus fringe @ 14.09%						
OpenIDEAS Additional Coursework Facilitators	3,988				0	3,988
15 courses x 3 hrs/course x 2 facilitators @ \$38.84/hr plus fringe @ 14.09%						
External calibrations on evaluators' use of evaluation rubric for all classroom observers	135,220				0	135,220
Annual work, \$135,220 flat fee						
Development/refinement of the value-added measures system	140,000				0	140,000
Annual work, \$140,000 flat fee						
<b>Total Contractual</b>	<b>904,826</b>				<b>0</b>	<b>904,826</b>
<b>OTHER</b>						
Web Based Video Program for ongoing timely support of teachers \$3500 per site @ 30 sites	105,000				0	105,000
Marketing Materials for the POWER III teacher recruitment/retention program	30,000				0	30,000
<b>Total Other</b>	<b>135,000</b>				<b>0</b>	<b>135,000</b>
<b>TRAINING</b>						
<b>Total Stipends</b>					<b>0</b>	<b>0</b>
Indirect Costs, 4.87%	673,518				0	673,518
<b>TOTAL YEAR FIVE</b>	<b>15,176,978</b>	<b>216,102</b>			<b>0</b>	<b>15,393,080</b>

# **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

Hillsborough County 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	2,980,450.00	8,620,217.00	10,229,822.00	11,060,046.00	11,840,046.00	44,730,581.00
2. Fringe Benefits	355,405.00	982,804.00	1,263,179.00	1,337,818.00	1,397,488.00	5,336,694.00
3. Travel	5,700.00	5,700.00	5,700.00	5,700.00	5,700.00	28,500.00
4. Equipment	90,874.00	19,500.00				110,374.00
5. Supplies	218,900.00	220,400.00	220,400.00	220,400.00	220,400.00	1,100,500.00
6. Contractual	1,402,601.00	1,070,734.00	998,795.00	944,636.00	904,826.00	5,321,592.00
7. Construction						
8. Other	174,000.00	135,000.00	135,000.00	135,000.00	135,000.00	714,000.00
9. Total Direct Costs (lines 1-8)	5,227,930.00	11,054,355.00	12,852,896.00	13,703,600.00	14,503,460.00	57,342,241.00
10. Indirect Costs*	238,556.00	512,442.00	596,869.00	636,374.00	673,518.00	2,657,759.00
11. Training Stipends						
12. Total Costs (lines 9-11)	5,466,486.00	11,566,797.00	13,449,765.00	14,339,974.00	15,176,978.00	60,000,000.00

**\*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: 07/01/2012 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 4.87 %.

(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 Hillsborough County 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)**