

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



**APPLICATION FOR GRANTS
UNDER THE**

TIF General Competition

CFDA # 84.374A

PR/Award # S374A120099

Grants.gov Tracking#: GRANT11189276

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1240-Appendix_I_US_Congressional_Districts)</i>	e6
2. Assurances Non-Construction Programs (SF 424B)	e7
3. Disclosure Of Lobbying Activities (SF-LLL)	e9
4. ED GEPA427 Form	e10
<i>Attachment - 1 (1236-GEPA_statement)</i>	e11
5. Grants.gov Lobbying Form	e12
6. Dept of Education Supplemental Information for SF-424	e13
7. ED Abstract Narrative Form	e14
<i>Attachment - 1 (1235-Texas_TIF_Project_Abstract)</i>	e15
8. Project Narrative Form	e16
<i>Attachment - 1 (1238-Texas_TIF_Project_Narrative)</i>	e17
<i>Attachment - 2 (1239-Appendices)</i>	e78
9. Other Narrative Form	e231
<i>Attachment - 1 (1237-Application_Reference_Chart)</i>	e232
10. Budget Narrative Form	e247
<i>Attachment - 1 (1234-Texas_TIF_Budget_Narrative)</i>	e248
11. Form FaithBased_SurveyOnEEO-V1.2.pdf	e258
12. Form ED_524_Budget_1_2-V1.2.pdf	e260

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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:

Education Service Center 18

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

75-1247814

* c. Organizational DUNS:

0785579980000

d. Address:

* Street1:

P.O. Box 60580

Street2:

No mail delivery to physical address

* City:

Midland

County/Parish:

* State:

TX: Texas

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

79711-0580

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Dr.

* First Name:

Tammy

Middle Name:

* Last Name:

Kreuz

Suffix:

Title:

Project Director

Organizational Affiliation:

Education Service Center 18

* Telephone Number:

512-538-0641

Fax Number:

512-538-0610

* Email:

tkreuz@texastapsystem.org

Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

E: Regional Organization

Type of Applicant 3: Select Applicant Type:

G: Independent School District

* 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:**

Texas TIF Project

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="9,566,450.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

- Yes
- No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Appendix I
Participating LEAs U.S. Congressional Districts

Participating LEA	U.S. Congressional District
Anderson-Shiro CISD	17
Athens ISD	5
Coldspring-Oakhurst CISD	8
Grand Prairie ISD	24
Lancaster ISD	30
Lytle ISD	28
New Caney ISD	8
Richardson ISD	32

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>John Thomas</p>	<p>* TITLE</p> <p>Executive Director</p>
<p>* APPLICANT ORGANIZATION</p> <p>Education Service Center 18</p>	<p>* DATE SUBMITTED</p> <p>07/27/2012</p>

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Education Service Center 18

* Street 1: P.O. Box 60580 * Street 2: _____

* City: Midland * State: TX: Texas * Zip: 79711-0580

Congressional District, if known: _____

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

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
-----------------------------------------------------	-----------------------------------------------

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A _____ Middle Name _____

* Last Name N/A _____ Suffix _____

* Street 1 N/A _____ * Street 2 _____

* City N/A _____ * State _____ * Zip _____

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

Prefix _____ * First Name N/A _____ Middle Name _____

* Last Name N/A _____ Suffix _____

* Street 1 N/A _____ * Street 2 _____

* City N/A _____ * 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: John Thomas

* Name: Prefix Mr. _____ * First Name John _____ Middle Name _____
* Last Name Thomas _____ Suffix _____

Title: _____ Telephone No.: _____ 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_statement.pdf

Delete Attachment

View Attachment

GEPA statement

The Texas TIF grant will abide by all provisions of the General Education Provisions Act (GEPA). We will ensure equitable access to, and participation in, the program for students, teachers, and other program beneficiaries. For example, a high percentage of our schools serve Limited English Proficient families. Therefore, all communication materials for parents will be produced in both English and Spanish.

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	
<input style="width: 90%;" type="text" value="Education Service Center 18"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Mr."/>	* First Name: <input style="width: 150px;" type="text" value="John"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 250px;" type="text" value="Thomas"/>	Suffix: <input style="width: 50px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Executive Director"/>	
* SIGNATURE: <input style="width: 250px;" type="text" value="John Thomas"/>	* DATE: <input style="width: 100px;" type="text" value="07/27/2012"/>

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Tammy		Kreuz	

Address:

* Street1:	5914 W. Courtyard Drive, Suite 360
Street2:	
* City:	Austin
County:	
* State:	TX: Texas
* Zip Code:	78730
* Country:	USA: UNITED STATES

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

512-538-0641	512-538-0610
--------------	--------------

Email Address:

tkreuz@texastapsystem.org

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

Please attach an explanation Narrative:

--	--	--	--

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Texas TIF Project Program Abstract

The Texas Teacher Incentive Fund (TIF) project will utilize a multi-faceted approach to assist districts in developing an effective human capital management system (HCMS). The work proposed for the Texas TIF project will be coordinated with state education leaders to complement and strengthen Texas' statewide educator evaluation pilot as well as inform the efforts of a Teacher Effectiveness Workgroup (TEW) in developing a statewide human capital management initiative. As fiscal agent, Region 18 Education Service Center (ESC) will leverage its participation in Texas' regional ESC network to disseminate information about lessons learned through the TIF project in order to strengthen the capacity of other service centers to support reform of HCMS.

ESC 18 and the Texas Education Agency (TEA) aim to create the conditions for the innovations that the TAP System has introduced around evaluation, compensation, professional development, and career pathways to migrate across the state. In accordance with this approach to scaling reform, partner LEAs will select from a menu of options to implement the various elements of the HCMS in their schools, including district-wide educator and principal evaluation systems, performance-based compensation systems (PBCS), targeted professional development, a value-added model, and recruitment incentives. TASB will assist the partner LEAs in reviewing and redesigning their human resources policies, procedures, and structures as the district develops their local HCMS.

The Texas TIF project involves eight public school districts across the state of Texas, and includes thirty-four schools, over 1,700 professional staff, and over 20,600 students.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

Add Optional Project Narrative File

Texas Teacher Incentive Fund (TIF) Project

CFDA #84.374A

July 26, 2012

Texas Teacher Incentive Fund (TIF) Project Table of Contents

Background and Need for the Project.....	1
Texas TIF Project Overview.....	13
Selection Criteria (A) (1) Alignment with LEA’s Vision of Instructional Improvement and Use of the Evaluation Systems to Inform Key Human Capital Decisions.....	21
Selection Criteria (A) (2) Ability to Attract and Retain Effective Educators in the LEA’s Schools.....	26
Selection Criteria (B) (1) High Quality Evaluation Rubric.....	28
Selection Criteria (B) (2) Student Growth/Differentiating Performance Levels and Use of Assessments.....	33
Selection Criteria (B) (3) Plan for Multiple Teacher and Principal Observations.....	38
Selection Criteria (B) (4) Experience Measuring Growth at Classroom Level.....	39
Selection Criteria (B) (5) Teacher Evaluations Based on Student Growth and Meeting Needs of Special Populations.....	39
Selection Criteria (B) (6) Principal Evaluations Based on Student Growth, Continuous Improvement, and Meeting Needs of Special Populations.....	40
Selection Criteria (C) (1) Use of Evaluation Data to Drive Professional Development Needs.....	43
Selection Criteria (C) (2) Provide Professional Development in a Timely Way.....	43
Selection Criteria (C) (3) Provide School-Based, Job-Embedded Opportunities to Transform Practice.....	44
Selection Criteria (C) (4) Provide Professional Development to Improve Instruction Based on Needs of Individual Educators.....	45
Selection Criteria (D) (1) Evidence of Educator Involvement in the Design and Implementation of PBCS.....	47
Selection Criteria (D) (2) Evidence of Educator Support for PBCS.....	48
Selection Criteria (E) (1) Roles and Responsibilities of Key Personnel.....	52
Selection Criteria (E) (2) Allocation of Human Resources to Complete Project Tasks.....	53
Selection Criteria (E) (3) Measurable Project Objectives and Performance Measures.....	53
Selection Criteria (E) (4) Provide Effective Project Evaluation Plan.....	54
Selection Criteria (E) (5) Realistic and Achievable Timelines for Implementation.....	55
Selection Criteria (F) (1) Commits Sufficient Resources to Support Project.....	58
Selection Criteria (F) (2) Sustainability Plan Likely to be Implemented to Sustain Project Beyond Life of TIF Grant.....	58

Texas Teacher Incentive Fund (TIF) Project Proposal

Background and Need for the Project

Texas is at a critical juncture in the evolution of its system of teacher preparation, evaluation, compensation, and career pathways. Having innovated in a range of ways across these areas over the past decade, including creation of a \$400 million performance pay initiative, the state is poised to take a giant step forward by refining and organizing these reform strands into a cohesive, next-generation human capital system for public educators. The guiding principle in this work has been that effective teaching is a student-centered process that occurs when a teacher engages all students in learning that leads to growth in student knowledge, skills, and well-being.

During the last twelve months, the state of Texas has undertaken an in-depth review of its teacher effectiveness policies and reforms to date. This effort has included the formation of a statewide Teaching Commission comprised of members of the business community, teachers, teacher groups, and former Commissioners of Education as well as the former Secretary of Education Rod Paige. The commission is currently meeting monthly and making recommendations to both the legislature and the Texas Education Agency (TEA) around teacher preparation, evaluation, and compensation. This project is targeted at leveraging Texas' rich history of reform in the area of teaching effectiveness—replete with both success and lessons for improvement—to produce a cohesive human capital system that rewards excellence among the state's 350,000 educators and accelerates achievement among Texas' 4.8 million students.

In support of this effort, TEA has created the Teacher Effectiveness Workgroup (TEW), combining expertise from TEA, the Texas Comprehensive Center, Educate Texas, and the state's system of education service centers (ESCs) to guide the development of a new teacher evaluation system. The TEW convened a Teacher Appraisal Advisory Committee (TAAC) consisting of

Texas Teacher Incentive Fund (TIF) Project Proposal

teachers and principals from across Texas to provide input into the development of the evaluation system. The TEW has done an extensive review of evaluation systems across the country. Current plans call for adoption of evaluation rubric(s) from which districts may choose, extension of the student growth measures being developed by Texas' Project on Educator Excellence and Quality (PEEQ), training for evaluators and teachers, evaluation of the pilot, and finally refinement and adoption of a system for full implementation in 2014-15.

Having operated in Texas since 2005, the work of the National Institute for Excellence in Teaching (NIET) and its TAP System are integral to this systemic state initiative. More specifically, TEA has determined that two evaluation rubrics, the NIET Best Practices Center (BPC) and Charlotte Danielson's Framework for Teaching, effectively incorporate the components of a research-based educator evaluation system. These tools were selected by TEA as a part of a competitive bid process and will be implemented across 100 campuses as part of the Texas' teacher evaluation pilot during the 2012-13 school year (this vendor selection process followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36). TEA will coordinate with the twenty ESCs across the state to provide training and support implementation of the educator evaluation pilot. ESCs function as an extension of TEA, designated by the Texas Legislature to assist school districts in providing high quality programs and services that meet state and federal education requirements. TEA will expand the pilot of these two evaluation tools into 1,000 campuses during the 2013-14 school year, and ultimately they will be available to all campuses in Texas for implementation in the 2014-15 school year.

ESC 18 serves as the state's lead teacher effectiveness center and, in coordination with TEA and NIET, oversees the state's TAP System initiative. TEA and ESC 18 collaborated in the development of this proposal with the goal of building on TAP System principles to strengthen

Texas Teacher Incentive Fund (TIF) Project Proposal

Texas' comprehensive human capital strategy. ESC 18 and TEA will continue to share and build on the experiences and lessons harvested from implementation of the TAP system in Texas. At the same time, results from Texas' statewide evaluation pilot will inform the work of the 2012 TIF partners as they seek to implement an LEA-wide educator evaluation system by Year 3 of the project.

Overview of TAP System

The TAP System offers multiple career paths, providing powerful career growth opportunities through new roles and responsibilities and corresponding increase in pay. Teacher turnover and attrition is a mounting problem in education. Many teachers leave due to the lack of career paths that recognize and reward high quality work and offer a variety of roles over the course of a teaching career. The TAP System addresses this problem with its Multiple Career Path structure. The TAP System allows teachers to pursue a variety of paths—Career, Mentor, and Master teacher—depending upon their own interests, abilities, and accomplishments. As they move up the ranks, their qualifications, roles, and responsibilities increase, subsequently increasing their compensation. This structure enables good teachers to advance without leaving the classroom and also provides opportunities for shared instructional leadership. Master and Mentor teachers form a Leadership Team, which may include the principal or other administrator, to deliver school-based professional support and conduct classroom observations.

TAP System teachers receive continuous, job-embedded development during the regular school day centered on specific student and teacher needs. TAP System professional development focuses both on sustaining teachers' areas of strength, as well as identifying areas of improvement. Unlike traditional professional development, TAP System teachers continuously improve effectiveness of their instruction by focusing on ways to increase student

Texas Teacher Incentive Fund (TIF) Project Proposal

achievement. TAP System approaches to professional growth includes cluster meetings, individual coaching, and classroom-based support.

The TAP System encompasses formal and informal classroom observations conducted by Mentor and Master teachers and campus administrators. Teachers are observed four times each year by multiple certified TAP System evaluators. The TAP System has developed a rigorous, transparent, research-based, and fair evaluation system, which differentiates effective from ineffective teachers. Leadership Teams monitor the reliability and consistency of classroom evaluation scores allowing for meaningful distinction in teacher effectiveness. Members of a school's Leadership Team are tested to become certified as official TAP System Evaluators at the end of their initial implementation training and recertified annually.

The TAP System changes the current system of pay by compensating teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students. The TAP System provides incentives for teachers based on three components: (1) individual classroom value-added scores; (2) school-wide value-added scores; and (3) teacher scores on formal evaluations, known as the TAP Skills, Knowledge and Responsibilities (SKR) rubric.

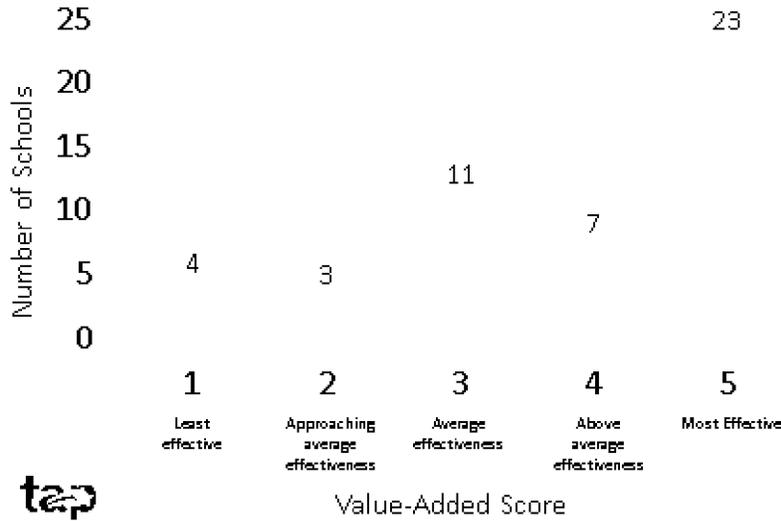
Texas TAP System Results

As mentioned above, the TAP System utilizes a value-added growth model to evaluate student performance. The goal is to have at least an average of more than one standard deviation above a year's expected growth. These results have been achieved by the ESC with the TAP schools in Texas. The average growth in reading and mathematics on the TAKS for 2010-2011 for all Texas TAP System schools was 3.9 on a 5-point scale. A value-added score of 3 represents one year of growth. Of the 48 Texas TAP System schools, 23 scored value-added 5s,

Texas Teacher Incentive Fund (TIF) Project Proposal

which means that those schools achieved more than 2 standard deviations above one year's growth (See Figure 1).

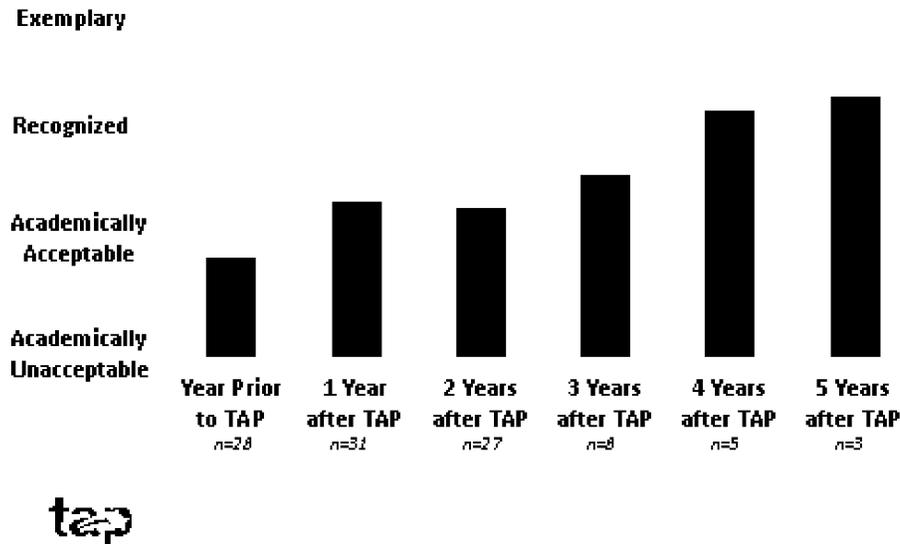
Figure 1 - Texas TAP System School-Level Value-Added Scores 2010-11 School Year



Not only is it imperative to utilize a growth measure to determine student academic success, it is also important to stakeholders to evaluate how the schools are performing under Texas' state accountability system. The chart below depicts the average success of Texas TAP System schools in the Texas state accountability system before TAP implementation and after each subsequent year of implementation. The trend outlined in Figure 2 indicates that the longer the campuses implement TAP, the more likely they are to improve their accountability rating.

Texas Teacher Incentive Fund (TIF) Project Proposal

Figure 2 – Texas TAP System Impact on State Accountability Ratings



Source: Texas Education Agency 2010-11 Academic Excellence Indicator System data

In addition to student achievement data, the teacher retention rates for campuses must be examined before and after project implementation. Across the nation, TAP System principals report that the program has a positive impact on teacher recruitment, including attracting more and better qualified applicants.¹ The TAP System pilot sites in Texas mirror the program’s stellar track record on a national scale. For example, at Milam Elementary in Bryan ISD, teacher turnover was a significant problem during the 2007-08 academic year when the school lost 37% of its faculty. After four years of implementing the TAP System, teacher turnover dropped to 5% during the 2010-11 school year. Similarly, Kemp Elementary and Fannin Elementary in Bryan ISD increased retention rates from 68% to 88% and 69% to 88%, respectively, after participating in the Texas TAP System. Mimi Farley Elementary School in Boys Ranch ISD also exemplifies the ability of TAP System campuses to retain effective teachers. Prior to implementing the TAP

¹ National Institute for Excellence in Teaching (April 2012). The Effectiveness of TAP: Research Summary. Retrieved July 6, 2012 at http://www.tapsystem.org/publications/tap_research_summary_0210.pdf.

Texas Teacher Incentive Fund (TIF) Project Proposal

System in 2007-08, Mimi Farley Elementary School in Boys Ranch ISD had a 55% teacher retention rate. By the end of the 2010-11 school year, the campus had 100% teacher retention. In addition, at many of the TAP System sites in Texas, highly qualified, effective teachers from high socioeconomic status (SES) schools have transferred to lower SES schools participating in the TAP System.

The Texas TAP System administers an annual survey to Texas TAP System teachers to obtain information concerning their attitudes and perceptions of the TAP System and how it is being implemented on their campus. Highlights from the 2010-11 Texas TAP System teacher survey (which had a 90% response rate, over 1,400 teachers)² are included in Appendix G.

Reasons for Texas TAP System's Success

Fidelity to the principles of the model, dedicated shared leadership, support for educator quality, belief in students, and a desire to grow professionally define the success stories in the Texas TAP System. The TAP System schools in Texas do not operate in isolation. With the partnerships of NIET and TEA, the Texas TAP System is managed by ESC 18. The Texas TAP staff provides the ongoing training and support that campuses need to be successful. The Texas TAP System state-level team currently consists of twenty-one individuals, with ten of those individuals spending 100% of their time working directly with the TAP System schools. Several members of the state-level team have more than five years of TAP experience, some of whom include former Master teachers and principals of a TAP System school. The Executive Director for the Texas TAP System has over seven years of experience managing and cultivating the Texas TAP System. The expertise provided by the state-level team has contributed directly and substantially to the success of the Texas TAP System and will similarly provide a key foundation for the success of the work proposed for this project.

² Most recent data available

Texas Teacher Incentive Fund (TIF) Project Proposal

Understanding that principals and teachers have the greatest impact on student outcomes, the ESC 18 has worked ardently with district office personnel to ensure alignment of the TAP System with local initiatives. It is imperative that all stakeholders are educated about the reform happening within the TAP System schools to ensure maximum success. Strong relationships with each superintendent, curriculum director, assessment director, human resources director, and other key district administration are essential to ensure that all teams are working together to enhance success in TAP System schools. These relationships are established upon initial contact and communication with a district. Training sessions have been tailored to address specific areas of focus where district level individuals may have a vested interest. This initial training coupled with on-going communication contributes to the alignment of district initiatives and the ability for districts to work more efficiently.

Partnership with TEA and Texas Association of School Boards to Scale TAP System Innovations

State leaders have worked to create a plan that scales implementation of TAP System principles in Texas while increasing local flexibility. Based on our experience to date, a reform strategy is not a “one size fits all” model and sustainability is greatly improved when local school districts have the choice of selecting the model that best fits their needs. In short, ESC 18 and its state partners aim to create the conditions for the innovations that the TAP System has introduced around evaluation, compensation, professional development, and career paths to migrate across the state. This goal does not require that previously prescribed TAP System models for implementation be followed meticulously (although that may be an option provided to districts), but rather that key principles are applied with fidelity. Further, well-managed variation in implementation will yield new strategies and resources that can attract additional districts to the reform effort.

Texas Teacher Incentive Fund (TIF) Project Proposal

In accordance with this approach to scaling reform, partner LEAs will be able to choose from a menu of options when designing their implementation plan for district-wide HCMS and evaluation systems based in significant part on student growth. In sum, this menu offers implementation choices across the various components of an effective HCMS, i.e., a rigorous teacher evaluation system, a rigorous principal evaluation system, a professional development structure for teachers, a performance-based compensation system (PBCS), and a value-add model (see Table 1, page 25 for specific options).

The Texas TIF project will implement PBCS Design Model #1 (as defined in the application notice) for teachers and principals who received an overall rating of effective or higher under the evaluation system that is selected during the planning year, as well as provide additional compensation for teachers that take on additional responsibilities and leadership roles. Stakeholder working groups will provide strong input into these processes and ESC 18 will utilize state and local procurement processes to select vendors as appropriate. ESC 18 recognizes that initially there are challenges with recruiting, hiring, placing, and retaining high-quality staff in low performing and high-need schools. Therefore, we have developed a partnership with the Texas Association of School Boards (TASB) as part of our program design. Utilizing their vast experience in human capital management, TASB will assist the partner LEAs in reviewing and redesigning their human resources policies, procedures, and structures as the district develops their local HCMS. TASB currently offers Texas school districts benchmarking data on salaries, benefits, and human resource policies and practices. TASB also assists districts in designing and maintaining market-based pay strategies for teachers and other employees, and employee opinion surveys help districts monitor teacher engagement and support needs. In addition, they provide

Texas Teacher Incentive Fund (TIF) Project Proposal

policy and procedure support to help schools develop legally compliant and effective human capital management practices.

Need for the Project

The Texas Teacher Incentive Fund (TIF) project involves eight public school districts across the state of Texas, and includes thirty-four schools, over 1,700 professional staff, and over 20,600 students. The districts and campuses that were selected for inclusion in this proposal have demonstrated a high-need for a program with TIF goals. The campuses selected share similar challenges such as low student achievement, low socioeconomic status (an average of 75% students with Free and Reduced Price lunch), and high teacher and principal turnover.

Each of the partner districts—Anderson-Shiro CISD, Athens ISD, Coldspring-Oakhurst CISD, Grand Prairie ISD, Lancaster ISD, Lytle ISD, New Caney ISD, and Richardson ISD—face unique challenges in increasing student achievement, as well as recruiting and retaining effective teachers and principals. Strategically, the partner districts represent both small and large school districts in rural, urban, and suburban locations. The partnership is representative of Texas in terms of demographics and geographic location, which will aid in replication efforts across the state. The characteristics of the participating schools are outlined in Appendix A.

Eligibility Factor 1: High-Need Schools

The campuses included in this proposal are not currently participating in a TIF-supported initiative. The schools involved in the Texas TIF project are high-need schools with an average of 75% of students classified as economically disadvantaged. The schools included in the Texas TIF project serve the needs of English Language Learners, migrant, and Special Education students, and traditionally at-risk student populations³.

³ Texas Education Code §29.081(d) defines a student at-risk of dropping out of school if they meet one or more of the thirteen characteristics identified in the code, <http://www.statutes.legis.state.tx.us>.

Texas Teacher Incentive Fund (TIF) Project Proposal

Teacher and principal retention has proven to be a challenge for the TIF campuses. In each of the thirty-four schools, nearly one-third of the teachers have five or fewer years of teaching experience, and at sixteen of those campuses, more than half of the teachers have five or fewer years of experience. These challenges make it very difficult to build and maintain success when administrators must continually recruit, motivate, and develop high quality teachers to increase student achievement. The Texas TIF grant will enable applicant schools to immediately address these dire needs.

Strong campus leadership is also critical to teacher retention. In addition to high teacher turnover, high principal turnover has been linked to low student achievement and is common in high-need, hard-to-staff schools. The schools included in the TIF grant have all experienced a high rate of turnover for their principals and other campus administrators. Our partner schools wish to develop a systemic reform effort that requires extensive collaboration among the staff as well as district officials.

Eligibility Factor 2: Low Student Achievement

The campuses identified in this application have demonstrated low student achievement as measured by 2010-11 scores on the standardized Texas Assessment of Knowledge and Skills (TAKS). Under the Texas Accountability System, each year campuses are given a rating, ranging from the highest rating of Exemplary, to Recognized, Academically Acceptable, and finally Academically Unacceptable for the lowest achieving schools. This rating is based on the percentage of students within the school passing the various TAKS tests administered by the state. Of the thirty-four campuses included in this application, nineteen were rated Academically Acceptable or Academically Unacceptable last year. And while some of the campuses were rated Academically Acceptable or higher in 2011, this measure is based on merely 70% of students

Texas Teacher Incentive Fund (TIF) Project Proposal

passing the reading/ELA and writing and social studies tests, 65% passing the mathematics test, and 60% passing the science test. To be a Recognized campus, 80% of all students must pass all tests; to be Exemplary, 90% of all students must pass all tests.

The Texas accountability standards will change for the 2012-13 school year. Beginning in the 2011–2012 school year, state legislation required replacing the TAKS in grades 3-8 with the State of Texas Assessments of Academic Readiness (STAAR) tests, and phasing out TAKS in grades 9-12 with STAAR end-of-course (EOC) assessments. STAAR is more rigorous than TAKS, emphasizing the skills and knowledge that are deemed most important for success in each subject or grade, and for higher education and beyond.⁴ Schools and districts will receive STAAR ratings beginning in summer 2013.

For the majority of these schools, the primary issues are the low performance ratings on the mathematics and science tests, with many schools having less than 50% of their students passing these tests. For example, Lincoln Junior High School in Coldspring-Oakhurst CISD was ranked Academically Unacceptable under the Texas Accountability System during the 2010-2011 school year. Lincoln Junior High also failed to meet Federal AYP requirements in 2010-11. Only 51% of African American students passed the TAKS mathematics test, and only 64% passed the TAKS science test. Only 25% of the Special Education students passed the TAKS science test, and only 38% of Special Education students passed the TAKS mathematics test. Nearly 34% of teachers in this school have fewer than five years of teaching experience.

In summary, there are two main risk factors for these schools: large numbers of novice teachers and low student achievement. These two factors are mutually reinforcing.⁵ The

⁴ Texas Education Agency (May 3, 2012). STAAR media toolkit. Retrieved July 10, 2012 at <http://www.tea.state.tx.us/index2.aspx?id=2147504081>

⁵ Buddin, Richard, and Zamarro, Gema (September 2009). Teacher Qualifications and Student Achievement in Urban Elementary Schools. *Journal of Urban Economics*, 66. Retrieved from <http://www.rand.org/pubs/reprints/RP1410.html>.

Texas Teacher Incentive Fund (TIF) Project Proposal

recruitment and retention of effective teachers in these schools must be addressed in order to improve student performance.

Texas TIF Project Overview

The Texas TIF project proposes to utilize a multi-faceted approach to assist districts in developing an effective human capital management system (HCMS). The work proposed for the Texas TIF grant will be coordinated with state education leaders to complement and strengthen Texas' statewide educator evaluation pilot as well as inform the efforts of the Teacher Effectiveness Workgroup (TEW) in developing a statewide human capital management initiative. This strategy has two primary advantages: (1) the work performed through this project will impact state policy innovation, and (2) it will ensure that the district-wide HCMS strategies implemented through TIF will be supported at the state-level—which aids in sustainability beyond the life of the grant. In addition, ESC 18 will leverage its participation in Texas' regional education service center network to disseminate information about lessons learned through the TIF project in order to strengthen the capacity of other service centers to support reform of HCMS.

As noted above, the partner LEAs will select from a menu of options to implement the various elements of the HCMS in their schools, including district-wide educator and principal evaluation systems, performance-based compensation systems (PBCS), targeted professional development, and recruitment incentives. Education Service Center (ESC) 18 will use the first year of the project to form various stakeholder working groups (including teachers and campus and district administrators) as well as an advisory board to guide the project. The advisory board will use feedback from the working groups, as well as performance and cost data gathered

Texas Teacher Incentive Fund (TIF) Project Proposal

through multiple procurement processes, to select high quality evaluation and data management vendors. In addition, the advisory board will make final decisions about the menu of options partner districts will be able to select from for project implementation. We recognize that each district has varying needs and the intent of this project (and Texas' overall HCMS plan) is to provide local flexibility to individual school districts using high quality options identified through a carefully vetted process.

Campuses implementing the full-scale TIF project will be referred to as comprehensive reform campuses. Campuses within the TIF districts that are at the stage of implementing the evaluation system, without yet introducing the broader range of HCMS components, will be referred to as evaluation only campuses. These latter campuses are poised to take on these other components once they have successfully implemented the evaluation piece and have built the capacity to undertake full-scale HCMS reform. In addition to implementing the TIF project, ESC 18 will support TEA's statewide educator evaluation pilot by coordinating with the 100 campuses, referred to as statewide pilot campuses for the purpose of the TIF grant, to implement the evaluation system beginning in Year 1 of the grant.

TEA and ESC 18 will facilitate a collaborative environment in which school districts and the TEW will learn from the work each are doing to advance educator evaluation systems and PBCS that align with district-wide HCMS efforts.

Comprehensive Reform Campuses

The Texas TIF project will implement a comprehensive research-based reform model that provides differentiated compensation for teachers and principals based on multiple variables, including individual teacher performance in the classroom, principal performance, and the academic performance of students. The ESC 18 will work with each partner district to develop a

Texas Teacher Incentive Fund (TIF) Project Proposal

system that balances rigorous accountability with strong support for teachers and school leaders. The intent of the Texas TIF project is to enable schools to customize their support for teachers and students to meet individual needs. The TIF project will provide leadership opportunities for teachers, including bonuses for increased responsibility, and time during the school day for coaching and training opportunities through professional learning communities. The overall plan will increase academic achievement growth by: (1) improving teacher effectiveness through a systemic process of professional development based on outcomes from a rigorous evaluation system; (2) increasing the retention rates of effective teachers; and (3) assisting districts with implementing appropriate action for ineffective teachers.

The Texas TIF project will focus on the most important element in a school—human capital – by working with teachers and principals to systematically increase their skills and thereby increase student achievement. Many school systems have tried to increase teacher effectiveness by addressing only one part of the problem, such as evaluation. They have discovered that while they often may solve this aspect of the problem, another is created. For example, a new evaluation instrument may not result in substantial change without a sufficient number of trained and certified evaluators to provide adequate feedback and support to improve teaching. A sufficient amount of time must also be available in the master schedule for meaningful evaluation and professional development to occur. The Texas TIF grant will intentionally align systems for recruiting, promoting, supporting, evaluating, and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools.

Texas Teacher Incentive Fund (TIF) Project Proposal

The management team and field staff included in this proposal have extensive experience implementing similar initiatives at the campus, district, and state levels. In addition, the vast majority of staff has participated in the implementation of the TAP System in Texas for multiple years. The team has the strong advantage of using proven implementation strategies to ensure success. Because of this extensive experience, many pitfalls in performance-based compensation and related support systems will be circumvented as the project is executed.

To ensure excellence and academic rigor for every young person who walks in their doors, TIF campuses will use a multi-faceted approach to improve student achievement and educator effectiveness. In particular, participating schools will offer the following:

- opportunities to reward effective teachers and principals above their traditional salaries;
- opportunities for appropriate and consistent staff development for all educators;
- one-on-one mentors to enhance reflection of teaching practices;
- continued growth in creating a professional learning community;
- use of data driven instruction and planning; and
- an evaluation system for monitoring quality of instructional practices.

Each of these schools will institute a system that provides differentiated levels of compensation based on at least 50% student achievement in individual classrooms and the entire school. The other component of a teacher's differentiated pay will come from classroom observations that will be conducted multiple times during the school year using a consistent, rigorous rubric. Also, teachers will be monetarily rewarded for taking on leadership roles such as teacher leaders or human capital management coordinators. Principals will be evaluated multiple times during the school year based on their effectiveness as a leader. The proposed evaluation system and PBCS is structured to reward teachers and principals who raise student academic

Texas Teacher Incentive Fund (TIF) Project Proposal

achievement. Finally, recruitment incentives will be given to teachers in hard-to-staff subject areas and administrators in hard-to-staff schools.

Texas TIF Project Timeline

The Texas TIF grant will utilize the 2012-13 school year as a planning year. Based on our experience, a planning year is essential to ensuring success of the project. During the planning year, multiple stakeholder working groups will be created at the campus, district, and state levels to ensure stakeholder involvement. In addition, multiple procurement processes will be conducted to ensure a fair selection process for vendors. As described above, through feedback from stakeholder groups as well as procurement processes, a menu of options will be made available to partner LEAs to design their local TIF project. Upon final selection of the program, campus faculties will take a vote about whether or not they wish to move forward with implementation during years 2-5 of the TIF project. Local school boards will also be engaged to ensure commitment and sustainability of the project during the course of the grant period and beyond. More information is provided about this timeline later in the proposal.

Project Goals and Objectives

The primary goal of the Texas TIF project is to improve student achievement in high-need schools. This goal will be accomplished through strengthening district-wide human capital management systems (HCMS) in order to improve instruction.

Other program goals include:

- Implementing high quality district-wide evaluation and support systems that identify effective educators;

Texas Teacher Incentive Fund (TIF) Project Proposal

- Recruiting and retaining high quality teachers and principals in high-need schools— defined by low student achievement and high concentrations of economically disadvantaged students; and
- Recruiting and retaining high quality teachers in hard-to-staff subject areas such as mathematics and science.

The project objectives and performance measures that will be accomplished over the course of the five year grant period are identified in Table 1.

Table 1. Texas TIF Project Objectives and Performance Measures

Objective	Performance measures
1. By August 2013, all comprehensive reform campuses funded under this grant will provide bonuses to teacher leaders based on their increased responsibility.	1.a. Provide 100% of teacher leaders on comprehensive reform campuses with bonuses for taking on increased responsibilities.
2. By August 2013, all comprehensive reform campuses funded under this grant will implement an educator evaluation system for all teachers.	2.a. 90% of teachers and principals are rated as effective, as measured by the district’s evaluation system.
3. By May 2014, student achievement will be improved by at least one standard deviation above the control group (as measured by value-added growth).	3.a. Each comprehensive reform campuses will receive a value-added score of at least one standard deviation above the mean. The percentage of schools obtaining this measure will increase by 5% each year.
4. By August 2014, all schools in participating school districts will implement an educator evaluation system.	4.a. (GPRA) 90% of teachers and principals, will be rated at the highest level, as measured by the district’s evaluation system. 4.b. (GPRA) 90% of teachers teaching in a high-need field or subject, such as teaching English language learners, students with disabilities, or STEM, will be rated at the highest level, as measured by the district’s evaluation system. 4.c. (GPRA) 90% of teachers and principals who were rated at the highest level, as measured by the district’s evaluation system, in the previous year and who returned to serve in the same high-need school in the district.

Texas Teacher Incentive Fund (TIF) Project Proposal

Objective	Performance measures
	4.d. (GPRA) 100% of school districts participating in a TIF grant will use educator evaluation systems to inform the following human capital management decisions: recruitment; hiring; placement; retention; dismissal; professional development; tenure; promotion; or all of the above.
5. By August 2017, produce an in-depth report that examines the results and lessons learned and develop a toolkit that other states can use to replicate the implementation of the Texas TIF project.	5.a. The external evaluator will complete an evaluation report for each year of the project.

Coherent and Comprehensive Human Capital Management System (HCMS) 45 points

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

As previously mentioned, during the planning year stakeholder working groups at each district will assess and modify the current human capital management system (HCMS), including practices for hiring, placement, evaluation, retention, dismissal, compensation, professional development, tenure, and promotion. The Texas Education Agency (TEA) and Education Service Center (ESC) 18 will also leverage lessons learned from the implementation of the TAP System in Texas over the past seven years. In addition, the Texas TIF project will also leverage the experience of experts in personnel policy at the Texas Association of School Boards (TASB), a nonprofit statewide educational association, to assist participating districts in the development of an HCMS that is aligned with the district’s vision of instructional improvement. The Texas Education Agency (TEA) and ESC 18 will facilitate selection of a teacher and principal evaluation system that is directly linked to a professional development structure that

Texas Teacher Incentive Fund (TIF) Project Proposal

encompasses professional learning communities as well as teacher leaders and a performance-based compensation system. Each of these components will be described in more detail in Selection Criteria (A)(1).

Teacher Evaluation System

The Texas TIF grant includes a teacher evaluation and performance pay system. The proposed teacher evaluation system includes at least two distinct measures: (1) value-added scores at the classroom and school levels; and (2) teacher evaluation scores utilizing a rigorous, research-based observation tool to be selected during the planning year.

Principal Evaluation System

The Texas TIF grant includes a principal (including assistant principals) evaluation and performance pay system. The proposed principal evaluation system includes at least two distinct measures: (1) school-level value-added scores; and (2) principal evaluation scores utilizing a proven leadership assessment and/or observation tool to be selected during the planning year.

Data Management System

All TIF districts will manage their teacher and principal evaluation scores utilizing a customized web-based data management system developed by a vendor which will be selected by ESC 18 through a competitive procurement process. The performance-based compensation calculations will be performed using the same data management system. The data management system will provide authorized district and campus administrators with a number of analytical reports summarizing teacher and principal performance. The ESC 18 will provide support to school personnel in how to monitor and utilize the evaluation and performance data to inform school goals and planning.

Texas Teacher Incentive Fund (TIF) Project Proposal

Selection Criteria (A) (1) Alignment with LEA's Vision of Instructional Improvement and Use of the Evaluation Systems to Inform Key Human Capital Decisions

Districts will be guided to design a human capital management system (HCMS) in a way that reinforces the district's goals for students and engages teachers more fully in contributing to those goals. Participating school districts are committed to aligning strategies of recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion. In Year 1 of the grant, each district will establish stakeholder advisory groups comprised of those who are knowledgeable about human resource policies and instructional strategies, including: superintendents, principals, human resource directors, curriculum directors, instructional leaders, and teachers. ESC 18 and the Texas Association of School Boards (TASB) have significant experience working with district officials and are well-versed in relationship building and stakeholder engagement. Each organization will work with the stakeholder advisory groups to ensure their efforts meet the following HCMS conditions identified by the U.S. Government Accountability Office as instrumental in reform⁶:

- 1) A strategic human capital planning process that links agencies human capital efforts to mission and critical program goals;
- 2) Capabilities to design and implement a new human capital system effectively;
- 3) A modern, effective, credible, and validated performance management system that provides a clear line of sight between individual performance and organizational outcomes; and
- 4) Adequate safeguards to ensure fair and equitable treatment of employees.

⁶ U.S. Government Accountability Office (September 27, 2005). Designing and Managing Market-Based and More Performance-Oriented Pay Systems. Highlights of GAO-05-1048T, a testimony before the Subcommittee on Oversight of Government Management, the Federal Workforce, and the District of Columbia, Committee on Homeland Security and Governmental Affairs, U.S. Senate.

Texas Teacher Incentive Fund (TIF) Project Proposal

The stakeholder advisory groups will use the planning year to analyze the current HCMS, determine necessary modifications, identify priorities, research best practices aligned with Texas' statewide educator evaluation pilot, consider available resources, and develop an action plan and timeline for Years 2-5 of the project. A significant part of the planning process during Year 1 includes assessing the district's capabilities for reform to ensure HCMS alignment with district-wide evaluation and performance-based compensation systems by Year 3 of the grant. ESC 18 will partner with TASB to assist districts with assessing their capacity for implementing a large-scale realignment of policies. TASB offers customizable tools and resources for districts on effective board practices, human resource strategies, policy development, and risk management. Through the Texas TIF grant, TASB will focus on human resource strategies and policy development to help participating districts link teacher skills to hiring, placement, and tenure policies. Districts will conduct human resource alignment assessments to vertically and horizontally align teacher competencies across all district human capital practices.⁷

During Year 2, the district will begin implementing the action plan, and engage the school board in adopting the new evaluation system and other policies related to alignment of key human capital decisions. All districts will fully implement the modifications to their HCMS and expand the educator evaluation system to all teachers in the evaluation only campuses by Year 3 of the project. Participating districts will also incorporate a principal evaluation system and a data management system to collect, display, and link student achievement data and educator performance data.

The ESC will coordinate efforts with TASB to provide a fair and valid evaluation system to help participating districts identify teacher competencies linked to the district's overall goal of

⁷ See for example, Heneman, Herbert G. and Milanowski, Anthony (August 2011). Strengthening the educator workforce through human resource alignment. Center for Educator Compensation Reform. Retrieved June 28, 2012 from http://cecr.ed.gov/pdfs/CECR_HRA_Paper.pdf.

Texas Teacher Incentive Fund (TIF) Project Proposal

improving student achievement. Based on these competencies, the districts will implement a performance-based compensation system (PBCS) aligned with Design Model #1 in the TIF application requirements.

Essential Components of the HCMS

Texas TIF grant partners have chosen to implement a customizable model based on lessons learned from previous TIF grants as well as state initiatives. Based on our experience, we know that the local flexibility will aid in sustainability of the reform as well as replication efforts. As noted above, the partner districts will choose from a menu of options selected during the grant planning year to create their customized HCMS plan. This selection process mirrors Texas' intent for a statewide HCMS initiative beginning in 2014-15, which will be based on lessons learned through the TIF project. Each partner district will have the opportunity to select implementation options across the six HCMS components outlined below. Districts will then be able to choose which option best fits their needs in each of these categories.

- 1) A rigorous teacher evaluation system
- 2) A rigorous principal evaluation system
- 3) A professional development structure that entails professional learning communities and leadership roles for teacher and principal support
- 4) A performance-based compensation structure that rewards teachers for effectiveness
- 5) A performance-based compensation structure that rewards principals for effectiveness
- 6) A value-added growth model to assess student performance

The options identified in Table 2 below are interchangeable and may be considered during the planning year for inclusion in the district's implementation plan. Each of the systems was identified based on research-based practices and prior experience of ESC 18 in

Texas Teacher Incentive Fund (TIF) Project Proposal

implementing a comprehensive, rigorous reform model. Stakeholder workgroups will review each system and determine which components will work best together on their campus.

Table 2. Potential Evaluation, Professional Development, Performance-Based Compensation, and Value-Added Models for Participating School Districts

Teacher Evaluation System	Principal Evaluation System	Professional Development Structure	Performance-based Compensation Structure for Teachers	Performance-based Compensation Structure for Principals	Value-Added Growth Model
NIET Best Practices Center (TAP teaching standards) rubrics	Val-Ed	TAP System cluster model	50% teacher evaluation; 30% Classroom value-added score; 20% school value-added score	50% principal evaluation; 50% school value-added score	SAS EVAAS (Sanders model)
Danielson’s Framework for Teaching provided through Teachscape	Douglas Reeves’ Leadership Matrix	DuFour Professional Learning Community model	50% teacher evaluation; 25% classroom value-added score; 25% school value-added score	50% principal evaluation; 25% school value-added score; 25% principal observation tool	Colorado Growth Model
Redesigned PDAS (current state teacher evaluation system)	McREL Principal Evaluation System	State-designed Professional Learning Community	50% teacher evaluation; 25% classroom value-added; 25% teacher responsibilities	50% principal evaluation; 30% school value-added score; 20% principal observation tool	VARC Model

*Components in the above table are interchangeable and will be selected by stakeholder workgroups

In addition, the ESC will assist each partner district in developing or enhancing local human resources policies that align with the professional development and evaluation systems selected. This multi-faceted approach will yield a comprehensive reform effort that revitalizes the human capital within the TIF districts. ESC 18 and TEA will analyze the lessons learned from seven years of TAP System implementation in Texas as well as other state initiatives to guide the work for this project.

Texas Teacher Incentive Fund (TIF) Project Proposal

Principal Evaluation System

In addition to the evaluation system for teachers, the Texas TIF grant includes a principal (including assistant principals) evaluation and performance pay system. The proposed principal evaluation and performance pay system includes at least two distinct measures: (1) school-level value-added scores; and (2) principal evaluation scores utilizing a proven leadership assessment and/or observation instrument. A total of \$2,000 per administrator will be included in the annual performance pay pool; this amount was selected to be consistent with the level of incentives available for teachers. The teacher and principal evaluation and performance pay systems are described in more detail in Absolute Priority #2.

Data Management System

A robust and efficient data management system is critical to the success of aligning the multiple components of a human capital management system. Creating an HCMS that can serve the needs of the district in real-time requires an integrated data management solution. Through a competitive procurement process, ESC 18 will select a vendor to create a customizable web-based system for each partner district that provides secure access to real-time data and powerful analytical tools for authorized personnel. The data management system will offer a number of features that will help districts make data-driven human capital decisions, including tracking and storing observation data, generating reports, calculating performance-based compensation, and organizing forms related to instructional goals. The vendor will customize the data storage and analytical capabilities in the system to accommodate changes to each participating district's HCMS. While the partner districts hope to expand the functionality of their internal data management systems, this will likely not happen by the time

Texas Teacher Incentive Fund (TIF) Project Proposal

implementation of the TIF project begins; therefore, the ESC will rely on the external vendor to assist districts with this important process.

Selection Criteria (A) (2) Ability to Attract and Retain Effective Educators in the LEA's Schools

To aid participating districts in attracting effective teachers and principals, the Texas TIF project proposes a pool of \$6,000 in recruitment incentives for each comprehensive reform campus. As mentioned previously, the vast majority of the comprehensive reform campuses struggle with teacher and principal recruitment and retention. The purpose of the recruitment incentive pool is to: (1) attract effective teachers to the campuses—particularly in hard-to-staff subject areas such as mathematics and science; and (2) attract effective campus principals and assistant principals to the campuses. The recruitment incentive pool will be used to provide bonuses in amounts no less than \$2,000 and no more than \$6,000 to teachers and principals who are seeking employment in the comprehensive reform campuses and have proven to be effective in increasing student achievement based on a similar evaluation system. The specific compensation amounts will be determined by the campus and district administration based on need. Districts will evaluate options for implementing a similar recruitment plan in evaluation pilot schools by Year 3 of the grant as a part of the overall HCMS modifications.

Last year, the average Texas TAP System school teacher retention rate was 90% and several campuses reported 100% teacher retention. The trend indicates the longer that the campus has been a part of a comprehensive reform effort, the higher the teacher retention rate. By aligning human capital management systems to identify teacher strengths, provide opportunities for collaboration and timely feedback to instructional practices, and offer differentiated compensation, districts engage teachers and motivate them to be active participants

Texas Teacher Incentive Fund (TIF) Project Proposal

in their professional growth.⁸ ESC 18 will build off of the success with the TAP System and its partnership with TEA and TASB to assist districts in developing a strong retention component to their HCMS.

Rigorous, Valid, and Reliable Educator Evaluation Systems 35 points

Absolute Priority #2: LEA-Wide Educator Evaluation Systems Based, in Significant Part, on Student Growth

Education Service Center (ESC) 18 will work with each participating district's stakeholder advisory groups to implement a district-wide evaluation system, based in significant part on student growth. The Texas TIF project assesses educator effectiveness using student achievement and teacher evaluation data; however, the overall educator evaluation system ratings for evaluation only campuses will be determined by each district's stakeholder advisory groups. During the planning year (Year 1) of the project, comprehensive reform campuses will determine effective methods of evaluation for educators in non-tested grades and subjects; this process will inform the development of a performance-based compensation system (PBCS) that will be integrated into partner districts' human capital management system. The data management system will compute the summative rating for each teacher and principal based on these district decisions during Year 1. Partner LEAs will implement the selected educator evaluation system for all teachers by the beginning of Year 3.

Through the competitive bid process, ESC 18 will ensure that all evaluation vendors encompass a certification process for evaluators. In addition, by the end of October in each

⁸ Heneman, Herbert G. and Milanowski, Anthony (August 2011). Strengthening the educator workforce through human resource alignment. Center for Educator Compensation Reform. Retrieved June 28, 2012 from http://cecr.ed.gov/pdfs/CECR_HRA_Paper.pdf.

Texas Teacher Incentive Fund (TIF) Project Proposal

school year, the teacher and principal evaluators in each district will be required to be tested and certified to become official evaluators. The vendors selected through the procurement process must have a mechanism to provide testing and score results to the ESC 18 for the purposes of this grant.

Selection Criteria (B) (1) High Quality Evaluation Rubric

As previously discussed, during Year 1 of the TIF project, ESC 18 will create a menu of evaluation systems for partner districts to choose from. The selection process will be heavily influenced by feedback from the stakeholder work groups as well as a competitive procurement process. Through our extensive work with comprehensive evaluation reform, the Texas TIF grant and our partners acknowledge the importance of stakeholder engagement at all levels to determine an evaluation system that will meet the needs of teachers, administrators, and district-level staff.

Teacher Evaluation

The National Institute for Excellence in Teaching (NIET) is the parent organization for the TAP System. Therefore, TEA's inclusion of the NIET Best Practices Center (BPC) rubrics in the pilot for the statewide evaluation system signifies a strong likelihood that the TAP Evaluation System will be included in the TIF menu of options from which districts can choose.

TAP System performance standards, known as the TAP Skills, Knowledge and Responsibilities (SKR), were developed from research centered on the learning and instruction components of cognitive science and educational psychology, as well as a comprehensive review of national and state publications on teaching standards. The standards establish a nineteen-indicator, research-based rubric of effective teaching, spanning the sub-categories of instruction, designing and planning instruction, and the learning environment.

Texas Teacher Incentive Fund (TIF) Project Proposal

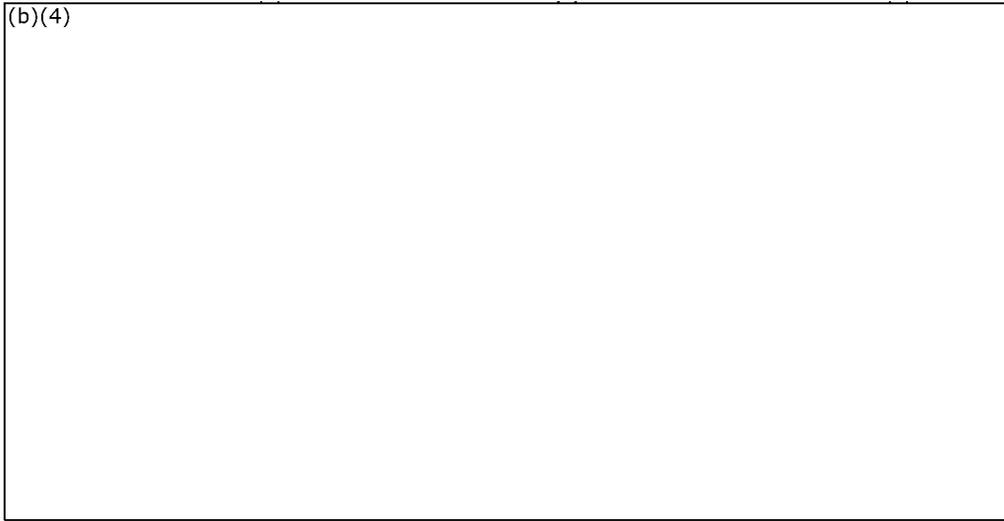
The rubric offers a content-neutral, objective means to evaluate teacher effectiveness. Higher classroom evaluation scores for teachers during the school year are associated with higher value-added student achievement scores for their students at the end of the year.⁹ Evaluators use a five-point scale, where a score of 1 indicates unsatisfactory performance, a score of 3 indicates proficiency, and a score of 5 indicates exemplary performance on a particular indicator. To ensure the rigor of these observations, the TAP Leadership Team must undergo annual training and certification in the use of TAP's classroom evaluation standards.

All teachers are trained in the details of the rubric and know the standards to which they will be held accountable before they are evaluated. TAP teacher evaluations produce more than a score; after each classroom observation, teachers have a post-conference session with their evaluator to discuss the evaluator's findings. This offers teachers the opportunity to plan how to address any weaknesses and build on strengths identified during the evaluation. In addition, evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy, and transparency of the evaluation system. Figure 4 below illustrates one of the instructional indicators on the TAP System rubric.

⁹ National Institute for Excellence in Teaching (April 2012). The Effectiveness of TAP: Research Summary. Retrieved July 6, 2012 at http://www.tapsystem.org/publications/tap_research_summary_0210.pdf.

Texas Teacher Incentive Fund (TIF) Project Proposal

Figure 4 – (b)(4)



Performance standards for the Responsibilities component are established for teachers to document areas and levels of effectiveness and provide benchmarks of performance. These aggregated responsibilities scores are included in an overall SKR score. The SKR score is comprised of the classroom evaluation scores and the Responsibilities survey scores.

The other teacher evaluation system selected by the Texas Education Agency (TEA) for inclusion in the state evaluation pilot is Charlotte Danielson's Framework for Teaching evaluation rubric. Teachscape is the technical assistance provider for the evaluation rubric and provides extensive training offerings to ensure successful implementation. The Framework for Teaching evaluation instrument stemmed from research collected by Educational Testing Service (ETS) during the development of an observation-based assessment of beginning teachers, and was expanded in 1996 to include the competencies of both new and experienced teachers. The instrument is based on twenty-two components in the areas of Planning and Preparation, The Environment, Delivery of Service, and Professional Responsibilities.

Texas Teacher Incentive Fund (TIF) Project Proposal

Teachscape provides rigorous training and testing of all evaluators aligned with the Framework for Teaching evaluation instrument. Evaluators use a four-point scale, where a score of 1 indicates unsatisfactory performance, a score of 2 indicates basic, a score of 3 indicates proficient, and a score of 4 indicates distinguished performance on a component. Evaluators must participate in training and certification to ensure they are accurately and consistently rating teacher effectiveness. Figure 5 below illustrates one of the instructional indicators on the Framework for Teaching rubric.

Figure 5 – (b)(4)

(b)(4)

Since its development, the rubric has been adapted to fit educator needs, professional organization standards, and current research on best practices in the education field. For example, as part of the Bill and Melinda Gates Foundation’s Measures of Effective Teaching (MET) project, Teachscape revised the structure of the rubric for ease of use and added “critical attributes” as well as examples to assist evaluators in differentiating between levels of performance.

Principal Evaluation

There are several principal evaluation systems available that follow the Interstate School Leaders Licensure Consortium (ISLLC) standards, which have been adopted or modified by 43 states across the nation. The ISLLC includes six main standards; each standard includes the core

Texas Teacher Incentive Fund (TIF) Project Proposal

subcomponents of knowledge, disposition, and competencies.¹⁰ For example, the first ISLLC standard states that, “An administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.” By selecting a vendor that uses the ISLLC standards, the Texas TIF grant will support best practices for leadership used around the nation, as well as an evaluation system that will align with the statewide educator evaluation pilot.

There are three options for principal evaluation that the Texas TIF partners have researched that follow the ISLLC framework, have been widely used across the nation, and are known for their rigorous methods: VAL-ED, The Douglas Reeves’ Leadership Matrix, and McREL. The Texas TIF grant will heavily consider the use of one or more of these three options, but will also garner feedback from stakeholder groups and a procurement process to select an evaluation that best fits the needs of the project. Principals in the Texas TAP System are currently evaluated using the VAL-ED leadership assessment. The VAL-ED is a paper and online assessment which utilizes a multi-rater, evidence-based approach to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning.

The Douglas Reeves’ Leadership Matrix offers continuous and formative feedback through observations and evaluation using research-based content. Douglas Reeves’ model incorporates training to ensure an accurate, clear, and constructive evaluation that links principal performance to professional learning communities and ultimately student achievement. McREL’s Principal Evaluation System consists of three rubrics that are based on the Balanced Leadership Framework. Principals are evaluated using formative benchmarks that are aligned

¹⁰ <http://coe.fgeu.edu/faculty/valesky/isllcstandards.htm>

Texas Teacher Incentive Fund (TIF) Project Proposal

with McREL's research on effective leadership competencies and are coupled with professional development plans to provide opportunities for effective coaching.

Selection Criteria (B) (2) Student Growth/Differentiating Performance Levels and Use of Assessments

The proposed evaluation system and PBCS for comprehensive reform schools is structured to reward teachers and principals who raise student academic achievement and is aligned with Design Model #1 outlined in the TIF application requirements. Valid and reliable measures of student achievement—including statewide assessment scores—will serve as the chief indicator of teacher and principal effectiveness. The Texas TIF grant will provide differentiated rewards to teachers and principals for comprehensive reform schools based on their attainment, as measured by multiple valid and reliable measures: value-added assessments and classroom observations. The Texas TIF project also defines effectiveness for evaluation only campuses based on student achievement and teacher evaluation data; however, the overall educator evaluation system rating will be determined by each district's stakeholder advisory groups.

The statistical method commonly known as "value-added" will be used to measure the unique contributions of teachers and administrators to student achievement during a school year. Unlike traditional attainment measures, value-added scores reward the growth of all students, not only those students who meet state and national standards. The difference between a student's predicted performance on a standardized exam and their actual performance is attributed to their teacher's (or principal's/school's) effectiveness.

Some value-added models can separate the impact of a school year on a student by controlling for the student's prior experiences in and out of school, individual characteristics,

Texas Teacher Incentive Fund (TIF) Project Proposal

socioeconomic status, and family conditions. As a result, schools and teachers are held accountable for how well they teach, rather than how advantaged or disadvantaged their students were at the beginning of the year. All value-added methodologies provide teachers with information about how they have contributed to student learning compared to other schools and teachers with students who have scored similarly.

Value-added data will be used to measure growth at the classroom level for teachers in state tested grades and subjects as well as the school as a whole. To expand the educator evaluation system to all teachers with regular instructional responsibilities in all campuses, the Texas TIF partners will utilize the Texas state procurement process to determine other vendor assessments that could be used for students in those grades and subjects not traditionally tested by the state. These areas include grades pre-k through 2, electives, and other non-core courses.

The ESC 18 currently has a relationship with Dr. Bill Sanders at SAS EVAAS, a leader in the value-added field, to calculate value-added growth in the TAP schools and classrooms in Texas. Dr. Sanders' work in Tennessee set the gold standard for value-added research. The Texas TIF schools will solicit bids from any interested value-added vendors to determine the most effective method(s) for this initiative.

Performance-Based Compensation for Teachers

The Texas TIF project will provide performance-based financial rewards for teachers based on a minimum of three components: individual classroom value-added scores, school-wide value-added scores, and their scores on teacher evaluations. A pool of \$2,000 per teacher will be established and the rewards will be differentiated based on individual teacher performance. During the planning year, final decisions will be made about the specific structure for performance-based compensation in each of the partner districts.

Texas Teacher Incentive Fund (TIF) Project Proposal

How is the teacher performance pay configured? The Texas TIF partners propose a fair and rigorous process for determining teacher performance-based compensation in comprehensive reform schools. For teachers with regular instructional responsibilities, at least half of the teacher performance-based compensation will be based on student achievement growth, which will be broken down into two parts: school-wide value-added growth and individual classroom growth measures. The specific percentages used to determine the compensation structure will be determined by individual participating LEAs. Classroom growth measures for teachers in non-tested grades and subject areas may include Student Learning Objectives (SLOs). The remaining percentage of the performance-based compensation for all teachers is based on the teacher's classroom performance determined through the rigorous evaluation system selected by each LEA.

The Texas assessment system is structured to ensure that the value-added calculations required for performance pay can be determined. These steps include putting in place a testing program that aligns with national accountability standards for all students in grades 3 through 8, including additional grades when possible. Tests must be scaled and vertically aligned or capable of being equated through statistical means.

What kind of value-added score does a teacher need to receive performance-based compensation? Using SAS methodology, value-added scores for individual classroom gain are based on a 5-point rubric and correlate to how much a teacher's classroom gains (or does not gain) in student achievement. A score of 3 means that the aggregate growth of all students in a teacher's class has met a year's growth; teachers must earn a score of 3 or higher to receive a payout in the individual classroom achievement category. A score of 5 is two or more standard deviations above the predicted value and a score of 4 is one to two standard deviations above the

Texas Teacher Incentive Fund (TIF) Project Proposal

predicted value. The greater the student achievement gain, the larger the performance-based compensation paid. The Texas TIF initiative will configure a similar method for allocating performance-based compensation based on the selected value-added vendor's processes. Final decisions about the minimum scores needed to be eligible for payout will be determined by each participating LEA based on feedback from the stakeholder working groups during the planning year. The minimum value-added score to be eligible for pay, however, will be at least a year's worth of growth or the student's predicted growth based on prior achievement. Some districts have expressed interest in making the minimum value-added score to be eligible for payout higher than the student's predicted growth value so that resources are maximized and given to the most effective teachers.

What measures are used to show growth in non-tested subjects? SLOs are targets of student growth based on a thorough review of data reflecting students' baseline skills. To establish the SLO process for teachers in non-tested subjects, the Texas TIF partners will build on the experiences of districts currently using SLOs and conduct additional research to assist districts in determining how successful sites around the nation have produced goals that will positively impact student achievement. For example, teachers in non-tested subjects may set an individual and a team SLO. The Texas TIF grant will create a research-based rubric that can be used at the campus-level to evaluate whether or not teachers met the objectives set out in their SLOs.

The use of other testing instruments for teachers whose students are not tested on state-level exams is becoming widespread because it allows for more quantifiable measures of student growth. In Texas, the Texas Primary Reading Inventory (TPRI) could be used to analyze those students in pre-k through 2nd grade, but to date there is no available research on the feasibility of

Texas Teacher Incentive Fund (TIF) Project Proposal

this testing measure. Other sites around the country have used Advanced Placement exams and the Stanford 10 test to high school students. The ESC 18 will draw upon the expertise of its partners, including TEA, to assist TIF districts in making the most effective decision to meet their needs regarding student growth measures in non-traditional areas. To determine teacher performance-based compensation for teachers without regular instructional responsibilities, districts will determine effectiveness based on feedback from the stakeholder working groups during the planning year.

If a part of the bonus is awarded for school-wide student achievement growth – as opposed to just individual classroom gains – competition can be diminished. In annual attitudinal surveys of TAP System teachers, teachers consistently rate the level of collegiality as very strong in their schools, despite implementing a performance-based compensation system.¹¹ The school-wide value-added component provides the incentive for teamwork and collaboration, and gives teachers motivation to help each other improve their pedagogical skills. The school-wide component is also included in the bonus system because of the synergy among all teachers that is necessary to make the school better as a whole.

Performance-Based Compensation for Principals

An annual performance-based compensation pool of \$2,000 per campus administrator is allocated to this project for comprehensive reform schools. Performance pay will be paid to campus administrators based on at least two distinct measures: (1) school-wide value-added scores; and (2) an administrator's score under the selected evaluation system and/or observation tool. While the specific scores to be eligible for payout will be determined by each partner LEA

¹¹ National Institute for Excellence in Teaching (April 2012). The Effectiveness of TAP: Research Summary. Retrieved July 6, 2012 at http://www.tapsystem.org/publications/tap_research_summary_0210.pdf.

Texas Teacher Incentive Fund (TIF) Project Proposal

during the planning year, principals must be rated as satisfactory or effective to receive payout in each of defined measures. In addition, incentives will be differentiated based on performance: in essence, the higher the score in each component, the higher the performance-based compensation.

Selection Criteria (B) (3) Plan for Multiple Teacher and Principal Observations

Teachers participating in the Texas TIF grant will be evaluated annually multiple times in both announced and unannounced classroom observations by multiple evaluators. The evaluation team will be determined by each partner LEA during the planning year but will include, at a minimum, the campus principal as well as a teacher leader position (peer evaluation). The inclusion of multiple evaluations ensures that teachers are being assessed as fairly and accurately as possible. In addition, teachers will receive timely feedback by their evaluator in order to identify areas for instructional improvement. The vendor selected to provide the data management system will be required to create a system that provides capability at the campus and district level for administrators to monitor evaluation data to ensure inter-rater reliability. Should any issues involving inter-rater reliability become apparent, the LEA will be required to address those issues through professional development and due process.

In addition to selecting a principal evaluation system, the Texas TIF project will assist stakeholder workgroups in selecting an additional observation instrument, if necessary, through a procurement process to evaluate principals. The evaluation team that will conduct these evaluations will be determined by each partner LEA during the planning year. The primary goal of this evaluation process is to adequately assess a principal's effectiveness on their campus multiple times during the school year.

Texas Teacher Incentive Fund (TIF) Project Proposal

Selection Criteria (B) (4) Experience Measuring Growth at Classroom Level

Texas school districts have used the William Sanders method (SAS EVAAS) of value-added analysis for many years through their work with the TAP System in Texas. The Sanders method provides a comprehensive method of examining school and student achievement. Individual teacher data is linked to student achievement data. The official value-added reports provided by SAS show how low, middle, and high students performed on the state standardized assessment and provide schools with a web-based analytical tool that helps teachers utilize their student data to make informed instructional decisions.

To ensure the accuracy of the teacher linkage data provided for value-added calculations, the Texas TIF project will select a vendor(s) through a competitive bid process that provides a user-friendly method for teacher linkage verification. For example, both Battelle for Kids and SAS EVAAS have developed an online tool that simplifies the process of teacher linkages for value-added analysis. Rather than having only one person as a data checkpoint in a school or district, these web-based applications allow each teacher to verify the portion of the academic year spent with the student, and the percentage of instructional time the teacher had with each student in a given subject and grade. This system provides a high-level of accuracy for teachers that provide instruction in a shared environment, such as team teaching in elementary schools.

The Texas TIF grant will ensure that all data management vendors selected through the procurement process have a high-level of experience in providing information that schools in the grant will utilize. All data management partners will be contractually bound to the ESC 18 to guarantee secure data transfer and storage.

Selection Criteria (B) (5) Teacher Evaluations Based on Student Growth and Meeting Needs of Special Populations

Texas Teacher Incentive Fund (TIF) Project Proposal

Through the competitive bid process, the teacher evaluation system(s) selected through this project will be required to show how the evaluation rubric addresses the needs of special populations as well as student growth. Any selected evaluation system will require that teachers be evaluated based on the achievement goals that have been set for all students in their classroom. The value-added vendor(s) selected to work with the Texas TIF grant districts will be required to show disaggregated data at the campus and district level. TIF schools can use this information for professional development purposes.

Selection Criteria (B) (6) Principal Evaluations Based on Student Growth, Continuous Improvement, and Meeting Needs of Special Populations

The Texas TIF districts will assess principal effectiveness based on student growth (including closing achievement gaps on their campus) and meeting the needs of various student populations. Each campus will provide different challenges in terms of student achievement so the evaluation of principals will focus on growth for all populations of students in all grade levels. Principals will be required to examine performance amongst key special populations including English language learners and economically disadvantaged students.

Professional Development Systems to Support the Needs of Teachers and Principals Identified

Through the Evaluation Process 35 points

As previously discussed, all campuses participating in the Texas TIF grant will select a professional learning community model from a menu of options created during the planning year. Based on field experience and research, we know that timely job-embedded professional development works best when it occurs during the school day and when the content is tailored to the specific needs of teachers and the students they serve. The professional learning communities

Texas Teacher Incentive Fund (TIF) Project Proposal

will be implemented as a systemic reform effort aligned with the LEA's chosen evaluation system. The principal professional development system will support the partner LEAs existing structure and training will be provided by the district administration as well as the Education Service Center (ESC) 18 Coordinator for Principal Leadership. In addition, timely, job-embedded training will occur at the campus level on a consistent basis during the course of the grant. A baseline needs assessment will be done during the planning year to determine the specific areas of professional development that each campus administrator will need.

ESC 18 will coordinate and act as the sole provider of all professional development trainings for the purpose of this grant. In addition, any professional development or evaluation system vendors will be required to train ESC 18 staff on their models. All TIF campuses will attend trainings on implementation and evaluation systems before the 2nd year of the grant—which is when implementation of the TIF project will begin. The objective of these trainings is to help schools develop a comprehensive implementation plan that incorporates the professional development and evaluation systems selected by the campus.

The annual Texas TIF Summer Institute will provide three days of intense training and support for key leaders in all TIF districts/campuses. The primary goal of this institute is to assist the LEAs in planning, evaluating, and implementing an effective human capital management system (HCMS). The focus each year will be on continuous improvement of the TIF project and sustainability beyond the life of the grant period. A variety of topics ranging from Data Analysis to Communicating Performance Pay will be provided to attendees. The Texas Education Agency (TEA) will play an active role in the TIF Summer Institute to ensure that lessons learned through the grant will inform state policy.

Texas Teacher Incentive Fund (TIF) Project Proposal

During the second year of the project, all TIF campuses will begin full implementation of their TIF project including the selected professional development and evaluation systems. ESC 18 staff will provide ongoing support at the district and campus level during Years 2-5 of the TIF grant. Specific trainings and meetings will occur as frequently as necessary to ensure success of the TIF project in all partner LEAs. Trainings may be offered to teacher leaders to assist them in working through reflective protocols to analyze their practice. Teacher leaders will also be able to participate in training topics such as supporting and coaching teachers and planning effective professional development. ESC 18 will assist partner LEAs in developing action plans to carry out the goals of each individual campus. Individualized campus support sessions create opportunities for teacher leaders and human capital management coordinators to develop their role within their school.

Principals will be asked to attend three meetings during each school year to receive additional training and support on implementation of their TIF initiative. At these meetings they will have the opportunity to work with other principals to develop leadership skills, and evaluate data to make informed decisions for their campus concerning teacher quality. These structured meetings will help ensure that there is ongoing data analysis that will align campus professional development to instructional needs.

In addition to the formal training mentioned earlier, the ESC 18 team will conduct frequent site visits each year to the campuses to observe elements of implementation and provide feedback, on-site training, and support. Each campus will be visited at least once a month by someone from TEA and/or ESC 18 staff. ESC 18 personnel will also be available to the campuses via phone and e-mail for additional support. We recognize that many educators work outside of the normal workday and want to make assistance available when it is timely.

Texas Teacher Incentive Fund (TIF) Project Proposal

Selection Criteria (C) (1) Use of Evaluation Data to Drive Professional Development Needs

The teacher leaders will work with instructional staff on their campus to target areas of need identified through student achievement data and teacher evaluation scores. Campus principals and teacher leaders will be required to ensure that weekly professional development is provided that incorporates new instructional strategies gleaned from these data. All teachers will be required to use their evaluation results to develop skills that increase his/her proficiency.

ESC 18 as well as district officials will work with campus administrators to ensure they have a comprehensive understanding of the principal evaluation rubrics selected for this project and how each component relates to their role on the campus in improving student achievement. As part of the principal evaluation process, district supervisors will be required to discuss evaluation results with each principal using detailed reports reflecting leadership competencies and set annual goals for improvement. District supervisors will provide coaching throughout the year to assist principals in reaching their annual goals. ESC 18 will support the districts through this process using in-person trainings, site visits, and webinars.

Selection Criteria (C) (2) Provide Professional Development in a Timely Way

Campus principals and teacher leaders will be required to ensure that weekly professional development is provided to teachers through professional learning communities. ESC 18 will ensure that this professional development occurs during the school day. In some cases, schools may need to restructure their schedules to establish time for this job embedded development. The focus for the professional learning communities will be on instructional practices as determined by teacher evaluation results as well as analysis of student progress on state standards. Teacher leaders will lead or co-lead the professional learning communities depending upon which professional development model is chosen by the campus. The school principal and other

Texas Teacher Incentive Fund (TIF) Project Proposal

administrators are expected to participate in and monitor this professional development to ensure the content is aligned with district initiatives as well as campus goals. Principals should also provide coaching to the professional development leader.

Selection Criteria (C) (3) Provide School-Based, Job-Embedded Opportunities to Transform Practice

Through the competitive bid process, ESC 18 will ensure that any professional development model selected for this grant will involve the analysis of student and teacher evaluation data to target areas of instructional focus. The professional development models will also include a component that ensures that teachers effectively transfer the new instructional techniques they learn to the classroom. Through these processes, students in Texas TIF schools have greater access to results-driven instruction.

Throughout the course of the year, campus principals will be required to review data from the evaluation system to assess the impact of professional development and support on teacher growth. As a result of focused, high-quality professional development on the campus, teacher efficacy increases, which leads to gains in student achievement. Principal evaluation data is also examined to determine the impact on instructional leadership and student growth. ESC 18 will support principals in developing a plan for how to provide targeted support for teachers in their building. Principals should frequently conduct informal classroom visits to supplement formal evaluations ensuring that the professional development is being incorporated into instruction.

Texas Teacher Incentive Fund (TIF) Project Proposal

Selection Criteria (C) (4) Provide Professional Development to Improve Instruction Based on Needs of Individual Educators

TIF districts/campuses will provide ongoing individualized professional development and support to teachers and principals based on evaluation results as well as student achievement data. Teachers will be required to reflect on teaching and principals will be required to reflect on leadership on a regular basis in conjunction with their respective evaluation systems. By reflecting, educators continually challenge themselves to improve their instruction and leadership.

As part of the evaluation system implementation, TIF districts will be required to establish an evaluation process that directly provides professional development to teachers and therefore helps improve teacher effectiveness. Teachers should also receive individualized support in their classrooms from teacher leaders. This support is based on the needs of the teacher and may vary from lesson planning to model teaching in the classroom.

Involvement of Educators 35 points

Based on its rich reform history, Texas state leadership understands that it is essential to the success of any educator evaluation and performance-based compensation system (PBCS) to garner support for the reform from a multitude of stakeholders. This includes school-level support (including building administrators and teachers), district-level support (including the superintendent and school board), local teacher associations, the community (including parents and businesses), state-level support (including the State Department of Education and other policymakers), and any other groups that can contribute to or benefit from the process.

Texas Teacher Incentive Fund (TIF) Project Proposal

Further, the Texas TIF partners understand the need to involve local stakeholder groups to establish ongoing support for the proposed district-wide educator evaluation system and PBCS in their schools. Education Service Center (ESC) 18 has learned through both research and field practice that these systems cannot be imposed top down. Without exception, teachers must be involved in every step of the process.

ESC 18 will partner with the Texas Education Agency (TEA) and the Texas Association of School Boards (TASB) to ensure successful stakeholder involvement in identifying and implementing necessary modifications to each participating districts' human capital management system (HCMS). ESC 18 and its partner organizations have significant experience working with stakeholder groups to determine educator needs and assist in designing strategies for improvement. Along with guidance and resources from each partner, stakeholder advisory groups will examine practices for hiring, placement, evaluation, retention, dismissal, compensation, professional development, tenure, and promotion and ensure alignment with the district's vision of instructional improvement.

The Texas TIF project will ensure that the communication process begins with the faculty in each school. Teachers will be engaged from the initial communication stages in a dialogue about the HCMS. During the planning year, the ESC 18 and/or TEA staff will participate in on-site visits at each campus, which will begin the information-sharing and consensus-building process. Additional stakeholder meetings including, but not limited to, school/district leaders, board members, and school faculties will also occur during the planning year. During the planning year, all teachers on the TIF campus must approve adoption of the TIF initiative as developed by the LEA with a 75% vote. A detailed plan of communication is included in Appendix F.

Texas Teacher Incentive Fund (TIF) Project Proposal

Selection Criteria (D) (1) Evidence of Educator Involvement in the Design and Implementation of PBCS

As previously described, each participating school district will create stakeholder workgroups during Year 1 of the project to analyze the existing HCMS. These groups will be charged with creating an action plan for implementing necessary modifications, including incorporation of the district-wide educator evaluation system and PBCS. Through support from the TEA and the TASB, the Texas TIF project will provide tools for stakeholder advisory groups to examine evidence-based evaluation and PBCS models and determine how each will support their district to reach the goals of improving educator effectiveness and student achievement. Stakeholder advisory groups will be instrumental in determining effective methods of evaluation for educators in non-tested grades and subjects.

Comprehensive reform campuses will be encouraged to visit sites that are implementing the various elements of the HCMS, as selected during the planning year, to help them make an informed decision about which elements to select for their respective district/campus. The site visits provide information to the LEAs about essential implementation strategies as well as budget planning. At the beginning of each school year, TIF campuses will utilize scheduled in-service time to familiarize their staff with the TIF initiative. This in-service includes vital information regarding evaluations, payout structure, professional development expectations, alignment of the TIF initiative with other district and campus initiatives, as well as the reform efforts in general. At the beginning and end of each year, all partner LEAs will be required to conduct a faculty presentation on performance payouts in an effort to ensure all teachers clearly understand the performance measures. These faculty-wide presentations will typically be led by the principal and are aimed at clarifying any questions that teachers may have about the

Texas Teacher Incentive Fund (TIF) Project Proposal

payout process or performance measures, including how their evaluation scores are computed, how value-added is calculated, and the timeline for payouts the following school year. ESC 18 and/or TEA will provide a train the trainer session so that administrators have a strong understanding of the process and feel more confident in sharing this complex information with their staff.

Additionally, TIF schools will be required to provide intense training for teachers on the evaluation rubrics before teacher evaluations begin. ESC 18 will assist the partner LEAs in developing a plan to ensure that teachers are properly trained on the evaluation rubrics before evaluations begin.

At principal meetings, ESC 18 staff will provide training on program leadership, capacity building, and best practices for utilizing data at their campuses. The Coordinator for Principal Leadership will work specifically with principals to ensure a strong understanding of the data available to them through the TIF project, including teacher evaluation and value-added data as well as the principal evaluation instrument(s) and processes.

At the state level, the Texas TIF project will convene an Advisory Board that consists of representatives from all partner LEAs as well as other key stakeholder groups in Texas. The advisory board will include superintendents and a diverse group of principals and teachers, including those who teach non-tested grades and subjects. The board will meet twice a year at a minimum. TEA and ESC 18 have had successful participation from advisory boards through the previous two TIF grants.

Selection Criteria (D) (2) Evidence of Educator Support for PBCS

The process for involving teachers and principals in developing and sustaining a strong commitment to these reforms creates broad and deep stakeholder support. The Texas TIF

Texas Teacher Incentive Fund (TIF) Project Proposal

partners have received overwhelming support for this proposal from a number of key stakeholders, including the Texas Commissioner of Education, the Texas Association of School Boards, several members of U.S. Congress, and most importantly the teachers and principals in the TIF schools (see Appendix J for letters of support). Participating school districts have submitted signed Memorandum of Understandings (MOUs) to show their commitment to the Texas TIF project (see Appendix B for MOUs). The ESC 18 will utilize a 75% approval vote of the teaching staff prior to implementation of the specific TIF initiative on a given campus.

Project Management 30 points

Because this is a statewide effort, the Texas Education Agency (TEA) has chosen Education Service Center (ESC) 18 to be the fiscal agent for this grant proposal. With support from TEA, ESC 18 staff will assist the high-need comprehensive reform campuses with implementation of this program. The ESC 18 team has extensive experience with implementation of similar state-wide initiatives in Texas such as the TAP System. The experience of the ESC 18 team ranges from state, district, and campus level leadership positions. TEA and ESC 18 also have a strong partnership with the Texas Association of School Boards (TASB) to support partner districts in reviewing, modifying, and aligning human capital management strategies. ESC 18 will ensure that all training provided to Texas TIF districts are provided by the ESC; therefore, all vendors must agree to provide a “Training of Trainers” to ESC 18 staff and any others deemed appropriate to deliver training to Texas schools.

Tammy Kreuz, Ph.D., Director for Educator Quality Initiatives, will serve as the Project Director for the Texas TIF Grant. Dr. Kreuz will be responsible for overseeing the direction, monitoring, and evaluation of the TIF project throughout the funding period as well as managing

Texas Teacher Incentive Fund (TIF) Project Proposal

the state-level TIF project staff. Dr. Kreuz has extensive experience in managing large-scale state initiatives. She has directed the Texas TAP System for the past seven years and led two successful statewide TIF projects. She also directed the statewide technical assistance program for the nation's largest teacher performance pay initiative (the Texas D.A.T.E. project). Prior to directing the Texas TAP System, she led the state-level educational technology pilot initiatives and limited English proficient initiatives in Texas. Her research interests and expertise lie in teacher quality and school leadership. She holds a bachelor's degree in accounting, a master's degree in business administration, and a Ph.D. in Educational Administration with a specialization in Educational Policy and Planning.

TEA will coordinate with each of the twenty ESCs in Texas to provide training and support to schools participating in the statewide educator evaluation pilot. As fiscal agent of the Texas TIF grant, ESC 18 will work closely with the Commissioner of Education and TEA staff to ensure grant activities are aligned with statewide strategies for educator effectiveness. The results of the Texas TIF grant will inform policy at the state level as Texas seeks to advance human capital management systems in Texas schools.

TIF Advisory Board: As part of the project's management plan, the ESC 18 will establish an advisory board to provide direction and input on the Texas TIF project. Serving on this advisory board will be: Viviana Lopez, Director of Educator Initiatives, Texas Education Agency; John Thomas, Executive Director, Region 18 Education Service Center; Cindy Clegg, HR Services Director, Texas Association of School Boards; Casey McCreary, Assistant Executive Director, Texas Association of School Administrators; Kim Fuller, Federal Programs Director, Richardson Independent School District; Dr. Mike McFarland, Superintendent, Lancaster Independent School District; Brandon Cole, Superintendent, Anderson-Shiro

Texas Teacher Incentive Fund (TIF) Project Proposal

Consolidated Independent School District; Janie Sims, Director of Curriculum, Athens Independent School District; Dr. Latonya Goffney, Superintendent, Coldspring-Oakhurst Consolidated Independent School District; Patricia Sadberry, Executive Director of School Improvement, Grand Prairie Independent School District; Michelle Carroll Smith, Superintendent, Lytle Independent School District; John Emerich, Executive Director of Student Services, New Caney Independent School District; Holly Eaton, Policy Analyst for the Texas Classroom Teacher's Association; and several teachers and principals from the partner districts that have yet to be identified. The Texas TIF grant Management Organizational Chart is included as Appendix E in the proposal.

Data Management

Student Test Scores and Teacher Linkages

Individual student test scores will be transmitted from partner LEAs directly to the vendor selected through the state procurement process via a secure FTP data transfer. TIF districts will provide the selected vendor with teacher and student level data (both demographic and student achievement data) so that value-added scores and other methods to measure student growth can be calculated at both the teacher level and the school level. At the teacher level, the student data is linked to teacher data. ESC 18 will work with the vendor(s) to ensure that the data is complete.

Teacher Evaluation Data

All teacher evaluation scores are entered by the campuses into the data management system throughout the school year. Once all evaluation data is entered for a particular year, composite evaluation scores will be made available to ESC 18 and district personnel via a secure website (web servers are set up behind firewalls and require secure login for access).

Texas Teacher Incentive Fund (TIF) Project Proposal

Teacher and Administrator Payout Worksheets

The process for distributing payout checks to districts is detailed and requires a carefully constructed plan for communication and verification of award amounts. The selected vendor(s) will provide an online module for computing performance payouts. The partner LEAs will be responsible for inputting necessary data into system to compute the specific payout amounts for individual teachers and principals. ESC 18 will assist districts with this process as we have extensive experience in handling confidential information. We maintain a secure, centrally managed network protected by state-of-the-art firewall and security monitoring software. Policies specify that all sensitive and confidential data reside only on network storage devices. All computers use a password-protected screen saver which cannot be disabled by the users. All laptops are further protected by software which encrypts all data on the local hard drive and renders the hard drive unbootable should the laptop and/or hard drive be lost or stolen.

Selection Criteria (E) (1) Roles and Responsibilities of Key Personnel

The ESC 18 and TEA partnership provides a strong state infrastructure by which to provide training and support to participating districts in the Texas TIF project. The TIF Project Director will coordinate with all project partners and provide oversight of human capital management system alignment with strategies to improve instruction, educator evaluation, and overall student achievement. The Project Director manages program implementation and TIF project staff. The Assistant Director assists in overseeing project implementation and provides support to district and campus administrators. The Coordinator for Principal Leadership provides targeted support to principals and assistant principals through analysis of student achievement and evaluation data. This position coordinates principal meetings to facilitate better understanding of program leadership, evaluation practices, and best practices for utilizing data at

Texas Teacher Incentive Fund (TIF) Project Proposal

their campuses. The field staff will work with districts in specific areas of the state. They provide guidance and support to administrators and teacher leaders through on-site visits and analysis of data. The field staff will work with teacher leaders on each campus to develop skills in effective coaching and instructional techniques.

Selection Criteria (E) (2) Allocation of Human Resources to Complete Project Tasks

The ESC 18 team consists of twenty-one staff members with experience ranging from classroom teacher to principal to state education official. The team has become a recognized leader around the state of Texas and is known for having a strong infrastructure to support schools with implementation of complex reform initiatives.

Every school is supported by a carefully coordinated system of assistance which involves district and campus administrators as well as teacher leaders. The ESC 18 team and/or TEA will visit each TIF campus at least once a month and communicate regularly with campus and district administrators and teacher leaders via email and phone. The ESC 18 team will meet monthly to triage the schools in the program to determine the greatest support needs. Schools in high-need receive more specific and intense support by team members.

The ESC 18 team will also receive ongoing training and support from any vendors selected to participate in this project. There will be regular opportunities for the field staff to engage in dialogue about support mechanisms for schools. We will rely on the networks gleaned nationwide for additional expertise if necessary. The timeline for completing tasks/objectives is included in Appendix C.

Selection Criteria (E) (3) Measurable Project Objectives and Performance Measures

The Texas TIF project includes multiple focused and measureable performance objectives as detailed on page 18. Ongoing analysis of formative and summative student

Texas Teacher Incentive Fund (TIF) Project Proposal

assessment data, teacher and principal retention data, teacher and principal survey data, classroom observation data, and other project data will facilitate continuous monitoring of project implementation and serve to guide appropriate adjustments in district- and school-level implementation to help ensure fidelity of implementation.

Selection Criteria (E) (4) Provide Effective Project Evaluation Plan

ESC 18 will complete a formal external evaluation based on the goals and objectives of the project. The purpose of the Texas TIF evaluation is to evaluate the effectiveness of the program goals and objectives. We will utilize formative data to improve upon elements in which schools are struggling. In addition to student achievement results and teacher and administrator effectiveness measures, the external evaluation will analyze other factors such as Adequate Yearly Progress, college readiness, teacher and administrator attitudes and perceptions, and teacher and administrator recruitment and retention data.

The external evaluator will use a clearly defined set of evaluation standards, measures, and rubrics to analyze progress toward achieving the project goals. The evaluation will address the role of the Texas TIF project in aligning human capital management systems with each district's vision for instructional improvement, as well as the Texas TIF project's impact on increasing educator effectiveness through district-wide evaluation systems. The external evaluator will use both quantitative and qualitative data to assess TIF project implementation. The external evaluation will also encompass an analysis of student achievement results between the comprehensive reform campuses, the evaluation only campuses, and Texas' statewide educator evaluation pilot.

The external evaluator will examine the quality of the strategies implemented through the Texas TIF project to assist participating districts in developing an HCMS that is aligned with the

Texas Teacher Incentive Fund (TIF) Project Proposal

district's vision of instructional improvement. The evaluator will determine quality of implementation based on involvement of educators in the decision-making process, vertical and horizontal alignment of human capital strategies, fidelity of TIF implementation, and use of evaluation data to inform human capital management practices.

The external evaluator will determine educator effectiveness by analyzing the STAAR test results in reading, writing, mathematics, science, and social studies and other assessments selected by stakeholder advisory groups for non-tested grades and subjects. The external evaluator will also examine the recruitment incentive distribution on an annual basis as well as teacher retention results. Further, they will also examine the link between student growth measures, teacher evaluation scores, and principal scores under the leadership assessment.

The Texas TIF project will use the external evaluation to improve training that better supports the areas in which schools are struggling, ensure fidelity of implementation, and increase awareness and support of the proposed project activities as a sustainable model for school reform. In addition, TEA will use the results of the educator evaluation system to build upon best practices identified through the grant and to strengthen the statewide evaluation process.

Selection Criteria (E) (5) Realistic and Achievable Timelines for Implementation

During Year 1, ESC 18 will conduct a planning year for the project which involves intensive stakeholder engagement. As mentioned previously, ESC 18 will consider feedback from various working groups, the advisory board, and multiple procurement processes as it develops a menu of options for partner districts to choose from for program implementation.

During Year 1 of the project, school districts will create stakeholder advisory groups to analyze and modify human capital management practices. Each stakeholder group will receive

Texas Teacher Incentive Fund (TIF) Project Proposal

training and support from ESC 18 and TASB to develop an action plan for Years 2-5 of the project. The action plan will include a timeline for implementing the district-wide educator evaluation system and the performance-based compensation system (PBCS) that will inform key human capital decisions such as recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion.

Also during Year 1, ESC 18 will fulfill any necessary procurement activities to select a menu of options for districts to choose from to implement the TIF initiative. Once these procurement processes have been finalized, the stakeholder workgroups will make decisions about the specific elements for implementation on their campus. Teachers will then vote on whether to implement the TIF initiative on their campus in years 2-5. Campuses that have a teacher approval rate of at least 75% will be allowed to continue into years 2-5 of the project. Campuses have less than a 75% approval rating will be replaced in the project through a competitive process with priority going to additional campuses within the partner LEAs. During Year 1, stakeholder advisory groups will also select appropriate student growth measures to use as a part of the overall evaluation for those teaching non-tested grades and subjects.

In the spring of Year 1, participating districts will work with TASB to engage school board members in the planning process and propose adoption of some new policies in Year 2. During this time, comprehensive reform campuses will go through an extensive process to hire any teacher leader/coordinator positions identified through the professional development structure selected by the district. In the summer of 2013, all comprehensive reform campuses will participate in implementation training modules and a TIF Summer Institute. This training schedule will prepare the campuses for full implementation in Year 2.

Texas Teacher Incentive Fund (TIF) Project Proposal

During Year 2 of the project, partner LEAs will determine which of the evaluation systems will best fit the specific needs and goals on each evaluation only campus. These campuses will begin using the selected evaluation system no later than Year 3 of the project (some districts may choose to begin implementation of the new evaluation system in Year 2 of the project). ESC 18 will continue to work with stakeholder advisory groups to ensure that, by Year 3, participating districts implement a district-wide educator evaluation system for all teachers on all campuses. The selected educator evaluation systems will be integrated into each district's human capital management system by Year 3. Results from the Texas TIF grant will inform TEA's statewide pilot of educator evaluation and other state education agencies that are interested in replicating the project.

The twenty ESCs across the state will be trained on the evaluation rubrics for TEA's statewide pilot in August/September 2012 to be able to provide support to the 100 statewide pilot campuses implementing the new systems during Years 1-2 of the grant. ESC 18 will use the information gained through the statewide training to assist the TIF partner districts in implementing a district-wide evaluation system by Year 3 of the project. By the end of the project, the ESC will use results and lessons learned to develop a toolkit for other states to use to replicate the implementation of the Texas TIF project. See Appendix C for a detailed timeline of the Texas TIF project tasks/activities.

Sustainability 20 points

The Texas Education Agency (TEA) and Education Service Center (ESC) 18 will provide assistance to districts in integrating high quality and sustainable human capital management systems through the Texas TIF project. Participating districts are committed to increased

Texas Teacher Incentive Fund (TIF) Project Proposal

financial responsibility for the differentiated compensation systems throughout the grant and will examine how to reallocate existing resources to ensure the district's vision of instructional improvement is achieved. ESC 18 will provide support to help educate school board members, parents, community members, and teachers on how the Texas TIF grant strategies will help accomplish this vision.

Selection Criteria (F) (1) Commits Sufficient Resources to Support Project

Over the five-year grant period, the Texas TIF project will utilize \$50,823,265 from the grant and add \$19,132,900 in matching funds from project partners including participating school districts and TEA to achieve the program goals and objectives. Each year, the districts will assume more fiscal responsibility for the differentiated compensation of teachers and principals. Specifically, the districts will provide a 10%, 20%, and 40% match for differentiated compensation in Years 3, 4, and 5, respectively. In addition to these funds, the districts will provide matching funds for teacher leader salaries and related fringe as well as travel expenses to attend trainings. The specific amount of matching funds for the supplemental resources varies by campus based on size. Over time, the districts are expected to develop the capacity to sustain the system beyond the life of the grant and to look for ways to expand the program to other campuses within their districts.

Selection Criteria (F) (2) Sustainability Plan Likely to be Implemented to Sustain Project Beyond Life of TIF Grant

The Texas TIF partners understand that state and district policies must be updated to accommodate the substantial changes represented by this project in order to ensure long term sustainability. This work will inform state policy as Texas launches a statewide human capital management initiative for Texas schools. To be included in the proposed TIF project, each

Texas Teacher Incentive Fund (TIF) Project Proposal

partner district committed to sustaining the efforts to align human capital management practices and the educator evaluation systems at the conclusion of the grant period. In addition, TEA and ESC 18 will work with stakeholder workgroups to ensure that reform efforts are aligned with the long-term vision of instructional improvement and therefore become ingrained in the district culture.

Further, all TIF districts have committed to increased financial responsibility for the differentiated compensation systems throughout the five-year grant period and beyond. Districts will complete TIF Sustainability Plans each year in preparation for the upcoming school year and submit the plan to the ESC 18 along with the budget plan. ESC 18 staff will hold semi-annual meetings with each district to discuss progress of implementation and assist in identifying potential funding sources that can support the TIF project. Sources that will be used to sustain and expand the TIF project include funds from local and state professional development and mentoring programs and the federal Title I program. In addition, several TIF school boards are considering local proposals to gain additional resources for TIF sustainability and expansion.

Appendix A

Characteristics of Participating Schools

Appendix A
Characteristics of Participating Schools

District	Campus	% Economically Disadvantaged	% English Language Learner	% Mobility (09-10)
Anderson-Shiro ISD	Anderson-Shiro ES	50.4	9.2	14.7
Anderson-Shiro ISD	Anderson-Shiro JR/SR HS*	47.3	1.3	14.1
Athens ISD	Athens HS	58.6	4.7	15.0
Coldspring-Oakhurst CISD	Street ES	75.1	1.0	20.0
Coldspring-Oakhurst CISD	Coldspring Intermediate	69.3	0.9	19.8
Coldspring-Oakhurst CISD	Lincoln JHS	66.8	1.0	19.1
Coldspring-Oakhurst CISD	Coldspring-Oakhurst HS	54.6	0.2	21.0
Grand Prairie ISD	Crockett 5th Grade Center	91.1	47.5	0.0
Grand Prairie ISD	Ervin C. Whitt ES	68.7	23.7	12.3
Grand Prairie ISD	Austin ES	86.6	44.2	28.2
Grand Prairie ISD	Barbara Bush ES	82.6	34.0	20.8
Grand Prairie ISD	Lee ES	92.6	42.7	0.0
Grand Prairie ISD	Dickinson ES	62.2	23.7	15.3
Grand Prairie ISD	Sam Rayburn ES	82.6	40.0	18.3
Grand Prairie ISD	Hector P Garcia ES	91.4	59.8	15.1
Grand Prairie ISD	Sallye Moore ES	65.6	17.0	8.7
Grand Prairie ISD	South Grand Prairie High 9th Grade Center	56.1	9.0	24.7
Lancaster ISD	Belt Line ES	89.8	1.3	24.7
Lancaster ISD	Houston ES	87.4	27.4	19.2
Lancaster ISD	Lancaster ES	85.9	7.4	30.6
Lancaster ISD	Rolling Hills ES	88.6	1.2	29.0
Lancaster ISD	Rosa Parks ES	81.9	2.2	19.5
Lancaster ISD	West Main ES	92.6	15.8	30.7
Lytle ISD	Lytle High School	65.0	1.2	12.3
Lytle ISD	Lytle Junior High	73.5	6.8	15.1

Appendix A
Characteristics of Participating Schools

District	Campus	% Economically Disadvantaged	% English Language Learner	% Mobility (09-10)
Lytle ISD	Lytle Elementary	73.4	9.7	16.1
Lytle ISD	Lytle Primary	79.9	8.9	16.7
New Caney ISD	Robert Crippen ES	63.2	31.3	21.6
New Caney ISD	Sorters Mill ES	70.1	50.5	13.2
Richardson ISD	Audelia Creek ES	86.7	34.2	31.4
Richardson ISD	Forest Meadow Junior High	67.5	10.8	29.6
Richardson ISD	Thurgood Marshall ES	88.2	24.7	39.7
Richardson ISD	Liberty Junior High	73.5	9.5	22.0
Richardson ISD	Wallace ES	66.7	32.3	20.7
Average		74.6	18.7	19.4

*All participating campuses, with the exception of Anderson-Shiro Junior/Senior High, meet the criteria for high-poverty school with a free or reduced-lunch rate of at least 50%. The eligibility criterion for Anderson-Shiro Junior/Senior High was calculated on the basis of the free and reduced lunch rate of its only feeder campus, Anderson-Shiro Elementary (50.4%).

The campuses selected for inclusion in this proposal are not currently participating in a TIF- supported initiative.

Appendix B
Memorandum of Understanding (MOU) with
Participating LEAs

**Texas TIF Project
MOU Between
Region 18 ESC and Anderson-Shiro CISD**

2012 Texas Teacher Incentive Fund (TIF) Grant Memorandum of Understanding (MOU) Between Region 18 Education Service Center (ESC) and Anderson- Shiro Consolidated Independent School District (CISD)

This Memorandum of Understanding (MOU) is entered into by and between Region 18 Education Service Center (ESC) and Anderson-Shiro Consolidated Independent School District (CISD).

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

I. Scope of Work

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

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

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

III. Lead Applicant and Fiscal Agent

Region 18 ESC will serve as the lead applicant. As the lead applicant, Region 18 ESC will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Region 18 ESC understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Participating Local Education Agency (LEA) Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved Texas TIF grant application;

- 2) The district will, at a minimum, contribute the following as matching funds for differentiated compensation: 10% in Year 3, 20% in Year 4, and 40% in Year 5. Differentiated compensation includes bonuses for teacher leaders, performance pay for teachers and principals/assistant principals, and recruitment incentives. The district will provide documentation on matching funds on annual basis as determined by Region 18 ESC;
- 3) Attend all required TIF training throughout the duration of the grant period;
- 4) Provide all necessary TIF expenditure documentation to Region 18 ESC on a monthly basis;
- 5) Submit time and effort designation form for all teacher leaders along with monthly expenditure reports to Region 18 ESC;
- 6) Develop a sustainability plan for the TIF program beyond the life of the grant period. Districts will submit that plan and the budget plan for the grant period to the Region 18 ESC on an annual basis;
- 7) Abide by the parameters determined by the TIF Advisory Board and Region 18 ESC regarding distribution and allocation of recruitment incentives;
- 8) Appoint a person in a leadership position who will serve as the primary liaison to the Region 18 ESC for TIF grant responsibilities. Name: Brandon Core
Phone #: 936-873-4500 ;
- 9) Send the school/district TIF liaison, or his or her designee, to TIF grant meetings as designated by the TIF Project Director;
- 10) Complete reports, evaluations, data requests and surveys as requested by ED or the TIF Project Director;
- 11) Agree to provide Region 18 ESC access to data from partnering vendors upon request;
- 12) Submit required data to the TIF project value-added vendor, for value-added calculations by the deadline determined by the Region 18 ESC;
- 13) Contract with designated vendors as determined by Region 18 ESC;
- 14) The district will manage due process and adhere to district policies for teacher evaluation. They will also ensure alignment and approval of district policies with the TIF grant;
- 15) Immediately report to the TIF Project Director any misdeed, deficiency, or inability to fulfill any district/school responsibilities; and
- 16) Disseminate reports on accomplished work to state groups, districts and other interested parties as requested by the TIF Project Director.

V. Other Members' Responsibilities

In return for the school/district participation in the project, the Region 18 ESC agrees to the following:

- 1) Provide direction and oversight of the TIF project;
- 2) Serve as a resource to TIF campuses implementing the TIF project;
- 3) Provide guidance to schools during the grant period;
- 4) Assist in developing a district budget plan for the duration of the grant period;
- 5) Assist in developing a district sustainability plan for the TIF program beyond the life of the grant period;
- 6) Meet regularly with the TIF Advisory Board;
- 7) Provide guidance to TIF campuses on recruitment incentive pool;

- 8) Data collection and program monitoring;
- 9) Manage any necessary data systems related to TIF;
- 10) Assign specific staff to serve as liaisons to partnering schools/districts;
- 11) Promote and participate in the specific activities listed in the TIF grant;
- 12) Complete reports, evaluations and surveys as requested by ED;
- 13) Work in collaboration with partner schools/districts and contracted parties on all activities;
- 14) Administer surveys and provide results to district; and
- 15) Disseminate reports on accomplished work to state groups, districts and other interested parties.

VI. Term of MOU

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education, and shall terminate on August 31, 2017. Expenditures incurred prior to the beginning date or subsequent to the termination date for a particular grant year are unallowable. Funding for September 1, 2013 - August 31, 2017 is contingent upon future funding appropriations by ED.

VII. Allowable Costs and Payment

For the purpose of determining the amount payable to the school/district under this MOU, the allowability of costs shall be determined in accordance with the terms of this MOU. Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R. 74.27 and 80.22.)

The school/district shall bill and submit expenditure reports to Region 18 ESC for reimbursement of expenses. The district should certify that all payments requested are for appropriate purposes and in accordance with the agreements set forth in the application and award documents, should state the period for which reimbursement is being requested, should itemize the costs by major budget category per the budget summary should show current costs and cumulative cost to date and should be signed by school/district's authorized representative. Supporting documentation for all expenditures, including time and effort designation forms, must be submitted along with the expenditure reports.

The school/district shall abide by the rules of the Office of Management and Budget (OMB), which can be found at:

OMB A-21	http://www.whitehouse.gov/omb/circulars/a021/a21_2004.html
OMB A-110	http://www.whitehouse.gov/omb/circulars/a110/a110.html
OMB A-133	http://www.whitehouse.gov/omb/circulars/a133/a133.pdf

All expenditure reports and supporting documentation should be mailed to:

**Region 18 ESC
ATTN: Patsy Charles
5914 W. Courtyard Drive
Building II, Suite 360
Austin, TX 78730**

Promptly after receipt of each expenditure report, Region 18 ESC shall make payment thereof except as provided herein. The final expenditure report shall be submitted within fifteen (15) days after the end of the period of performance and shall be marked "Final".

Grant funding shall only be available as long as the USDE makes such funds available and for only the years it makes those funds available. All parties acknowledge that Region 18 ESC does not serve as a guarantor of TIF grant funding, therefore, Region 18 ESC shall not be liable for any costs to the school/district associated with the elimination of grant funding under this MOU. The loss of grant funding shall also constitute cause for immediate termination of this agreement.

VIII. Funding and Limitation of Costs

Region 18 ESC shall reimburse the school/district for those allowable costs presently allotted and detailed in Attachment A. For the period of performance of this cost-reimbursable MOU, Region 18 ESC shall reimburse the school/district for costs incurred and non-cancellable expenses up to but not to exceed the amount provided in Attachment A per TIF campus during this project period. TIF budget allocations per campus will be provided to the district by the Region 18 ESC on an annual basis as an addendum to this MOU.

IX. Audit of Records

School/district agrees to comply with the requirements of OMB Circulars A-110, A-21, and A-133. Notwithstanding any other conditions of this MOU, school/district's books and records which pertain to this MOU will be made available upon request at the school/district's regular place of business for audit by personnel authorized by Region 18 ESC or by the Texas State Auditor. Additionally, the books and records will be retained for a period of seven (7) years following final payment.

X. Inspection

Region 18 ESC and/or any of its duly authorized representatives, shall have access, at the school/district's regular place of business during regular office hours, to any books, documents, papers and records of the school/district which are directly pertinent to this MOU, for the purpose of making audits, examinations, excerpts and transcriptions, and shall have the right at all reasonable times to inspect or otherwise evaluate the work performed or being performed by the school/district. Additionally, the books and records must be retained for a period of seven (7) years following final payment.

XI. Reports

The school/district shall submit an annual progress report to the Region 18 ESC under this MOU due July 15 of that grant year (activities through June 30). See Attachment E for a progress report template and instructions. In addition, expenditure reports should be submitted

monthly by the districts to Region 18 ESC.

XII. Requirements

The school/district shall be responsible for compliance with all requirements and obligations relating to such services under local, state or federal law. The school/district shall also be responsible for all licensing requirements of any local, state or federal jurisdiction to which the performance of its services may be subject.

XIII. Sovereign Immunity

Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of Texas, Region 18 Education Service Center or their respective staff and employees.

XIV. Applicable Law

This MOU shall be governed by the laws of the State of Texas.

XV. Dispute Resolution

The Executive Director of Region 18 ESC or his/her designee and the authorized agent of Anderson-Shiro CISD shall resolve disputes that develop under this MOU.

XVI. Assurances

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

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

XVII. Amendments

Any change to this MOU shall be preceded by a written amendment signed by both parties of this MOU. An amendment is required:

- 1) Whenever the term of this MOU is extended or reduced without terminating the MOU.
- 2) Or, for any change in terms and conditions of the MOU.

XVIII. Termination

Except as otherwise provided for in this Agreement, either party may terminate this MOU without cause or penalty effective August 31st of each year by giving the other party a written notice of such termination by no later than July 1st of that year. If not terminated by the above

method, this MOU shall be terminated upon the expiration date specified under Term of MOU above. Any claim to additional grant funding shall cease as of the effective date of a termination hereunder.

FOR AND ON BEHALF OF THE ANDERSON-SHIRO CISD



Brandon Core, Superintendent

7-25-12
Date

FOR AND ON BEHALF OF THE REGION 18 ESC

(b)(6)


John Thomas, Executive Director

7-24-12
Date

Texas TIF Project
MOU Between
Region 18 ESC and Athens ISD

2012 Texas Teacher Incentive Fund (TIF) Grant Memorandum of Understanding (MOU) Between Region 18 Education Service Center (ESC) and Athens Independent School District (ISD)

This Memorandum of Understanding (MOU) is entered into by and between Region 18 Education Service Center (ESC) and Athens Independent School District (ISD).

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

I. Scope of Work

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

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

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

III. Lead Applicant and Fiscal Agent

Region 18 ESC will serve as the lead applicant. As the lead applicant, Region 18 ESC will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Region 18 ESC understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Participating Local Education Agency (LEA) Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved Texas TIF grant application;
- 2) The district will, at a minimum, contribute the following as matching funds for differentiated compensation: 10% in Year 3, 20% in Year 4, and 40% in Year 5.

Differentiated compensation includes bonuses for teacher leaders, performance pay for teachers and principals/assistant principals, and recruitment incentives. The district will provide documentation on matching funds on annual basis as determined by Region 18 ESC;

- 3) Attend all required TIF training throughout the duration of the grant period;
- 4) Provide all necessary TIF expenditure documentation to Region 18 ESC on a monthly basis;
- 5) Submit time and effort designation form for all teacher leaders along with monthly expenditure reports to Region 18 ESC;
- 6) Develop a sustainability plan for the TIF program beyond the life of the grant period. Districts will submit that plan and the budget plan for the grant period to the Region 18 ESC on an annual basis;
- 7) Abide by the parameters determined by the TIF Advisory Board and Region 18 ESC regarding distribution and allocation of recruitment incentives;
- 8) Appoint a person in a leadership position who will serve as the primary liaison to the Region 18 ESC for TIF grant responsibilities. Name: _____, Phone #: _____;
- 9) Send the school/district TIF liaison, or his or her designee, to TIF grant meetings as designated by the TIF Project Director;
- 10) Complete reports, evaluations, data requests and surveys as requested by ED or the TIF Project Director;
- 11) Agree to provide Region 18 ESC access to data from partnering vendors upon request;
- 12) Submit required data to the TIF project value-added vendor, for value-added calculations by the deadline determined by the Region 18 ESC;
- 13) Contract with designated vendors as determined by Region 18 ESC;
- 14) The district will manage due process and adhere to district policies for teacher evaluation. They will also ensure alignment and approval of district policies with the TIF grant;
- 15) Immediately report to the TIF Project Director any misdeed, deficiency, or inability to fulfill any district/school responsibilities; and
- 16) Disseminate reports on accomplished work to state groups, districts and other interested parties as requested by the TIF Project Director.

V. Other Members' Responsibilities

In return for the school/district participation in the project, the Region 18 ESC agrees to the following:

- 1) Provide direction and oversight of the TIF project;
- 2) Serve as a resource to TIF campuses implementing the TIF project;
- 3) Provide guidance to schools during the grant period;
- 4) Assist in developing a district budget plan for the duration of the grant period;
- 5) Assist in developing a district sustainability plan for the TIF program beyond the life of the grant period;
- 6) Meet regularly with the TIF Advisory Board;
- 7) Provide guidance to TIF campuses on recruitment incentive pool;
- 8) Data collection and program monitoring;
- 9) Manage any necessary data systems related to TIF;

- 10) Assign specific staff to serve as liaisons to partnering schools/districts;
- 11) Promote and participate in the specific activities listed in the TIF grant;
- 12) Complete reports, evaluations and surveys as requested by ED;
- 13) Work in collaboration with partner schools/districts and contracted parties on all activities;
- 14) Administer surveys and provide results to district; and
- 15) Disseminate reports on accomplished work to state groups, districts and other interested parties.

VI. Term of MOU

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education, and shall terminate on August 31, 2017. Expenditures incurred prior to the beginning date or subsequent to the termination date for a particular grant year are unallowable. Funding for September 1, 2013 - August 31, 2017 is contingent upon future funding appropriations by ED.

VII. Allowable Costs and Payment

For the purpose of determining the amount payable to the school/district under this MOU, the allowability of costs shall be determined in accordance with the terms of this MOU. Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R. 74.27 and 80.22.)

The school/district shall bill and submit expenditure reports to Region 18 ESC for reimbursement of expenses. The district should certify that all payments requested are for appropriate purposes and in accordance with the agreements set forth in the application and award documents, should state the period for which reimbursement is being requested, should itemize the costs by major budget category per the budget summary should show current costs and cumulative cost to date and should be signed by school/district's authorized representative. Supporting documentation for all expenditures, including time and effort designation forms, must be submitted along with the expenditure reports.

The school/district shall abide by the rules of the Office of Management and Budget (OMB), which can be found at:

OMB A-21	http://www.whitehouse.gov/omb/circulars/a021/a21_2004.html
OMB A-110	http://www.whitehouse.gov/omb/circulars/a110/a110.html
OMB A-133	http://www.whitehouse.gov/omb/circulars/a133/a133.pdf

All expenditure reports and supporting documentation should be mailed to:

Region 18 ESC

ATTN: Patsy Charles
5914 W. Courtyard Drive
Building II, Suite 360
Austin, TX 78730

Promptly after receipt of each expenditure report, Region 18 ESC shall make payment thereof except as provided herein. The final expenditure report shall be submitted within fifteen (15) days after the end of the period of performance and shall be marked "Final".

Grant funding shall only be available as long as the USDE makes such funds available and for only the years it makes those funds available. All parties acknowledge that Region 18 ESC does not serve as a guarantor of TIF grant funding, therefore, Region 18 ESC shall not be liable for any costs to the school/district associated with the elimination of grant funding under this MOU. The loss of grant funding shall also constitute cause for immediate termination of this agreement.

VIII. Funding and Limitation of Costs

Region 18 ESC shall reimburse the school/district for those allowable costs presently allotted and detailed in Attachment A. For the period of performance of this cost-reimbursable MOU, Region 18 ESC shall reimburse the school/district for costs incurred and non-cancellable expenses up to but not to exceed the amount provided in Attachment A per TIF campus during this project period. TIF budget allocations per campus will be provided to the district by the Region 18 ESC on an annual basis as an addendum to this MOU.

IX. Audit of Records

School/district agrees to comply with the requirements of OMB Circulars A-110, A-21, and A-133. Notwithstanding any other conditions of this MOU, school/district's books and records which pertain to this MOU will be made available upon request at the school/district's regular place of business for audit by personnel authorized by Region 18 ESC or by the Texas State Auditor. Additionally, the books and records will be retained for a period of seven (7) years following final payment.

X. Inspection

Region 18 ESC and/or any of its duly authorized representatives, shall have access, at the school/district's regular place of business during regular office hours, to any books, documents, papers and records of the school/district which are directly pertinent to this MOU, for the purpose of making audits, examinations, excerpts and transcriptions, and shall have the right at all reasonable times to inspect or otherwise evaluate the work performed or being performed by the school/district. Additionally, the books and records must be retained for a period of seven (7) years following final payment.

XI. Reports

The school/district shall submit an annual progress report to the Region 18 ESC under this MOU due July 15 of that grant year (activities through June 30). See Attachment E for a progress report template and instructions. In addition, expenditure reports should be submitted monthly by the districts to Region 18 ESC.

XII. Requirements

The school/district shall be responsible for compliance with all requirements and obligations relating to such services under local, state or federal law. The school/district shall also be responsible for all licensing requirements of any local, state or federal jurisdiction to which the performance of its services may be subject.

XIII. Sovereign Immunity

Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of Texas, Region 18 Education Service Center or their respective staff and employees.

XIV. Applicable Law

This MOU shall be governed by the laws of the State of Texas.

XV. Dispute Resolution

The Executive Director of Region 18 ESC or his/her designee and the authorized agent of Athens ISD shall resolve disputes that develop under this MOU.

XVI. Assurances

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

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

XVII. Amendments

Any change to this MOU shall be preceded by a written amendment signed by both parties of this MOU. An amendment is required:

- 1) Whenever the term of this MOU is extended or reduced without terminating the MOU.
- 2) Or, for any change in terms and conditions of the MOU.

XVIII. Termination

Except as otherwise provided for in this Agreement, either party may terminate this MOU without cause or penalty effective August 31st of each year by giving the other party a written notice of such termination by no later than July 1st of that year. If not terminated by the above method, this MOU shall be terminated upon the expiration date specified under Term of MOU

above. Any claim to additional grant funding shall cease as of the effective date of a termination hereunder.

FOR AND ON BEHALF OF THE ATHENS ISD

(b)(6)

Dr. Robert Steeber, Superintendent

Date

7-25-12

*Director of Curriculum & Assessment
Signed with permission of Asst. Supt.*

FOR AND ON BEHALF OF THE REGION 18 ESC

(b)(6)

John Thomas, Executive Director

Date

7-24-12

Texas TIF Project
MOU Between
Region 18 ESC and Coldspring-Oakhurst CISD

2012 Texas Teacher Incentive Fund (TIF) Grant Memorandum of Understanding (MOU) Between Region 18 Education Service Center (ESC) and Coldspring- Oakhurst Consolidated Independent School District (CISD)

This Memorandum of Understanding (MOU) is entered into by and between Region 18 Education Service Center (ESC) and Coldspring-Oakhurst Consolidated Independent School District (CISD).

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

I. Scope of Work

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

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

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

III. Lead Applicant and Fiscal Agent

Region 18 ESC will serve as the lead applicant. As the lead applicant, Region 18 ESC will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Region 18 ESC understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Participating Local Education Agency (LEA) Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved Texas TIF grant application;

- 2) The district will, at a minimum, contribute the following as matching funds for differentiated compensation: 10% in Year 3, 20% in Year 4, and 40% in Year 5. Differentiated compensation includes bonuses for teacher leaders, performance pay for teachers and principals/assistant principals, and recruitment incentives. The district will provide documentation on matching funds on annual basis as determined by Region 18 ESC;
- 3) Attend all required TIF training throughout the duration of the grant period;
- 4) Provide all necessary TIF expenditure documentation to Region 18 ESC on a monthly basis;
- 5) Submit time and effort designation form for all teacher leaders along with monthly expenditure reports to Region 18 ESC;
- 6) Develop a sustainability plan for the TIF program beyond the life of the grant period. Districts will submit that plan and the budget plan for the grant period to the Region 18 ESC on an annual basis;
- 7) Abide by the parameters determined by the TIF Advisory Board and Region 18 ESC regarding distribution and allocation of recruitment incentives;
- 8) Appoint a person in a leadership position who will serve as the primary liaison to the Region 18 ESC for TIF grant responsibilities. Name: BRENDA KRCHNAK....., Phone #: (936)653-1102 ;
- 9) Send the school/district TIF liaison, or his or her designee, to TIF grant meetings as designated by the TIF Project Director;
- 10) Complete reports, evaluations, data requests and surveys as requested by ED or the TIF Project Director;
- 11) Agree to provide Region 18 ESC access to data from partnering vendors upon request;
- 12) Submit required data to the TIF project value-added vendor, for value-added calculations by the deadline determined by the Region 18 ESC;
- 13) Contract with designated vendors as determined by Region 18 ESC;
- 14) The district will manage due process and adhere to district policies for teacher evaluation. They will also ensure alignment and approval of district policies with the TIF grant;
- 15) Immediately report to the TIF Project Director any misdeed, deficiency, or inability to fulfill any district/school responsibilities; and
- 16) Disseminate reports on accomplished work to state groups, districts and other interested parties as requested by the TIF Project Director.

V. Other Members' Responsibilities

In return for the school/district participation in the project, the Region 18 ESC agrees to the following:

- 1) Provide direction and oversight of the TIF project;
- 2) Serve as a resource to TIF campuses implementing the TIF project;
- 3) Provide guidance to schools during the grant period;
- 4) Assist in developing a district budget plan for the duration of the grant period;
- 5) Assist in developing a district sustainability plan for the TIF program beyond the life of the grant period;
- 6) Meet regularly with the TIF Advisory Board;
- 7) Provide guidance to TIF campuses on recruitment incentive pool;

- 8) Data collection and program monitoring;
- 9) Manage any necessary data systems related to TIF;
- 10) Assign specific staff to serve as liaisons to partnering schools/districts;
- 11) Promote and participate in the specific activities listed in the TIF grant;
- 12) Complete reports, evaluations and surveys as requested by ED;
- 13) Work in collaboration with partner schools/districts and contracted parties on all activities;
- 14) Administer surveys and provide results to district; and
- 15) Disseminate reports on accomplished work to state groups, districts and other interested parties.

VI. Term of MOU

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education, and shall terminate on August 31, 2017. Expenditures incurred prior to the beginning date or subsequent to the termination date for a particular grant year are unallowable. Funding for September 1, 2013 - August 31, 2017 is contingent upon future funding appropriations by ED.

VII. Allowable Costs and Payment

For the purpose of determining the amount payable to the school/district under this MOU, the allowability of costs shall be determined in accordance with the terms of this MOU. Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R. 74.27 and 80.22.)

The school/district shall bill and submit expenditure reports to Region 18 ESC for reimbursement of expenses. The district should certify that all payments requested are for appropriate purposes and in accordance with the agreements set forth in the application and award documents, should state the period for which reimbursement is being requested, should itemize the costs by major budget category per the budget summary should show current costs and cumulative cost to date and should be signed by school/district's authorized representative. Supporting documentation for all expenditures, including time and effort designation forms, must be submitted along with the expenditure reports.

The school/district shall abide by the rules of the Office of Management and Budget (OMB), which can be found at:

OMB A-21	http://www.whitehouse.gov/omb/circulars/a021/a21_2004.html
OMB A-110	http://www.whitehouse.gov/omb/circulars/a110/a110.html
OMB A-133	http://www.whitehouse.gov/omb/circulars/a133/a133.pdf

All expenditure reports and supporting documentation should be mailed to:

**Region 18 ESC
ATTN: Patsy Charles
5914 W. Courtyard Drive
Building II, Suite 360
Austin, TX 78730**

Promptly after receipt of each expenditure report, Region 18 ESC shall make payment thereof except as provided herein. The final expenditure report shall be submitted within fifteen (15) days after the end of the period of performance and shall be marked "Final".

Grant funding shall only be available as long as the USDE makes such funds available and for only the years it makes those funds available. All parties acknowledge that Region 18 ESC does not serve as a guarantor of TIF grant funding, therefore; Region 18 ESC shall not be liable for any costs to the school/district associated with the elimination of grant funding under this MOU. The loss of grant funding shall also constitute cause for immediate termination of this agreement.

VIII. Funding and Limitation of Costs

Region 18 ESC shall reimburse the school/district for those allowable costs presently allotted and detailed in Attachment A. For the period of performance of this cost-reimbursable MOU, Region 18 ESC shall reimburse the school/district for costs incurred and non-cancellable expenses up to but not to exceed the amount provided in Attachment A per TIF campus during this project period. TIF budget allocations per campus will be provided to the district by the Region 18 ESC on an annual basis as an addendum to this MOU.

IX. Audit of Records

School/district agrees to comply with the requirements of OMB Circulars A-110, A-21, and A-133. Notwithstanding any other conditions of this MOU, school/district's books and records which pertain to this MOU will be made available upon request at the school/district's regular place of business for audit by personnel authorized by Region 18 ESC or by the Texas State Auditor. Additionally, the books and records will be retained for a period of seven (7) years following final payment.

X. Inspection

Region 18 ESC and/or any of its duly authorized representatives, shall have access, at the school/district's regular place of business during regular office hours, to any books, documents, papers and records of the school/district which are directly pertinent to this MOU, for the purpose of making audits, examinations, excerpts and transcriptions, and shall have the right at all reasonable times to inspect or otherwise evaluate the work performed or being performed by the school/district. Additionally, the books and records must be retained for a period of seven (7) years following final payment.

XI. Reports

The school/district shall submit an annual progress report to the Region 18 ESC under this MOU due July 15 of that grant year (activities through June 30). See Attachment E for a progress report template and instructions. In addition, expenditure reports should be submitted

monthly by the districts to Region 18 ESC.

XII. Requirements

The school/district shall be responsible for compliance with all requirements and obligations relating to such services under local, state or federal law. The school/district shall also be responsible for all licensing requirements of any local, state or federal jurisdiction to which the performance of its services may be subject.

XIII. Sovereign Immunity

Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of Texas, Region 18 Education Service Center or their respective staff and employees.

XIV. Applicable Law

This MOU shall be governed by the laws of the State of Texas.

XV. Dispute Resolution

The Executive Director of Region 18 ESC or his/her designee and the authorized agent of Coldspring-Oakhurst CISD shall resolve disputes that develop under this MOU.

XVI. Assurances

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

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

XVII. Amendments

Any change to this MOU shall be preceded by a written amendment signed by both parties of this MOU. An amendment is required:

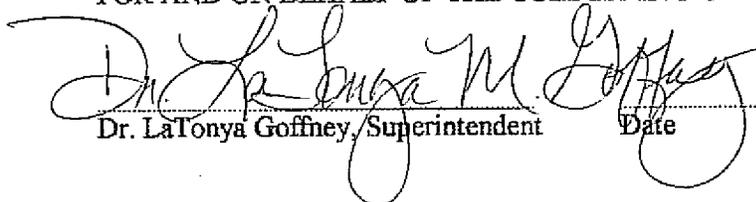
- 1) Whenever the term of this MOU is extended or reduced without terminating the MOU.
- 2) Or, for any change in terms and conditions of the MOU.

XVIII. Termination

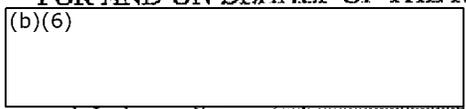
Except as otherwise provided for in this Agreement, either party may terminate this MOU without cause or penalty effective August 31st of each year by giving the other party a written notice of such termination by no later than July 1st of that year. If not terminated by the above

method, this MOU shall be terminated upon the expiration date specified under Term of MOU above. Any claim to additional grant funding shall cease as of the effective date of a termination hereunder.

FOR AND ON BEHALF OF THE COLDSRING-OAKHURST CISD

 7-24-12
Dr. LaTonya Goffney, Superintendent Date

FOR AND ON BEHALF OF THE REGION 18 ESC

(b)(6)
 7-24-12
John Thomas, Executive Director Date

**Texas TIF Project
MOU Between
Region 18 ESC and Grand Prairie ISD**

2012 Texas Teacher Incentive Fund (TIF) Grant Memorandum of Understanding (MOU) Between Region 18 Education Service Center (ESC) and Grand Prairie Independent School District (ISD)

This Memorandum of Understanding (MOU) is entered into by and between Region 18 Education Service Center (ESC) and Grand Prairie Independent School District (ISD).

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

I. Scope of Work

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

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

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

III. Lead Applicant and Fiscal Agent

Region 18 ESC will serve as the lead applicant. As the lead applicant, Region 18 ESC will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Region 18 ESC understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Participating Local Education Agency (LEA) Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved Texas TIF grant application;
- 2) The district will, at a minimum, contribute the following as matching funds for differentiated compensation: 10% in Year 3, 20% in Year 4, and 40% in Year 5.

Differentiated compensation includes bonuses for teacher leaders, performance pay for teachers and principals/assistant principals, and recruitment incentives. The district will provide documentation on matching funds on annual basis as determined by Region 18 ESC;

- 3) Attend all required TIF training throughout the duration of the grant period;
- 4) Provide all necessary TIF expenditure documentation to Region 18 ESC on a monthly basis;
- 5) Submit time and effort designation form for all teacher leaders along with monthly expenditure reports to Region 18 ESC;
- 6) Develop a sustainability plan for the TIF program beyond the life of the grant period. Districts will submit that plan and the budget plan for the grant period to the Region 18 ESC on an annual basis;
- 7) Abide by the parameters determined by the TIF Advisory Board and Region 18 ESC regarding distribution and allocation of recruitment incentives;
- 8) Appoint a person in a leadership position who will serve as the primary liaison to the Region 18 ESC for TIF grant responsibilities. Name: _____, Phone #: _____;
- 9) Send the school/district TIF liaison, or his or her designee, to TIF grant meetings as designated by the TIF Project Director;
- 10) Complete reports, evaluations, data requests and surveys as requested by ED or the TIF Project Director;
- 11) Agree to provide Region 18 ESC access to data from partnering vendors upon request;
- 12) Submit required data to the TIF project value-added vendor, for value-added calculations by the deadline determined by the Region 18 ESC;
- 13) Contract with designated vendors as determined by Region 18 ESC;
- 14) The district will manage due process and adhere to district policies for teacher evaluation. They will also ensure alignment and approval of district policies with the TIF grant;
- 15) Immediately report to the TIF Project Director any misdeed, deficiency, or inability to fulfill any district/school responsibilities; and
- 16) Disseminate reports on accomplished work to state groups, districts and other interested parties as requested by the TIF Project Director.

V. Other Members' Responsibilities

In return for the school/district participation in the project, the Region 18 ESC agrees to the following:

- 1) Provide direction and oversight of the TIF project;
- 2) Serve as a resource to TIF campuses implementing the TIF project;
- 3) Provide guidance to schools during the grant period;
- 4) Assist in developing a district budget plan for the duration of the grant period;
- 5) Assist in developing a district sustainability plan for the TIF program beyond the life of the grant period;
- 6) Meet regularly with the TIF Advisory Board;
- 7) Provide guidance to TIF campuses on recruitment incentive pool;
- 8) Data collection and program monitoring;
- 9) Manage any necessary data systems related to TIF;

- 10) Assign specific staff to serve as liaisons to partnering schools/districts;
- 11) Promote and participate in the specific activities listed in the TIF grant;
- 12) Complete reports, evaluations and surveys as requested by ED;
- 13) Work in collaboration with partner schools/districts and contracted parties on all activities;
- 14) Administer surveys and provide results to district; and
- 15) Disseminate reports on accomplished work to state groups, districts and other interested parties.

VI. Term of MOU

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education, and shall terminate on August 31, 2017. Expenditures incurred prior to the beginning date or subsequent to the termination date for a particular grant year are unallowable. Funding for September 1, 2013 - August 31, 2017 is contingent upon future funding appropriations by ED.

VII. Allowable Costs and Payment

For the purpose of determining the amount payable to the school/district under this MOU, the allowability of costs shall be determined in accordance with the terms of this MOU. Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R. 74.27 and 80.22.)

The school/district shall bill and submit expenditure reports to Region 18 ESC for reimbursement of expenses. The district should certify that all payments requested are for appropriate purposes and in accordance with the agreements set forth in the application and award documents, should state the period for which reimbursement is being requested, should itemize the costs by major budget category per the budget summary should show current costs and cumulative cost to date and should be signed by school/district's authorized representative. Supporting documentation for all expenditures, including time and effort designation forms, must be submitted along with the expenditure reports.

The school/district shall abide by the rules of the Office of Management and Budget (OMB), which can be found at:

OMB A-21	http://www.whitehouse.gov/omb/circulars/a021/a21_2003.html
OMB A-110	http://www.whitehouse.gov/omb/circulars/a110/a110.html
OMB A-133	http://www.whitehouse.gov/omb/circulars/a133/a133.pdf

All expenditure reports and supporting documentation should be mailed to:

Region 18 ESC

ATTN: Patsy Charles
5914 W. Courtyard Drive
Building II, Suite 360
Austin, TX 78730

Promptly after receipt of each expenditure report, Region 18 ESC shall make payment thereof except as provided herein. The final expenditure report shall be submitted within fifteen (15) days after the end of the period of performance and shall be marked "Final".

Grant funding shall only be available as long as the USDE makes such funds available and for only the years it makes those funds available. All parties acknowledge that Region 18 ESC does not serve as a guarantor of TIF grant funding, therefore; Region 18 ESC shall not be liable for any costs to the school/district associated with the elimination of grant funding under this MOU. The loss of grant funding shall also constitute cause for immediate termination of this agreement.

VIII. Funding and Limitation of Costs

Region 18 ESC shall reimburse the school/district for those allowable costs presently allotted and detailed in Attachment A. For the period of performance of this cost-reimbursable MOU, Region 18 ESC shall reimburse the school/district for costs incurred and non-cancellable expenses up to but not to exceed the amount provided in Attachment A per TIF campus during this project period. TIF budget allocations per campus will be provided to the district by the Region 18 ESC on an annual basis as an addendum to this MOU.

IX. Audit of Records

School/district agrees to comply with the requirements of OMB Circulars A-110, A-21, and A-133. Notwithstanding any other conditions of this MOU, school/district's books and records which pertain to this MOU will be made available upon request at the school/district's regular place of business for audit by personnel authorized by Region 18 ESC or by the Texas State Auditor. Additionally, the books and records will be retained for a period of seven (7) years following final payment.

X. Inspection

Region 18 ESC and/or any of its duly authorized representatives, shall have access, at the school/district's regular place of business during regular office hours, to any books, documents, papers and records of the school/district which are directly pertinent to this MOU, for the purpose of making audits, examinations, excerpts and transcriptions, and shall have the right at all reasonable times to inspect or otherwise evaluate the work performed or being performed by the school/district. Additionally, the books and records must be retained for a period of seven (7) years following final payment.

XI. Reports

The school/district shall submit an annual progress report to the Region 18 ESC under this MOU due July 15 of that grant year (activities through June 30). See Attachment E for a progress report template and instructions. In addition, expenditure reports should be submitted monthly by the districts to Region 18 ESC.

XII. Requirements

The school/district shall be responsible for compliance with all requirements and obligations relating to such services under local, state or federal law. The school/district shall also be responsible for all licensing requirements of any local, state or federal jurisdiction to which the performance of its services may be subject.

XIII. Sovereign Immunity

Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of Texas, Region 18 Education Service Center or their respective staff and employees.

XIV. Applicable Law

This MOU shall be governed by the laws of the State of Texas.

XV. Dispute Resolution

The Executive Director of Region 18 ESC or his/her designee and the authorized agent of Grand Prairie ISD shall resolve disputes that develop under this MOU.

XVI. Assurances

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

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

XVII. Amendments

Any change to this MOU shall be preceded by a written amendment signed by both parties of this MOU. An amendment is required:

- 1) Whenever the term of this MOU is extended or reduced without terminating the MOU.
- 2) Or, for any change in terms and conditions of the MOU.

XVIII. Termination

Except as otherwise provided for in this Agreement, either party may terminate this MOU without cause or penalty effective August 31st of each year by giving the other party a written notice of such termination by no later than July 1st of that year. If not terminated by the above method, this MOU shall be terminated upon the expiration date specified under Term of MOU

above. Any claim to additional grant funding shall cease as of the effective date of a termination hereunder.

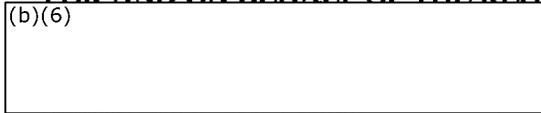
FOR AND ON BEHALF OF THE GRAND PRAIRIE ISD



Susan Simpson-Hull, Superintendent

7/25/12
Date

FOR AND ON BEHALF OF THE REGION 18 ESC

(b)(6)


John Thomas, Executive Director

7-24-12
Date

**Texas TIF Project
MOU Between
Region 18 ESC and Lancaster ISD**

2012 Texas Teacher Incentive Fund (TIF) Grant Memorandum of Understanding (MOU) Between Region 18 Education Service Center (ESC) and Lancaster Independent School District (ISD)

This Memorandum of Understanding (MOU) is entered into by and between Region 18 Education Service Center (ESC) and Lancaster Independent School District (ISD).

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

I. Scope of Work

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

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

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

III. Lead Applicant and Fiscal Agent

Region 18 ESC will serve as the lead applicant. As the lead applicant, Region 18 ESC will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Region 18 ESC understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Participating Local Education Agency (LEA) Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved Texas TIF grant application;
- 2) The district will, at a minimum, contribute the following as matching funds for differentiated compensation: 10% in Year 3, 20% in Year 4, and 40% in Year 5.

**ATTN: Patsy Charles
5914 W. Courtyard Drive
Building II, Suite 360
Austin, TX 78730**

Promptly after receipt of each expenditure report, Region 18 ESC shall make payment thereof except as provided herein. The final expenditure report shall be submitted within fifteen (15) days after the end of the period of performance and shall be marked "Final".

Grant funding shall only be available as long as the USDE makes such funds available and for only the years it makes those funds available. All parties acknowledge that Region 18 ESC does not serve as a guarantor of TIF grant funding, therefore; Region 18 ESC shall not be liable for any costs to the school/district associated with the elimination of grant funding under this MOU. The loss of grant funding shall also constitute cause for immediate termination of this agreement.

VIII. Funding and Limitation of Costs

Region 18 ESC shall reimburse the school/district for those allowable costs presently allotted and detailed in Attachment A. For the period of performance of this cost-reimbursable MOU, Region 18 ESC shall reimburse the school/district for costs incurred and non-cancellable expenses up to but not to exceed the amount provided in Attachment A per TIF campus during this project period. TIF budget allocations per campus will be provided to the district by the Region 18 ESC on an annual basis as an addendum to this MOU.

IX. Audit of Records

School/district agrees to comply with the requirements of OMB Circulars A-110, A-21, and A-133. Notwithstanding any other conditions of this MOU, school/district's books and records which pertain to this MOU will be made available upon request at the school/district's regular place of business for audit by personnel authorized by Region 18 ESC or by the Texas State Auditor. Additionally, the books and records will be retained for a period of seven (7) years following final payment.

X. Inspection

Region 18 ESC and/or any of its duly authorized representatives, shall have access, at the school/district's regular place of business during regular office hours, to any books, documents, papers and records of the school/district which are directly pertinent to this MOU, for the purpose of making audits, examinations, excerpts and transcriptions, and shall have the right at all reasonable times to inspect or otherwise evaluate the work performed or being performed by the school/district. Additionally, the books and records must be retained for a period of seven (7) years following final payment.

XI. Reports

The school/district shall submit an annual progress report to the Region 18 ESC under this MOU due July 15 of that grant year (activities through June 30). See Attachment E for a progress report template and instructions. In addition, expenditure reports should be submitted monthly by the districts to Region 18 ESC.

XII. Requirements

The school/district shall be responsible for compliance with all requirements and obligations relating to such services under local, state or federal law. The school/district shall also be responsible for all licensing requirements of any local, state or federal jurisdiction to which the performance of its services may be subject.

XIII. Sovereign Immunity

Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of Texas, Region 18 Education Service Center or their respective staff and employees.

XIV. Applicable Law

This MOU shall be governed by the laws of the State of Texas.

XV. Dispute Resolution

The Executive Director of Region 18 ESC or his/her designee and the authorized agent of Lancaster ISD shall resolve disputes that develop under this MOU.

XVI. Assurances

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

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

XVII. Amendments

Any change to this MOU shall be preceded by a written amendment signed by both parties of this MOU. An amendment is required:

- 1) Whenever the term of this MOU is extended or reduced without terminating the MOU
- 2) Or, for any change in terms and conditions of the MOU.

XVIII. Termination

Except as otherwise provided for in this Agreement, either party may terminate this MOU without cause or penalty effective August 31st of each year by giving the other party a written notice of such termination by no later than July 1st of that year. If not terminated by the above method, this MOU shall be terminated upon the expiration date specified under Term of MOU

above. Any claim to additional grant funding shall cease as of the effective date of a termination hereunder.

FOR AND ON BEHALF OF THE LANCASTER ISD

 07/24/12

Dr. Michael McFarland, **Superintendent** **Date**

FOR AND ON BEHALF OF THE REGION 18 ESC

(b)(6)


7-24-12
Date

John Thomas, Executive Director

Texas TIF Project
MOU Between
Region 18 ESC and Lytle ISD

2012 Texas Teacher Incentive Fund (TIF) Grant Memorandum of Understanding (MOU) Between Region 18 Education Service Center (ESC) and Lytle Independent School District (ISD)

This Memorandum of Understanding (MOU) is entered into by and between Region 18 Education Service Center (ESC) and Lytle Independent School District (ISD).

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

I. Scope of Work

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

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

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

III. Lead Applicant and Fiscal Agent

Region 18 ESC will serve as the lead applicant. As the lead applicant, Region 18 ESC will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Region 18 ESC understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Participating Local Education Agency (LEA) Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved Texas TIF grant application;
- 2) The district will, at a minimum, contribute the following as matching funds for differentiated compensation: 10% in Year 3, 20% in Year 4, and 40% in Year 5.

- 10) Assign specific staff to serve as liaisons to partnering schools/districts;
- 11) Promote and participate in the specific activities listed in the TIF grant;
- 12) Complete reports, evaluations and surveys as requested by ED;
- 13) Work in collaboration with partner schools/districts and contracted parties on all activities;
- 14) Administer surveys and provide results to district; and
- 15) Disseminate reports on accomplished work to state groups, districts and other interested parties.

VI. Term of MOU

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education, and shall terminate on August 31, 2017. Expenditures incurred prior to the beginning date or subsequent to the termination date for a particular grant year are unallowable. Funding for September 1, 2013 - August 31, 2017 is contingent upon future funding appropriations by ED.

VII. Allowable Costs and Payment

For the purpose of determining the amount payable to the school/district under this MOU, the allowability of costs shall be determined in accordance with the terms of this MOU. Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R. 74.27 and 80.22.)

The school/district shall bill and submit expenditure reports to Region 18 ESC for reimbursement of expenses. The district should certify that all payments requested are for appropriate purposes and in accordance with the agreements set forth in the application and award documents, should state the period for which reimbursement is being requested, should itemize the costs by major budget category per the budget summary should show current costs and cumulative cost to date and should be signed by school/district's authorized representative. Supporting documentation for all expenditures, including time and effort designation forms, must be submitted along with the expenditure reports.

The school/district shall abide by the rules of the Office of Management and Budget (OMB), which can be found at:

OMB A-21	http://www.whitehouse.gov/omb/circulars/a021/a21_2001.html
OMB A-110	http://www.whitehouse.gov/omb/circulars/a110/a110.html
OMB A-133	http://www.whitehouse.gov/omb/circulars/a133/a133.pdf

All expenditure reports and supporting documentation should be mailed to:

Region 18 ESC

**ATTN: Patsy Charles
5914 W. Courtyard Drive
Building II, Suite 360
Austin, TX 78730**

Promptly after receipt of each expenditure report, Region 18 ESC shall make payment thereof except as provided herein. The final expenditure report shall be submitted within fifteen (15) days after the end of the period of performance and shall be marked "Final".

Grant funding shall only be available as long as the USDE makes such funds available and for only the years it makes those funds available. All parties acknowledge that Region 18 ESC does not serve as a guarantor of TIF grant funding, therefore; Region 18 ESC shall not be liable for any costs to the school/district associated with the elimination of grant funding under this MOU. The loss of grant funding shall also constitute cause for immediate termination of this agreement.

VIII. Funding and Limitation of Costs

Region 18 ESC shall reimburse the school/district for those allowable costs presently allotted and detailed in Attachment A. For the period of performance of this cost-reimbursable MOU, Region 18 ESC shall reimburse the school/district for costs incurred and non-cancellable expenses up to but not to exceed the amount provided in Attachment A per TIF campus during this project period. TIF budget allocations per campus will be provided to the district by the Region 18 ESC on an annual basis as an addendum to this MOU.

IX. Audit of Records

School/district agrees to comply with the requirements of OMB Circulars A-110, A-21, and A-133. Notwithstanding any other conditions of this MOU, school/district's books and records which pertain to this MOU will be made available upon request at the school/district's regular place of business for audit by personnel authorized by Region 18 ESC or by the Texas State Auditor. Additionally, the books and records will be retained for a period of seven (7) years following final payment.

X. Inspection

Region 18 ESC and/or any of its duly authorized representatives, shall have access, at the school/district's regular place of business during regular office hours, to any books, documents, papers and records of the school/district which are directly pertinent to this MOU, for the purpose of making audits, examinations, excerpts and transcriptions, and shall have the right at all reasonable times to inspect or otherwise evaluate the work performed or being performed by the school/district. Additionally, the books and records must be retained for a period of seven (7) years following final payment.

XI. Reports

The school/district shall submit an annual progress report to the Region 18 ESC under this MOU due July 15 of that grant year (activities through June 30). See Attachment E for a progress report template and instructions. In addition, expenditure reports should be submitted monthly by the districts to Region 18 ESC.

XII. Requirements

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XIII. Sovereign Immunity

Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of Texas, Region 18 Education Service Center or their respective staff and employees.

XIV. Applicable Law

This MOU shall be governed by the laws of the State of Texas.

XV. Dispute Resolution

The Executive Director of Region 18 ESC or his/her designee and the authorized agent of Lytle ISD shall resolve disputes that develop under this MOU.

XVI. Assurances

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

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

XVII. Amendments

Any change to this MOU shall be preceded by a written amendment signed by both parties of this MOU. An amendment is required:

- 1) Whenever the term of this MOU is extended or reduced without terminating the MOU.
- 2) Or, for any change in terms and conditions of the MOU.

XVIII. Termination

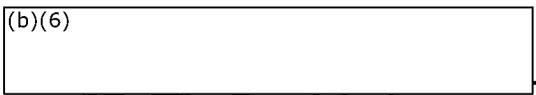
Except as otherwise provided for in this Agreement, either party may terminate this MOU without cause or penalty effective August 31st of each year by giving the other party a written notice of such termination by no later than July 1st of that year. If not terminated by the above method, this MOU shall be terminated upon the expiration date specified under Term of MOU

above. Any claim to additional grant funding shall cease as of the effective date of a termination hereunder.

FOR AND ON BEHALF OF THE LYTLE ISD

Michelle Carroll Smith 7-25-12
Michelle Carroll-Smith, Superintendent Date

FOR AND ON BEHALF OF THE REGION 18 ESC

(b)(6)

John Thomas, Executive Director 7-24-12
Date

Texas TIF Project
MOU Between
Region 18 ESC and New Caney ISD

2012 Texas Teacher Incentive Fund (TIF) Grant Memorandum of Understanding (MOU) Between Region 18 Education Service Center (ESC) and New Caney Independent School District (ISD)

This Memorandum of Understanding (MOU) is entered into by and between Region 18 Education Service Center (ESC) and New Caney Independent School District (ISD).

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

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

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

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

III. Lead Applicant and Fiscal Agent

Region 18 ESC will serve as the lead applicant. As the lead applicant, Region 18 ESC will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Region 18 ESC understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Participating Local Education Agency (LEA) Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved Texas TIF grant application;
- 2) The district will, at a minimum, contribute the following as matching funds for differentiated compensation: 10% in Year 3, 20% in Year 4, and 40% in Year 5.

Differentiated compensation includes bonuses for teacher leaders, performance pay for teachers and principals/assistant principals, and recruitment incentives. The district will provide documentation on matching funds on annual basis as determined by Region 18 ESC;

- 3) Attend all required TIF training throughout the duration of the grant period;
- 4) Provide all necessary TIF expenditure documentation to Region 18 ESC on a monthly basis;
- 5) Submit time and effort designation form for all teacher leaders along with monthly expenditure reports to Region 18 ESC;
- 6) Develop a sustainability plan for the TIF program beyond the life of the grant period. Districts will submit that plan and the budget plan for the grant period to the Region 18 ESC on an annual basis;
- 7) Abide by the parameters determined by the TIF Advisory Board and Region 18 ESC regarding distribution and allocation of recruitment incentives;
- 8) Appoint a person in a leadership position who will serve as the primary liaison to the Region 18 ESC for TIF grant responsibilities. Name: _____, Phone #: _____;
- 9) Send the school/district TIF liaison, or his or her designee, to TIF grant meetings as designated by the TIF Project Director;
- 10) Complete reports, evaluations, data requests and surveys as requested by ED or the TIF Project Director;
- 11) Agree to provide Region 18 ESC access to data from partnering vendors upon request;
- 12) Submit required data to the TIF project value-added vendor, for value-added calculations by the deadline determined by the Region 18 ESC;
- 13) Contract with designated vendors as determined by Region 18 ESC;
- 14) The district will manage due process and adhere to district policies for teacher evaluation. They will also ensure alignment and approval of district policies with the TIF grant;
- 15) Immediately report to the TIF Project Director any misdeed, deficiency, or inability to fulfill any district/school responsibilities; and
- 16) Disseminate reports on accomplished work to state groups, districts and other interested parties as requested by the TIF Project Director.

V. Other Members' Responsibilities

In return for the school/district participation in the project, the Region 18 ESC agrees to the following:

- 1) Provide direction and oversight of the TIF project;
- 2) Serve as a resource to TIF campuses implementing the TIF project;
- 3) Provide guidance to schools during the grant period;
- 4) Assist in developing a district budget plan for the duration of the grant period;
- 5) Assist in developing a district sustainability plan for the TIF program beyond the life of the grant period;
- 6) Meet regularly with the TIF Advisory Board;
- 7) Provide guidance to TIF campuses on recruitment incentive pool;
- 8) Data collection and program monitoring;
- 9) Manage any necessary data systems related to TIF;

- 10) Assign specific staff to serve as liaisons to partnering schools/districts;
- 11) Promote and participate in the specific activities listed in the TIF grant;
- 12) Complete reports, evaluations and surveys as requested by ED;
- 13) Work in collaboration with partner schools/districts and contracted parties on all activities;
- 14) Administer surveys and provide results to district; and
- 15) Disseminate reports on accomplished work to state groups, districts and other interested parties.

VI. Term of MOU

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education, and shall terminate on August 31, 2017. Expenditures incurred prior to the beginning date or subsequent to the termination date for a particular grant year are unallowable. Funding for September 1, 2013 - August 31, 2017 is contingent upon future funding appropriations by ED.

VII. Allowable Costs and Payment

For the purpose of determining the amount payable to the school/district under this MOU, the allowability of costs shall be determined in accordance with the terms of this MOU. Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R. 74.27 and 80.22.)

The school/district shall bill and submit expenditure reports to Region 18 ESC for reimbursement of expenses. The district should certify that all payments requested are for appropriate purposes and in accordance with the agreements set forth in the application and award documents, should state the period for which reimbursement is being requested, should itemize the costs by major budget category per the budget summary should show current costs and cumulative cost to date and should be signed by school/district's authorized representative. Supporting documentation for all expenditures, including time and effort designation forms, must be submitted along with the expenditure reports.

The school/district shall abide by the rules of the Office of Management and Budget (OMB), which can be found at:

OMB A-21 http://www.whitehouse.gov/omb/circulars/a021/a21_2004.html

OMB A-133 <http://www.whitehouse.gov/omb/circulars/a133/a133.pdf>

All expenditure reports and supporting documentation should be mailed to:

Region 18 ESC

ATTN: Patsy Charles
5914 W. Courtyard Drive
Building II, Suite 360
Austin, TX 78730

Promptly after receipt of each expenditure report, Region 18 ESC shall make payment thereof except as provided herein. The final expenditure report shall be submitted within fifteen (15) days after the end of the period of performance and shall be marked "Final".

Grant funding shall only be available as long as the USDE makes such funds available and for only the years it makes those funds available. All parties acknowledge that Region 18 ESC does not serve as a guarantor of TIF grant funding, therefore; Region 18 ESC shall not be liable for any costs to the school/district associated with the elimination of grant funding under this MOU. The loss of grant funding shall also constitute cause for immediate termination of this agreement.

VIII. Funding and Limitation of Costs

Region 18 ESC shall reimburse the school/district for those allowable costs presently allotted and detailed in Attachment A. For the period of performance of this cost-reimbursable MOU, Region 18 ESC shall reimburse the school/district for costs incurred and non-cancellable expenses up to but not to exceed the amount provided in Attachment A per TIF campus during this project period. TIF budget allocations per campus will be provided to the district by the Region 18 ESC on an annual basis as an addendum to this MOU.

IX. Audit of Records

School/district agrees to comply with the requirements of OMB Circulars A-110, A-21, and A-133. Notwithstanding any other conditions of this MOU, school/district's books and records which pertain to this MOU will be made available upon request at the school/district's regular place of business for audit by personnel authorized by Region 18 ESC or by the Texas State Auditor. Additionally, the books and records will be retained for a period of seven (7) years following final payment.

X. Inspection

Region 18 ESC and/or any of its duly authorized representatives, shall have access, at the school/district's regular place of business during regular office hours, to any books, documents, papers and records of the school/district which are directly pertinent to this MOU, for the purpose of making audits, examinations, excerpts and transcriptions, and shall have the right at all reasonable times to inspect or otherwise evaluate the work performed or being performed by the school/district. Additionally, the books and records must be retained for a period of seven (7) years following final payment.

XI. Reports

The school/district shall submit an annual progress report to the Region 18 ESC under this MOU due July 15 of that grant year (activities through June 30). See Attachment E for a progress report template and instructions. In addition, expenditure reports should be submitted monthly by the districts to Region 18 ESC.

XII. Requirements

The school/district shall be responsible for compliance with all requirements and obligations relating to such services under local, state or federal law. The school/district shall also be responsible for all licensing requirements of any local, state or federal jurisdiction to which the performance of its services may be subject.

XIII. Sovereign Immunity

Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of Texas, Region 18 Education Service Center or their respective staff and employees.

XIV. Applicable Law

This MOU shall be governed by the laws of the State of Texas.

XV. Dispute Resolution

The Executive Director of Region 18 ESC or his/her designee and the authorized agent of New Caney ISD shall resolve disputes that develop under this MOU.

XVI. Assurances

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

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

XVII. Amendments

Any change to this MOU shall be preceded by a written amendment signed by both parties of this MOU. An amendment is required:

- 1) Whenever the term of this MOU is extended or reduced without terminating the MOU.
- 2) Or, for any change in terms and conditions of the MOU.

XVIII. Termination

Except as otherwise provided for in this Agreement, either party may terminate this MOU without cause or penalty effective August 31st of each year by giving the other party a written notice of such termination by no later than July 1st of that year. If not terminated by the above method, this MOU shall be terminated upon the expiration date specified under Term of MOU

above. Any claim to additional grant funding shall cease as of the effective date of a termination hereunder.

FOR AND ON BEHALF OF THE NEW CANEY ISD

(b)(6)

07/24/12

~~Kenn Franklin, Superintendent~~

Date

~~John Emerich, Executive Director of Administration~~

FOR AND ON BEHALF OF THE REGION 18 ESC

(b)(6)

7-24-12

~~John Thomas, Executive Director~~

Date

Texas TIF Project
MOU Between
Region 18 ESC and Richardson ISD

2012 Texas Teacher Incentive Fund (TIF) Grant Memorandum of Understanding (MOU) Between Region 18 Education Service Center (ESC) and Richardson Independent School District (ISD)

This Memorandum of Understanding (MOU) is entered into by and between Region 18 Education Service Center (ESC) and Richardson Independent School District (ISD).

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

I. Scope of Work

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

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

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

III. Lead Applicant and Fiscal Agent

Region 18 ESC will serve as the lead applicant. As the lead applicant, Region 18 ESC will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Region 18 ESC understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

IV. Participating Local Education Agency (LEA) Responsibilities

Each participating LEA agrees to--

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved Texas TIF grant application;
- 2) The district will, at a minimum, contribute the following as matching funds for differentiated compensation: 10% in Year 3, 20% in Year 4, and 40% in Year 5.

Differentiated compensation includes bonuses for teacher leaders, performance pay for teachers and principals/assistant principals, and recruitment incentives. The district will provide documentation on matching funds on annual basis as determined by Region 18 ESC;

- 3) Attend all required TIF training throughout the duration of the grant period;
- 4) Provide all necessary TIF expenditure documentation to Region 18 ESC on a monthly basis;
- 5) Submit time and effort designation form for all teacher leaders along with monthly expenditure reports to Region 18 ESC;
- 6) Develop a sustainability plan for the TIF program beyond the life of the grant period. Districts will submit that plan and the budget plan for the grant period to the Region 18 ESC on an annual basis;
- 7) Abide by the parameters determined by the TIF Advisory Board and Region 18 ESC regarding distribution and allocation of recruitment incentives;
- 8) Appoint a person in a leadership position who will serve as the primary liaison to the Region 18 ESC for TIF grant responsibilities. Name: _____, Phone #: _____;
- 9) Send the school/district TIF liaison, or his or her designee, to TIF grant meetings as designated by the TIF Project Director;
- 10) Complete reports, evaluations, data requests and surveys as requested by ED or the TIF Project Director;
- 11) Agree to provide Region 18 ESC access to data from partnering vendors upon request;
- 12) Submit required data to the TIF project value-added vendor, for value-added calculations by the deadline determined by the Region 18 ESC;
- 13) Contract with designated vendors as determined by Region 18 ESC;
- 14) The district will manage due process and adhere to district policies for teacher evaluation. They will also ensure alignment and approval of district policies with the TIF grant;
- 15) Immediately report to the TIF Project Director any misdeed, deficiency, or inability to fulfill any district/school responsibilities; and
- 16) Disseminate reports on accomplished work to state groups, districts and other interested parties as requested by the TIF Project Director.

V. Other Members' Responsibilities

In return for the school/district participation in the project, the Region 18 ESC agrees to the following:

- 1) Provide direction and oversight of the TIF project;
- 2) Serve as a resource to TIF campuses implementing the TIF project;
- 3) Provide guidance to schools during the grant period;
- 4) Assist in developing a district budget plan for the duration of the grant period;
- 5) Assist in developing a district sustainability plan for the TIF program beyond the life of the grant period;
- 6) Meet regularly with the TIF Advisory Board;
- 7) Provide guidance to TIF campuses on recruitment incentive pool;
- 8) Data collection and program monitoring;
- 9) Manage any necessary data systems related to TIF;

- 10) Assign specific staff to serve as liaisons to partnering schools/districts;
- 11) Promote and participate in the specific activities listed in the TIF grant;
- 12) Complete reports, evaluations and surveys as requested by ED;
- 13) Work in collaboration with partner schools/districts and contracted parties on all activities;
- 14) Administer surveys and provide results to district; and
- 15) Disseminate reports on accomplished work to state groups, districts and other interested parties.

VI. Term of MOU

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of TIF funds from the US Department of Education, and shall terminate on August 31, 2017. Expenditures incurred prior to the beginning date or subsequent to the termination date for a particular grant year are unallowable. Funding for September 1, 2013 - August 31, 2017 is contingent upon future funding appropriations by ED.

VII. Allowable Costs and Payment

For the purpose of determining the amount payable to the school/district under this MOU, the allowability of costs shall be determined in accordance with the terms of this MOU. Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs in section 80.22 (applicable to SEAs and LEAs). (See 34 C.F.R. 74.27 and 80.22.)

The school/district shall bill and submit expenditure reports to Region 18 ESC for reimbursement of expenses. The district should certify that all payments requested are for appropriate purposes and in accordance with the agreements set forth in the application and award documents, should state the period for which reimbursement is being requested, should itemize the costs by major budget category per the budget summary should show current costs and cumulative cost to date and should be signed by school/district's authorized representative. Supporting documentation for all expenditures, including time and effort designation forms, must be submitted along with the expenditure reports.

The school/district shall abide by the rules of the Office of Management and Budget (OMB), which can be found at:

OMB A-21	http://www.whitehouse.gov/omb/circulars/a021/a21_2004.html
OMB A-110	http://www.whitehouse.gov/omb/circulars/a110/a110.html
OMB A-133	http://www.whitehouse.gov/omb/circulars/a133/a133.pdf

All expenditure reports and supporting documentation should be mailed to:

Region 18 ESC

**ATTN: Patsy Charles
5914 W. Courtyard Drive
Building II, Suite 360
Austin, TX 78730**

Promptly after receipt of each expenditure report, Region 18 ESC shall make payment thereof except as provided herein. The final expenditure report shall be submitted within fifteen (15) days after the end of the period of performance and shall be marked "Final".

Grant funding shall only be available as long as the USDE makes such funds available and for only the years it makes those funds available. All parties acknowledge that Region 18 ESC does not serve as a guarantor of TIF grant funding, therefore; Region 18 ESC shall not be liable for any costs to the school/district associated with the elimination of grant funding under this MOU. The loss of grant funding shall also constitute cause for immediate termination of this agreement.

VIII. Funding and Limitation of Costs

Region 18 ESC shall reimburse the school/district for those allowable costs presently allotted and detailed in Attachment A. For the period of performance of this cost-reimbursable MOU, Region 18 ESC shall reimburse the school/district for costs incurred and non-cancellable expenses up to but not to exceed the amount provided in Attachment A per TIF campus during this project period. TIF budget allocations per campus will be provided to the district by the Region 18 ESC on an annual basis as an addendum to this MOU.

IX. Audit of Records

School/district agrees to comply with the requirements of OMB Circulars A-110, A-21, and A-133. Notwithstanding any other conditions of this MOU, school/district's books and records which pertain to this MOU will be made available upon request at the school/district's regular place of business for audit by personnel authorized by Region 18 ESC or by the Texas State Auditor. Additionally, the books and records will be retained for a period of seven (7) years following final payment.

X. Inspection

Region 18 ESC and/or any of its duly authorized representatives, shall have access, at the school/district's regular place of business during regular office hours, to any books, documents, papers and records of the school/district which are directly pertinent to this MOU, for the purpose of making audits, examinations, excerpts and transcriptions, and shall have the right at all reasonable times to inspect or otherwise evaluate the work performed or being performed by the school/district. Additionally, the books and records must be retained for a period of seven (7) years following final payment.

XI. Reports

The school/district shall submit an annual progress report to the Region 18 ESC under this MOU due July 15 of that grant year (activities through June 30). See Attachment E for a progress report template and instructions. In addition, expenditure reports should be submitted monthly by the districts to Region 18 ESC.

XII. Requirements

The school/district shall be responsible for compliance with all requirements and obligations relating to such services under local, state or federal law. The school/district shall also be responsible for all licensing requirements of any local, state or federal jurisdiction to which the performance of its services may be subject.

XIII. Sovereign Immunity

Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of Texas, Region 18 Education Service Center or their respective staff and employees.

XIV. Applicable Law

This MOU shall be governed by the laws of the State of Texas.

XV. Dispute Resolution

The Executive Director of Region 18 ESC or his/her designee and the authorized agent of Richardson ISD shall resolve disputes that develop under this MOU.

XVI. Assurances

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

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

XVII. Amendments

Any change to this MOU shall be preceded by a written amendment signed by both parties of this MOU. An amendment is required:

- 1) Whenever the term of this MOU is extended or reduced without terminating the MOU.
- 2) Or, for any change in terms and conditions of the MOU.

XVIII. Termination

Except as otherwise provided for in this Agreement, either party may terminate this MOU without cause or penalty effective August 31st of each year by giving the other party a written notice of such termination by no later than July 1st of that year. If not terminated by the above method, this MOU shall be terminated upon the expiration date specified under Term of MOU

above. Any claim to additional grant funding shall cease as of the effective date of a termination hereunder.

FOR AND ON BEHALF OF THE RICHARDSON ISD

Kay Waggoner
Dr. Kay Waggoner, Superintendent

7-24-12
Date

FOR AND ON BEHALF OF THE REGION 18 ESC

(b)(6)
[Redacted Signature]
John Thomas, Executive Director

7-24-12
Date

Appendix C
2012 Texas TIF Project Management Plan
Task and Activities

Appendix C
2012 Texas TIF Project Management Plan
Task/Activity Timeline

Activity/Related Objective	Person(s) Responsible	Year 1				Year 2				Year 3				Year 4				Year 5			
		Quarter				Quarter				Quarter				Quarter				Quarter			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Identify stakeholder working groups	Districts	x																			
Implement evaluation system for a subset of teachers	Districts, PD	x	x	x	x	x	x	x	x												
Comprehensive reform campuses	Schools	x	x	x	x																
Evaluation only campuses	Schools					x	x	x	x												
Conduct TIF Implementation workshops in each district	RC, ETL, CPL	x	x																		
TIF campuses conduct site visits at model schools	Districts	x	x	x																	
TIF faculty presentations about incentive structure	PD	x			x	x			x	x			x	x			x	x		x	
Train Texas TIF staff on vendor models	PD and vendors	x	x	x	x																
Publish RFPs	PD and PS		x																		
Interview/hire Teacher Leaders	Districts, PD		x	x																	
Training and on-site support for TIF schools	RC, ETL, CPL, PM		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
TIF Advisory Board Meeting	PD		x		x		x		x		x		x		x		x		x		
Select models through RFP process	PD and PM			x																	
Publish RFP for External Evaluation	PD and PS			x																	
Hire Evaluator for External Evaluation	PD and PM				x																
TIF campuses attend TIF Summer Institute	Districts				x			x				x				x				x	
Recruit effective educators/distribute recruitment incentives	Districts, PD			x				x				x				x				x	
Annual TIF Report to US Department of Education	PD, PM				x			x				x				x				x	
State test administration	Schools			x				x				x				x				x	
Contracts in place with contractors	PD, PM, PS				x																
MOUs in place with partner districts	PD, Acct, DC	x																			
Value-added calculations complete	Contractor								x												
Teacher leader meetings	ETL, RC, and districts					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Principal meetings	Schools		x	x	x			x	x	x			x	x	x				x	x	
District-level meetings regarding TIF implementation progress	Districts		x		x			x		x			x		x				x		
Implement HCMS modifications	Districts, PD, TASB					x	x	x	x	x	x	x	x								
Implement evaluation system for all teachers	Districts, PD	x	x	x	x	x	x	x	x												
Comprehensive reform campuses	Schools					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Evaluation only campuses	Schools									x	x	x	x	x	x	x	x	x	x	x	
Annual External evaluation report due	Contractor, PD, AD							x				x				x				x	
Review state assessment scores for baseline data	Schools, PD, AD				x				x				x				x			x	
Student achievement goal setting	Schools					x				x				x					x		
TIF Summer Institute	PD, Staff				x				x				x						x		
Report to TEA on student achievement progress	PD, PM									x				x					x		
Teacher and principal incentive checks awarded	Districts, PD									x				x					x		

Appendix D

Indirect Cost Agreement



CDN: 165950

June 18, 2012

Mr. John Thomas, Executive Director
Region 18 Education Service Center
P O. Box 60580
Midland, Texas 79711-0580

SUBJECT: ESC Indirect Cost Rates for July 1, 2012, through June 30, 2013

Dear Mr. John Thomas:

The Division of Federal Program Compliance at the Texas Education Agency (TEA) calculates, approves, and maintains the federal indirect cost rate for Educational Service Centers (ESCs). The approved rate allows ESCs to recover any indirect costs incurred in the administration of federal and state grants. TEA reviewed the financial data from each ESC's Annual Financial and Compliance Report against their respective Exhibit J-2, Schedule of Expenditures for Computation of Indirect Costs for 2012-2013 to calculate the indirect cost rate.

The Division of Federal Program Compliance has calculated the indirect cost rates that will be effective for the period from July 1, 2012, through June 30, 2013. The indirect cost rate for your ESC for this period is as follows:

Restricted Indirect Cost Rate: (applies to federal grant programs with a "supplement not supplant" statutory requirement)	4.350%
Nonrestricted Indirect Cost Rate: (applies to federal grant programs that are <i>not</i> subject to the "supplement not supplant" statutory requirement)	5.921%

Please forward a copy of this indirect cost rate notification to your business office/manager and federal fund coordinators and administrators.

If you have any questions related to the indirect cost rates, please contact the Division of Federal Program Compliance at (512) 463-9127.

Sincerely,

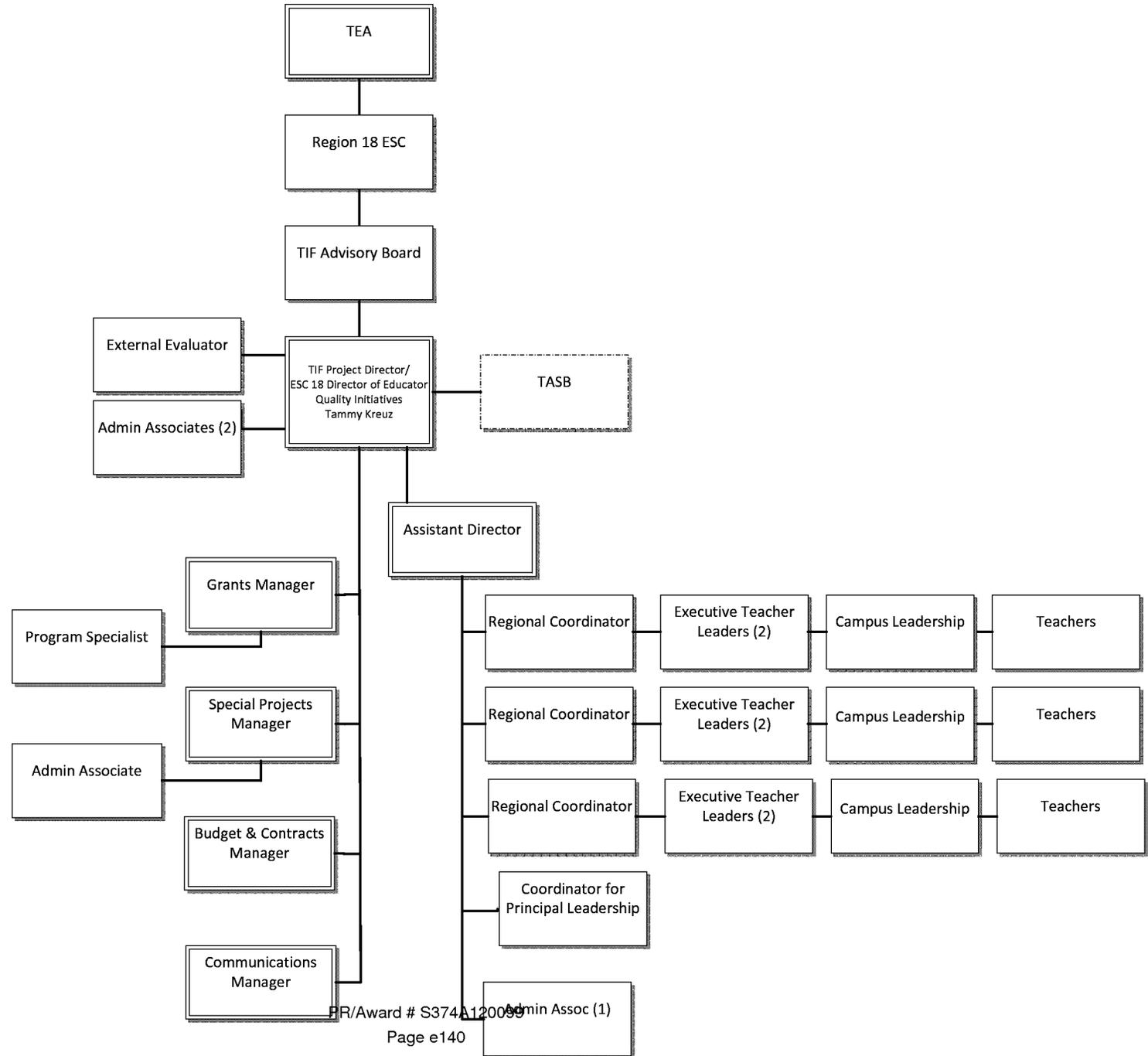
(b)(6)

Mara Ash, Senior Director
Division of Federal Program Compliance

Appendix E

Management Organizational Chart

Texas Teacher Incentive Fund (TIF) Management Organizational Chart



Appendix F

Communication Plan

Appendix F Texas TIF Grant Communication Plan

External Communications

Goal: To increase visibility of the TIF Project throughout the State of Texas and across the nation.

Objective 1: To develop relationships with media outlets with a statewide presence.

Actions – Communication with the Media

Vehicle	Purpose	Frequency	Description of Activities	Person Accountable
Contract with Public Relations Firm	To utilize outside expertise to develop press releases, fact sheets, and other key communication components.	Ongoing	<ul style="list-style-type: none"> Conduct competitive procurement process to contract with for technical assistance in public relations. 	Communications Manager

Objective 2: To sustain the Texas TIF Project beyond the life of the grant through established stakeholder relationships.

Actions – Communication with Stakeholders

Vehicle	Purpose	Frequency	Description of Activities	Person Accountable
Educational Conference Proposals	Develop interest with key school district officials, practitioners, researchers, and policymakers to provide information about the program and encourage participation in the project.	Ongoing	<ul style="list-style-type: none"> Create a conference calendar containing events that are receptive of the Texas TIF Project. Send proposals to all identified calendar events. 	Communications Manager
School District Presentations	Increase the number of partners for project expansion and offer opportunities for practitioners to interact and build internal networks.	As Needed	<ul style="list-style-type: none"> Specific presentations to be scheduled per request and based on partner's needs. 	Project Director
Texas TIF Project Website	Offer real time information, resources and tools about the project to the public.	As Needed	<ul style="list-style-type: none"> Post updates and information for evaluation only schools on a regular basis. 	Communications Manager

Appendix F Texas TIF Grant Communication Plan

Educational Journal Articles	Provide details on the Texas TIF Project success to educators, researchers, and policymakers.	Quarterly	<ul style="list-style-type: none"> Evaluation results and critical successes from participating districts will be shared with educational publications geared towards the K-12 audience. 	Project Director/Communications Manager
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Internal Communications

Goal: To foster systemic school reform through consistent communication with school district officials, principals, and teachers.

Objective 1: To create longstanding partnerships through effective relationships with TIF school district leaders and support staff.

Actions – Communication with Districts

Vehicle	Purpose	Frequency	Description of Activities	Person Accountable
Stakeholder Advisory Groups	To develop a comprehensive HCMS that is aligned with participating district's vision and goals and involves key district officials, community members, and teachers.	Quarterly	<ul style="list-style-type: none"> Analyze the current HCMS Determine necessary modifications to HCMS Identify priorities and research best practices aligned with the state's educator evaluation pilot Develop an action plan and timeline for Years 2-5 of the project 	All appropriate Texas TIF staff
Emails	Inform district about fiscal monitoring and progress in the schools.	Monthly	<ul style="list-style-type: none"> Emails are used to communicate information to district administration 	All appropriate Texas TIF staff
Face to Face Meetings	Discuss implementation progress, budget requirements and plans for sustainability.	Quarterly	<ul style="list-style-type: none"> Staff meet with district administration at least quarterly 	All appropriate Texas TIF staff
Phone Calls	Facilitate open dialogue about project.	As Needed	<ul style="list-style-type: none"> All staff are available to answer questions or provide technical assistance to district staff 	All appropriate Texas TIF staff
Expenditure Reimbursements	Provide timely fiscal reimbursement for district invoices.	Monthly	<ul style="list-style-type: none"> Districts submit expenditure reports and supporting documentation to Texas TIF on a monthly basis 	Project Manager

Objective 2: To create longstanding partnerships through effective relationships with TIF school principals and teachers.

Appendix F Texas TIF Grant Communication Plan

Actions - Communication with Schools

Vehicle	Purpose	Frequency	Description of Activities	Person Accountable
Emails	Inform and facilitate project implementation.	Weekly	<ul style="list-style-type: none"> Emails are used to share information with campus administration and answer questions about implementation 	All appropriate Texas TIF staff
Site Visits	Provide guidance and support for project.	As Needed		All appropriate Texas TIF staff
Phone Calls	Facilitate open dialogue about project.	As Needed	<ul style="list-style-type: none"> All staff are available to answer questions or provide technical assistance to campus staff 	All appropriate Texas TIF staff
Performance Based Compensation Survey	To garner regular feedback from administrators and teachers regarding their understanding of performance pay.	Annually	<ul style="list-style-type: none"> A brief online survey will be distributed to schools following performance payouts. 	All appropriate Texas TIF staff
Performance Based Compensation Training	To ensure that all administrators and teachers understand how their performance pay is calculated.	Annually	<ul style="list-style-type: none"> Develop train the trainer to provide to school administrators about the PBCS that will be shared with their campuses. 	All appropriate Texas TIF staff
Implementation Training	Train all participating campuses to effectively implement their chosen system.	Annually	<ul style="list-style-type: none"> Specific dates and locations TBD 	All appropriate Texas TIF staff
TIF Summer Institute (TSI) Training	Facilitate planning and programmatic knowledge before the new school year for comprehensive reform schools.	Annually	<ul style="list-style-type: none"> July 2013- specific dates and locations TBD 	All appropriate Texas TIF staff
Evaluation Certification Training	Certify current teacher evaluators.	Annually	<ul style="list-style-type: none"> Specific dates and locations TBD 	All appropriate Texas TIF staff
Teacher Leader Meetings	Train teacher leaders on successful implementation.	Quarterly	<ul style="list-style-type: none"> Specific dates and locations TBD 	All appropriate Texas TIF staff
Principal Meetings	Train principals on successful TIF project implementation.	Quarterly	<ul style="list-style-type: none"> Specific dates and locations TBD 	All appropriate Texas TIF staff
TIF Project Listserv	Develop an internal communication network to share best practices.	As Needed	<ul style="list-style-type: none"> Listservs are used to communicate information to specific TIF stakeholders groups 	Administrative Associate

Appendix F Texas TIF Grant Communication Plan

Partner Communications

Goal: To develop communicative leaders in our partner districts who will commit to sustaining the program beyond the life of the grant.

Objective 1: To establish leaders in the school district offices who will communicate with TIF schools regularly about the project.

Actions – District Level Communications with Schools

Vehicle	Purpose	Frequency	Description of Activities	Person Accountable
Emails	Forward any pertinent info from ESC 18 about fiscal monitoring or changes and updates to the project.	Monthly	<ul style="list-style-type: none"> Emails are used to share information with campus administration 	TIF District Contact
Face to Face Meetings	Communicate regularly with school leaders about implementation fidelity.	Quarterly	<ul style="list-style-type: none"> Districts hold at least quarterly meetings with participating campuses 	TIF District Contact
Phone Calls	Facilitate open dialogue to schools.	As Needed	<ul style="list-style-type: none"> Phone calls are used to share information with campus administration 	TIF District Contact
Expenditure Reimbursements	Provide timely payment for TIF expenditures to school administrators and teachers.	As Needed	<ul style="list-style-type: none"> Districts submit expenditure reports and supporting documentation to Texas TIF on a monthly basis 	TIF District Contact

Objective 2: To establish administrative leaders in the TIF schools who will effectively communicate with their teachers.

Actions – School Administrator Communications with Teachers

Vehicle	Purpose	Frequency	Description of Activities	Person Accountable
Emails	Forward any pertinent info from the district about changes or updates to the project.	Weekly	<ul style="list-style-type: none"> Emails are used to share information with teachers about the project 	School Administrator
Face to Face Meetings	Attend teacher leader meetings and professional learning communities.	Weekly	<ul style="list-style-type: none"> All comprehensive reform schools implement weekly TLT and cluster meetings 	School Administrator

Appendix F
Texas TIF Grant Communication Plan

Vehicle	Purpose	Frequency	Description of Activities	Person Accountable
TIF Project Trainings	Provide teachers with the appropriate release time to attend ESC 18 and district level trainings.	As Needed	<ul style="list-style-type: none"> • Specific dates and locations TBD. 	School Administrator
Faculty Presentations	Present teachers with detailed info on how performance pay is calculated.	Annually	<ul style="list-style-type: none"> • Texas TIF staff member will be present to provide facilitation assistance for campus presentation for comprehensive reform schools. 	School Administrator/Appropriate Texas TIF staff

Appendix G
2010-11 Texas TAP System
Teacher Survey Highlights

Appendix G
2010-11 Texas TAP System Teacher Survey Highlights

- Over 88% of Texas TAP System teachers indicated that TAP changed their instructional practices.
- Over 76% of Texas TAP System teachers indicated that TAP helped them develop professionally and improve as an educator.
- Over 80% of Texas TAP System teachers indicated that they had collegiality at their school.
- Over 93% of Texas TAP System teachers said that they understand the evaluation rubrics used for TAP implementation.
- Over 95% of Texas TAP System teachers indicated that they use their teacher evaluation results and feedback to improve their teaching and professional growth.

Appendix H

Texas TIF Resumes

Tammy K. Kreuz, Ph.D.

(b)(6)

Education

Ph.D. in Educational Administration: Educational Policy and Planning

August 2005

The University of Texas at Austin

Austin, TX

- Major course work included educational policy and planning, school restructuring and renewal, measurement and evaluation of educational programs, organizational theory, economics of education, educational politics and policy, ethics and values, organizational behavior, and social and cultural contexts of education.
- Kappa Delta Pi (International Honor Society in Education)
- Active participant in school restructuring project in Austin I.S.D.
- Primary research focus—the highly qualified teacher challenge.

Master of Business Administration

August 2001

Southwest Texas State University

San Marcos, TX

- Kappa Delta Pi (International Honor Society in Education)
- Beta Alpha Psi (National Honors Fraternity for Financial Information Professionals)

B.B.A., Accounting

May 1999

Southwest Texas State University

San Marcos, TX

- Tau Alpha Chi (National Honorary Tax Association), Treasurer 2000-2001
- Order of Omega;
- Accounting Club, Secretary 98-99;
- Association of Information Technology Professionals;
- Delta Zeta Sorority.

Public Education Work Experience

Director for Educator Quality Initiatives

January 2011-Present

Region 18 Education Service Center

Austin, TX

- Provides managerial leadership for the implementation of the TAP System in Texas as Executive Director.
- Successfully manages over \$80 Million in grant programs from federal and state entities as TIF Project Director.
- Serves as liaison with Texas Education Agency and the National Institute for Excellence in Teaching on TAP System.
- Provides oversight on research and program evaluation projects. Responsibilities include contract management and oversight on the development of RFPs. Provide oversight for the collection of progress and evaluation reports. Provide input on and helps coordinate the collection of data for research and evaluation projects.

Director for Educator Quality Initiatives

December 2005-December 2010

Institute for Public School Initiatives, The University of Texas

Austin, TX

- Provides managerial leadership for the development and implementation of various educator quality initiatives including the Texas TAP System and the Technical Assistance Program for the largest teacher incentive pay program in the nation—known as D.A.T.E.
- Successfully manages over \$80 Million in grant programs from federal, state, and private entities.
- Responsibilities include coordination of teacher quality and administrator leadership initiatives in conjunction with the Texas Education Agency, the Texas Higher Education Coordinating Board, and the P-16 Council.
- Serves as UT System liaison with Texas Education Agency and the P-16 Council on teacher quality and educational technology initiatives.
- Provided managerial leadership for TEA-sponsored educator quality initiatives such as the New Teacher Project and Teach for America.
- Other responsibilities included the analysis of educational technology projects, development of project plan, and managerial oversight of project expansion. Other responsibilities includes the supervision of professional development and technical assistance activities among multiple service providers.
- Provide oversight on educational research and program evaluation projects for IPSI. Responsibilities include contract management and oversight on the development of RFPs. Provide oversight for the collection of progress and evaluation reports. Provide input on the research plan and help coordinate the collection of data for research and evaluation projects.

Project Manager, Office of Education Initiatives

January 2005-December 2005

Texas Education Agency

Austin, TX

- Provided managerial leadership for the development and implementation of various statewide education initiatives including the \$20 Million biennial Limited English Proficient (LEP) Initiative and \$2 Million+ Teacher Quality Projects.
- Provided managerial oversight of educator quality initiatives such as the Teacher Advancement Program (TAP) and the New Teacher Project.
- Utilizing scientifically-based researched, targeted, planned and directed the professional development programs for teachers in a number of statewide initiatives, including LEP, the Science Initiative, the Texas High School Initiative, and TAP.
- Responsibilities included statewide policy development and implementation and managerial leadership for various contracts/grants with IHEs, ESCs, and other entities that assist the Agency in program implementation. These responsibilities included the coordination of professional development and technical assistance activities among multiple service providers.
- Provided oversight on educational research and program evaluation projects for statewide education initiatives including LEP, Texas High School Completion and Success, and CSR. Responsibilities included contract management and leading the development and review of RFPs to select an outside contractor for program evaluation services.
- Managed the development of RFAs and administration of the discretionary grant process utilizing the Standard Application System (SAS). Provided oversight for the development and collection of grant progress and evaluation reports and data analysis for monitoring program implementation.

Director of Special Projects, Educational Technology

October 2002- January 2005

Texas Education Agency

Austin, TX

- Provided managerial leadership for the planning, coordination, and implementation of state and federal educational technology pilot program legislation.
- Primary responsibility included the management and oversight of the \$14 Million Technology Immersion Pilot (TIP) project and the corresponding \$2 Million federal grant for the Evaluation of the Texas TIP (eTxTIP)—managed project team of six individuals consisting of TEA employees, contractors, and ESC personnel.
- Led the coordination with educational service centers, professional organizations, IHEs, and other entities regarding technology pilot projects.
- Directed the production and dissemination of numerous documents and presented to various audiences interested in the projects. Developed, edited and prepared reports and publications for the Legislature and other audiences.
- Prepared and administered administrative and program budgets.
- Developed RFAs, RFPs, MOUs and contracts.
- Managed contracts with external entities who provided technical assistance, professional development, or evaluation services for technology projects.
- Prepared and maintained documentation of programs or projects as required.
- Responsible for development and monitoring of TARGET grant evaluation reports.
- Other responsibilities included management of the Ed Tech PILOTS.

Auditor- School Financial Audits Division

March 2002- October 2002

Texas Education Agency

Austin, TX

- Planned, prepared and conducted audits in public and charter schools in Texas;
- Assisted in follow-up activities to ensure that appropriate action was taken by schools in response to audit findings; and
- Reviewed annual compliance and financial reports filed by public schools;

Technology Program Manager

August 2000- August 2001

Lockhart Independent School District

Lockhart, TX

- Provided leadership for the development and integration of K-12 technology curriculum on elementary campuses;
- Responsible for planning, coordinating, and delivering staff development on various technology topics;
- Managed campus staff development plans to ensure that technology integration was merged with core curriculum areas;
- Analyzed statistical data from on-line testing to provide reports to district administration and school board;
- Maintained campus technology budgets;
- Served as the Campus Network Administrator; Co-chaired the Technology Education Committee; Served as the TIF Grant and TIE Grant Campus Administrator.

*Teaching Experience***Secondary Business Computer Information Systems Teacher**

August 1999 to August 2000

Bastrop Independent School District

Bastrop, TX

Taught basic computer skills including Microsoft Office, Internet, and E-Mail; Computer Lab Manager; BPA Sponsor.

Publications

Kreuz, Tammy. (2005). The Status of Teacher Quality in Rural High Schools: A Descriptive Analysis. *Dissertation Abstracts International*.

Kreuz, Tammy. (2005). *The Highly Qualified Teacher Challenge in Rural Schools*. Paper presented at the American Educational Research Association Annual Meeting, Montreal, CA.

Shapley, K., Kreuz, T., and Givens, A. (2005) *Designing and Scientifically Evaluating a State Technology Immersion Pilot: Compelling Vision, Key Partnerships, and Stark Realities*. Paper presented at the American Educational Research Association Annual Meeting, Montreal, CA.

Professional Licenses/ Certifications

Texas Teaching Certificate- Secondary Basic Business

Other Professional Experience

Internal Audit Manager

The 401(k) Company

August 2001- March 2002

Austin, TX

Managed project team of three in the development and analysis of financial statements for large market retirement plans; Performed various tasks relating to client's independent auditors; Compiled data and reconciled for the completion of Tax Forms 1099-R, 945, and 5500.

Computer Skills

Expertise in many software programs including Microsoft Office, SPSS, Adobe Acrobat Reader, Survey Said, and FrontPage.

Stephanie Mosqueda

(b)(6)

Professional Profile

My professional objective is to successfully sustain and expand the School-Wide Comprehensive Reform while maintaining strong partnerships with the National Institute for Excellence in Teaching (NIET), Education Support Center (ESC) Region 18 and the Texas Education Agency (TEA). In order to achieve this, it will be important to support the Executive Director in the oversight of program development and implementation of the TAP System and TIF Project Goals at the district and campus level while assisting in the management of daily program operations.

Education

Sam Houston State University, Huntsville, Texas
M.Ed. in Educational Administration

May 2005

Texas A&M University, College Station, Texas
M.Ed. in Educational Psychology
Emphasis in Bilingual/ESL Studies

August 2002

Texas A&M University, College Station, Texas
B.A. Sociology
Minor: Spanish

August 1998

Certifications Held

Texas Principal Certification

Grades PK-12

Elementary Self-Contained
Bilingual /ESL
Elementary Spanish

Grades PK-6
Grades PK-6
Grades PK-6

Professional Development Appraisal System Appraiser (PDAS)
Teacher Advancement Program Evaluator

Grades PK-12
Current

Administrative Experience

Texas TAP System-ESC 18
Assistant Director, Texas TAP System

August 2011-Current

Texas TAP System-ESC 18
Coordinator of Principal Leadership and Program Development

August 2009-July 2011

Jones Elementary-Bryan ISD
Principal, Implementing TAP 2008-2009

July 2005-July 2009

Summer School Principal (SSI, OEY, Bilingual Pre/K and K,
Bilingual Academies Programs) Bryan ISD

(Summer 2004-2009)

Bilingual/ESL/Migrant District Supervisor PK-12

2004-2005

Professional Development Specialist Experience

District Bilingual Master Mentor 2003-2004
Travis Educational Support Center-Bryan ISD

Teaching Experience

Johnson Elementary-Bryan ISD
National Blue Ribbon School (1999-2003)
4rd Grade Bilingual Teacher (Self-contained) 2001-2003
3rd Grade Bilingual Teacher (Self-contained) 1999-2001

Anson Jones Elementary- Bryan ISD 1997-1999
3rd/4th Grade Bilingual Teacher (Self-contained)

Summer School- Bryan ISD 1998-2002
PK, K, 3rd, 4th, 5th, 6th

Campus Committees & Activities

TAP Leadership Team Committee 2008-2009
Parental Involvement Committee 2006-2009
Administrative Leadership Team Committee 2006-2009
Student Teacher & Methods Student Campus Supervisor 2006-2009
B.H.S. PALS Program Campus Supervisor 2006-2009
Student Success Team Committee 2006-2009
Campus Lead Mentor 2006-2008
Technical Assistance Team 2007-2008
Texas Educator for Excellence Award Grant Manager 2006-2007
UIL Coach for 2nd & 3rd Bilingual Storytelling 1998-2005, 2006-2009
Campus Performance Improvement Council 2000-2005, 2006-2009
Performance Based Monitoring Analysis System Committee 2004-2009
S.M.A.R.T. Goals Campus Committee 2006-2009
Campus Leadership Team 2006-2009
Jones Parent & Teacher Leadership Committee 2006-2009
Language Proficient Assessment Campus Committee 1998-2009
Technology Committee 1998-2005
Bilingual Lead Teacher 1999-2002
Hispanic Heritage Program Committee 1999-2003
Dancing Jaguars Sponsor 1999-2003

District Committees

DEIC Committee 2005-2009
District Migrant Advisory (PAC) 2003-2006
Technical Assistance Team Committee 2008-2009
ESL Task Force Committee 2005-2009
District D.A.T.E. Committee 2007-2008
ELA/SLA Curriculum Writing 2000-2004
District Summer School Curriculum Committee 1999-2005

TAP/Educator Evaluation Systems Professional Development

DATE Summer Conference 2010

Texas TSI	2010, 2011, 2012
National TAP Conference	2010, 2011, 2012
NIET Tennessee Evaluation Trainer	Summer 2011
NIET Ohio Teacher Evaluation System Trainer	Summer 2012

Professional Development

Teacher Advancement National Conference (Los Angeles, CA-Spring 2008)
 Response to Intervention Training-10 hours (May 2008)
 Dual Language Conference-La Cosecha (Albuquerque, New Mexico, Fall 2008)
 District LPAC Training (1997-2008)
 Region VI Case Annual Legal Issues Conference (Winter 2008)
 Bilingualism/ Bilitery Conference (San Antonio, TX, October, 2007)
 Gallop University-Teacher Insight (Fall 2007)
 Pathways to Mentoring-College of Education-Texas A&M University (2007-2008)
 Sheltered Instruction Observation Protocol Training (Summer 2007)
 KOLAK Science in the Bilingual Classroom Trainer of Trainers (Summer 2006)
 KOLAK Dual Language Immersion Trainer of Trainers (Summer 2006)
 T.O.P Rater Training (Spring 2006)
 S.M.A.R.T. Goals Training (Summer 2006)
 Professional Development and Appraisal System Training (Summer 2006)
 34th Annual International Bilingual/Multicultural Education Conference (San Antonio, TX, January 2005)
 Kagan Cooperative Learning Structures (Summer 2005)
 Instructional Leadership Development-Region VI (Summer 2004)
 Mentor Integrated Methods Students from Texas A&M University (2000-2002)
 Bryan ISD Bilingual Parent District Meetings (1998-2006)
 TxBESS Mentor Institute (Summer 2002)
 Texas Association of Bilingual Education Conferences (1999-2009)
 Margaret Kilgo Social Studies TEKS Alignment-Wrote 4th grade scope and sequence (Summer 2001)
 Positive Behavior Support Training (2002)
 3rd Grade Reading Academy (2002)

Presentations: (selected)

- *Presented "Science in the Bilingual Classroom" at the BISD Dual Language Summer Institute (2006, 2007)
- *Presented T.O.P Rater Training for Bryan ISD (Spring 2006)
- *Co-presenter at New Teacher Institute for Bryan ISD (2005)
- *Presented "Bilingual Summer Academies: A Jumpstart to Next Year" at the Texas Association of Bilingual Education Conference in Corpus Christi, Texas (2005)
- *Presented a session "Modeling to Motivate" at the Texas Association of Bilingual Education Conference in Dallas, Texas (October 2001)
- *Presented a Workshop on "Reading Strategies for Parents" at Bilingual Parent and Teachers District Meeting at Neal Elementary (1998, 2003)

Publications:

*Qualitative Research Paper: "What Factors Influence Successful Early English Literacy in a Second and Third Grade Bilingual Student?" Co-written and published in Language Diversity Network Website from TAMU and Educational Research Exchange Newsletter, 2002.

Nominations/Recognitions

- Outstanding Student in Educational Administrator's Program at Sam Houston State (2005)
- First Place-Quality Research for Educational Exchange at Texas A&M (2002)
- Teacher of the Year representing Johnson Elementary-Bryan ISD (May 2003)

Community Service/Activities

- Bryan High Parent/Teacher Organization
- SFA Middle School Parent/Teacher Organization
- Johnson Elementary PTO
- Taught Computer and Technology Skills to Adults Continuing Education Classes (2001-2004)
- Hispanic Health Fair Committee 2000-2008
- Hispanic Forum Volunteer 2010, 2011

Professional and Local Affiliations:

- Texas Association for Bilingual Education
- National Association for Bilingual Education
- Hispanic Forum of B/CS
- Association for Supervision and Curriculum Development

CERTIFICATION

Texas Elementary Certification (1-8) August 2003
Illinois Elementary Certification (1- 8) January 2001
GT Certification – Summer 2003

EDUCATION

*August, 1998 -
May, 2000*

MA Education - Saint Xavier University, Chicago IL

*August, 1991-
August, 1994*

BA Psychology - Northern Illinois University, DeKalb, IL

PROFFESIONAL EXPERIENCE

*February 2008 –
Current*

***TAP (The System for Teacher Advancement) Regional Coordinator – Texas TAP System
– Region 18 Educational Service Center, Midland Texas***

- **Accountable for successful implementation of the TAP System in districts and schools throughout the Dallas Fort Worth Area**
- **Assist with the hiring, of regional team that is responsible for ensuring successful implementation of the TAP System at the school level**
- **Manage and coordinate work load for Regional Team**
- **Establish a clear vision and goals for regional team that is aligned to goals of the state level team**
- **Conduct performance evaluations for regional team**
- **Provide regional team with coaching and support to enhance the quality of their work**
- **Resolve implementation and grant issues regarding the TAP System for schools and districts within the Dallas Fort Worth area**
- **Work as member of State Level Management Team to create goals, establish best practices for all districts implementing the TAP System**
- **Work collaboratively with partners and vendors to meet grant requirements**
- **Ensure districts and schools are meeting requirements of the grant by setting goals and developing plans to ensure highest level of fidelity.**
- **Train and support districts and schools on TAP Teacher Evaluation System**
- **Develop and Maintain high quality relationships with districts to**
- **Build relationships with interested districts and schools by presenting information about the TAP System and outlining grant requirements**
- **Facilitate and develop professional development workshops for local school districts and National level on TAP System and processes**
- **Assist local districts in completing reporting documents necessary for TIF Grant**

- Coordinate submission of data and reports between local districts and contracting parties
- Advise and assist local school districts with the budget process and sustainability plans for TIF grant
- **Develop and facilitate instructional training for districts and schools on exemplary instructional practices**
- **Serve as coach for district personnel , principals and teachers in attainment of high quality instruction at the campus level**
- Advise and assist local area school districts with hiring members of the TAP Leadership team
- Coordinate and facilitate informational meetings with school districts and program directors
- Observe and provide feedback on Cluster and Leadership Team meetings in order to enhance master teacher proficiency in implementation of TAP program
- Develop and maintain communication through various methods with local school districts and program director and team

TEACHING EXPERIENCE

August 2005 –
January 2008

***Richardson Independent School District - Thurgood Marshall Elementary
Master Teacher (Teacher Advancement Program)***

- Researched and Implemented latest Research Based Reading Strategies for Kindergarten through Second Grade Teachers
- Assisted Teachers with growth and development of instructional methodologies
- **Planned and Developed curriculum for reading and mathematics instruction for teachers and students**
- Evaluated teacher performance based on TAP Instructional Rubric for good teaching practices
- **Facilitated weekly professional development meetings for teachers in Kindergarten through Second grade**
- Modeled good teaching practices based on TAP Instructional Rubric for teachers in Kindergarten through Second Grade
- **Provided ongoing feedback for professional development of teachers**
- **Campus Leader - member of school wide decision making committee on Best Instructional Practices**
- Created and administered various methods of assessment for student achievement
- Analyzed student data to determine effectiveness of Instructional Strategies and Teaching Methodologies
- Composed long term and cyclic goals based on student data
- Performed other duties as member of leadership team necessary for professional growth and development of the school
- Participated in interviews and hiring of career teachers for Kindergarten through Second Grade

August 2004 –
May 2005

**Carrollton Farmers Branch Independent School District- McWhorter
Elementary Third Grade**

- Taught lessons for all disciplines, language arts, sciences, reading, math and social studies.
- Developed lessons for Language Arts Curriculum to foster critical thinking.
- Designed a grade level writing program; that includes phonetic development, grammar and spelling principles, to serve as a foundation for future writing activities.
- Created portfolios of student work for evaluation of growth and development.
- Established an effective method for classroom management through the use of encouragement, rewards and praise.
- Created student centered classroom environment, kept students motivated and excited about learning.

August 2001 -
December 2003

**Houston Independent School District – Roosevelt Elementary
Third and Fourth Grade Sights**

- Developed thematic units centered on multiculturalism designed to encourage critical thinking and foster problem solving.
- Taught lessons for all disciplines, language arts, sciences, reading, math and social studies.
- Established an effective method for classroom management, cooperative -grouping and self-control.
- Established a meaningful rapport with parents, faculty, and administrators.
- Kept ongoing records of Parental Contact, Student Achievement and Attendance.
- Evaluated student achievement and provided direction for future development.
- Participated in full staff meetings and small grade level development groups.
- **Third Grade Level Chair for 2002-2003 school years.**
- Facilitated weekly meetings with team members, supervised curriculum based instruction, arranged and prepared field lessons for grade level, established tutorials for at-risk students.
- Created student centered classroom environment, kept students motivated and excited about learning.
- Participated in several trainings geared toward self improvement.
- Completed training for Gifted and Talented Students.
- Developed plays and arranged music for student programs.
- Served on several school wide committees including School Decision Making Committee.
- Attended training and assisted with administration of TAKS Standardized training.
- Served as a presenter for several trainings on curriculum and instructional methods.
- Social Studies Chairperson for 2002-2003

January 2001-
June 2001

Houston Gateway Academy (Houston, TX) Second Grade

- Developed lessons to encourage critical thinking and foster problem solving.
- Taught lessons for all disciplines, language arts, sciences, reading, and math.
- Established an effective method for classroom management, cooperative -grouping and self-control.

- Established a rapport with parents, faculty, and administrators.
- Prepared student progress reports.
- Evaluated student achievement and provided direction for future development.
- Participated in full staff meetings and small grade level development groups.

PRESENTATIONS

2010 – 2012 Texas TAP Summer Institute – Break-out Session Presenter

- Present basic guidelines for creating School Plan, Evaluation Calendar as well as a Long Range Plan for their TAP Leadership Team Meetings and provide them with support as they create their documents.
- Train participants on various aspects of TAP elements to help improve their implementation.

2012 National TAP Summer Institute – Break-out Session Presenter

- Present basic guidelines for creating School Plan and provide them with support as they create their documents.
- Train participants on various aspects of TAP elements to help improve their implementation.

2011 – 2012 TAP National Conference – Break-out Session Presenter

- Present basic information on the four elements of TAP to help campuses develop a deeper understanding of the TAP System.
- Train participants on various aspects of TAP elements to help improve their implementation.

2011 Tennessee TEAM Evaluation Training – trainer

- Train participants in using the different rubrics to assess instruction as well as develop a coaching plan to build on the teachers' instructional practices as part of their new state evaluation system.

2010 Arizona TAP Summer Institute – TAP Core Training

- Inform and engage campus leadership members in the four elements of TAP.
- Train participants in using the Instructional rubric to assess instruction as well as develop a coaching plan to build on the teachers' instructional practices.

2010 TAP National Conference Panelist – Co-Planning for Field Testing and Cluster Implementation

- Discuss the systems that are in place in TAP schools that allow for Master Teachers as well as Master and Mentor Teachers to collaborate on planning and conducting field testing toward the goal of effective cluster implementation.

2009 Texas TAP Summer Institute - Break-out Session Presenter

- Present how TAP and evaluations play an integral role in the lives of a leadership team, its teachers, and ultimately the students.

2009 District Advancement for Teacher Excellence (DATE) Program & Design Workshop Panelist - Campus Voices- Teacher and Principal Perspectives on Strategic Compensation

- Discuss perspectives on strategic compensation, touching upon program elements such as teacher and staff collaboration, professional development, teacher supports, data use, focus on student achievement, and grade-level/subject area instructional alignment.

2003 Texas Association of Christian Schools Presenter

- Present methodology and strengths of a self-paced math curriculum and demonstrate strategies for implementation.

RELATED ACTIVITIES

LCU Department of Education Advisory Board Member

- Meet annually with area administrators and teachers to provide feedback and recommendations to promote continual improvements in the Education Department.
- Present board findings to Provost.

REFERENCES

Texas TAP

- Tammy Kreuz – Executive Director,
5914 W. Courtyard Drive
Building II, Suite 360
Austin, TX 78730
tkreuz@ipsi.utexas.edu

Terra Vista Middle School

- Brent Lowrey–Principal,
Terra Vista Middle School
PO Box 100
Wolfforth, TX 79382
(806) 796-0076
blowrey@frenship.us

Lubbock Christian University

- David Boyer – Education Department Chair,
Lubbock Christian University
5601 19th
Lubbock, TX 79407
(806) 720-7551
David.boyer@lcu.edu

Sherry A. Posey

(b)(6)

EDUCATION:

Texas State University at San Marcos
Educational Leadership, Master of Education

San Marcos, Texas
December 2009

Southwest Texas State University
Elementary Education, Bachelor of Science in Education

San Marcos, Texas
May 1985

CERTIFICATIONS:

Elementary Self Contained
Grades 1-8

May 1985

Elementary Reading
Grades 1-8

May 1985

Principal Certification
Grades EC-12

May 2010

PROFESSIONAL EXPERIENCE:

Regional Coordinator
Region 18 Education Service Center, Texas TAP System

February 2011-Present

Provided oversight of the TAP System implementation in districts in region, provided oversight of onsite support in schools, worked collaboratively with field and office staff to ensure high levels of fidelity of TAP System, coordinated and developed TAP training for Texas Schools, facilitated TAP trainings at state and national level, presented information about TAP System to school board members, conducted regular site visits and provided feedback to campuses and district personnel, managed work of Executive Master Teachers

Assistant Principal
Fuentes Elementary School

July 2010-January 2011

Collaborated with principal to establish vision for campus; served as testing coordinator, 504 coordinator, LPAC/TELPAS coordinator, textbook coordinator, and Professional Learning Communities coordinator; chaired Professional Learning Communities Facilitator committee; evaluated teachers based PDAS; coached teachers based on classroom observations; lead campus professional development; participated in data disaggregation and discussion; facilitated campus faculty meetings; led district professional development; served on district Induction Mentoring Leadership Team; served on district Professional Development Committee; served on district Strategic Planning Action Team

Teacher Advancement Program Master Teacher
Fuentes Elementary, Hays CISD

August 2006-May 2009

Trained campus staff of components of TAP; analyzed campus and grade level data; wrote campus and grade level goals; created yearlong professional development plan; researched instructional strategies; field tested research based instructional strategies; led weekly professional development for clusters of teachers; modeled lessons; observed, evaluated and coached classroom teachers; hosted site visits for members of new TAP campuses and their leadership teams; demonstrated strategies for TAP master teachers; participated in TAP evaluation by serving as panelist for United States Department of Education evaluation visit; attended TAP National Conference

Instructional Strategist:

Served on instructional leadership team to develop school wide goals, facilitate school-wide change, and implement embedded professional development and peer observations; provided instructional leadership and support for classroom and specials area teachers by leading professional development, modeling best practices, observing, coaching and providing feedback; facilitated teachers' analysis of assessment data and helped them make instructional decisions; supported implementation of the district curriculum through collaborative planning and selection of methods and materials; modeled lessons for Texas State University block program; served as mentor advisor, supporting both mentors and mentees; supported collegiality and team building; served on district committees and curriculum development teams; led district wide professional development such as Balanced Literacy, Written Expression, Teaching with Higher Order Thinking Skills, and First Year Teacher Academy

Fourth Grade Teacher

Elm Grove Elementary, Hays CISD

August 2000-July 2005

Served as curriculum committee chairperson, team leader, and campus leadership team member; served on team to develop campus mission and vision; led campus professional development on integrated curriculum, authentic assessment and backward design; served as cluster classroom for gifted and talented students; implemented special education inclusion model

Fourth Grade Teacher

Kyle Intermediate School, Hays CISD

August 1997-July 2005

Served as campus leadership team member; served on district curriculum teams; collaborated with Texas State University to plan and lead a weekly after school science academy; led and helped initiate innovative teaching methods including integrated curriculum, constructivist teaching, and authentic assessment

Third Grade Teacher

Kyle Elementary School, Hays CISD

August 1985-June 1987

August 1988-July 1997

Served as team leader and campus leadership team member; completed New Jersey Writing Project; initiated school programs, including spring musicals; supervised Texas State student teachers; served on district committees; served on district curriculum development teams

ADDITIONAL PROFESSIONAL LEADERSHIP EXPERIENCE:

District Induction Mentoring Leadership Team	August 2009- February 2011
District Professional Development Committee	October 2010-February 2011
Campus 504 Coordinator	August 2008-February 2011
Campus LPAC Coordinator	August 2010- February 2011
Campus Professional Learning Communities Facilitator Chair	August 2010- February 2011
Campus Testing Coordinator: TAKS and TELPAS	August 2010- February 2011
District Strategic Planning Action Team	November 2009-May 2010
Campus Community/PTA Committee Chairperson	August 2009-May 2010
AsPire 2	January 2009-May 2009
United States Department of Education Program Review Panel	April 2009
Teacher Advancement Program Leadership Team	August 2006-May 2009
Campus Language Arts Committee Chairperson	August 2005-May 2006
Hays Leadership Institute	January 2006-June 2006

AREAS OF EXPERTISE:

Campus Leadership

Professional Learning Communities

Instructional Planning

Mentoring

Classroom Management

Curriculum Alignment

Cognitive Coaching

Differentiation

Integration

Parent Communication

Data Analysis

English Language Learners

Professional Development

Authentic Assessment

Building Relationships

PROFESSIONAL REFERENCES

Provided by request

JODIE WYMORE

(b)(6)

CURRENT POSITION HELD

Coordinator of Principal Leadership Texas TAP System Austin, TX

ADMINISTRATIVE EXPERIENCE

2010 - 2011 Principal Carpenter Hill Elementary School Hays C.I.S.D Buda, TX

2004 - 2010 Principal Susie T. Fuentes Elementary School Hays C.I.S. D. Buda, TX

2003 - 2004 Assistant Principal Susie T. Fuentes Elementary School Hays C.I.S. D. Buda, TX

TEACHING/INSTRUCTIONAL LEADERSHIP EXPERIENCE

2002 - 2003 Art Teacher Elm Grove Elementary School Hays C.I.S. D. Buda, TX

2000 - 2002 Instructional Strategist Elm Grove Elementary School Hays C.I.S. D. Buda, TX

1994 - 2000 4th/5th Grade Teacher Kyle Intermediate School Hays C.I.S. D. Buda, TX

1991 - 1994 4th Grade Teacher Kyle Elementary School Hays C.I.S. D. Buda, TX

COACHING EXPERIENCE

1993 - 1999 Soccer Coach Jack C. Hays High School Hays C.I.S. D. Buda, TX

EDUCATION

2002 - 2006 MA, M. Ed., Educational Administration Texas State University San Marcos, TX

1989 - 1991 BS, Interdisciplinary Studies 1-8/ Biology Texas State University San Marcos, TX

1976 - 1979 Angelo State University San Angelo, TX

HONORS

2003 - 2006 President/Vice-President TSU Parents' Association Texas State University San Marcos, TX

1990 - 1991 Kappa Delta Pi Academic Honor Society Texas State University San Marcos, TX

1990 - 1991 Golden Key National Honor Society Texas State University San Marcos, TX

REFERENCES AVAILABLE UPON REQUEST ADDITIONAL INFORMATION ATTACHED

PR/Award # S374A120099

Appendix I
Participating LEAs
U.S. Congressional Districts

Appendix I
Participating LEAs U.S. Congressional Districts

Participating LEA	U.S. Congressional District
Anderson-Shiro CISD	17
Athens ISD	5
Coldspring-Oakhurst CISD	8
Grand Prairie ISD	24
Lancaster ISD	30
Lytle ISD	28
New Caney ISD	8
Richardson ISD	32

Appendix J

Letters of Support



TEXAS EDUCATION AGENCY

1701 North Congress Ave. • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • www.tea.state.tx.us

Robert Scott
Commissioner

July 26, 2012

Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing this letter in support of the Texas Teacher Incentive Fund (TIF) project. The primary goal of the Texas TIF project is to improve student achievement in high-need schools. As the fiscal agent of the grant, Region 18 Education Service Center (ESC) proposes to utilize a comprehensive approach to assist districts in enhancing their human capital management system (HCMS). The Texas TIF project will be aligned with the statewide educator evaluation pilot as well as the state's overall human capital management initiative.

Texas school districts participating in the Texas TIF project face unique challenges in increasing student achievement and recruiting and retaining effective teachers and principals. Nearly one-third of the teachers in partner schools have five or fewer years of teaching experience. High turnover makes it difficult to build and maintain a high level of success. Participating schools serve high-poverty populations with low student achievement. In several schools, fewer than 50 percent of the students pass the state assessments in math and science.

Research has shown that teacher quality is one of the most important variables that schools can control in their efforts to provide students with strong foundations for academic success. Region 18 ESC will partner with the Texas Association of School Boards (TASB), a nonprofit statewide educational association, to assist participating districts in the development of an HCMS that is aligned with the district's vision of instructional improvement. This will be accomplished through a teacher and principal evaluation system that is directly linked to a professional development structure that encompasses professional learning communities as well as teacher leaders and a performance-based compensation system.

The work performed through this project will create a sustainable plan for reforming human capital across the state of Texas. Region 18 ESC plays an important role in supporting local school districts to improve student achievement in high-need campuses, and TEA fully supports their work through the Texas TIF project.

Sincerely,

(b)(6)

Lizette Gonzalez Reynolds
Deputy Commissioner, Policy and Programs

cr



Serving Texas Schools Since 1949

June 27, 2012

To Whom It May Concern:

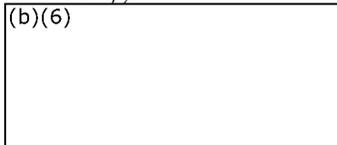
The HR Services Group of the Texas Association of School Boards (TASB) is excited about the opportunity to participate in an innovative reform effort such as the TAP System. The mission of TASB HR Services is to support leadership in human resource management in Texas schools. Our goals align very well with the mission of TAP. We provide education and training for district leaders in Texas and we are the primary source for compensation consulting and salary data for Texas schools. Texas school leaders are seeking ways to improve and align their human capital strategies and we believe that TAP can provide a way to move forward.

Region 18 Education Service Center's (ESC) proposal aims to promote a comprehensive evidence-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. In addition, Texas TAP System provides instructionally-focused accountability, career advancement opportunities, and time for ongoing professional development during the school day.

We have seen the positive influence that prior implementations of the TAP System have had within the state of Texas to increase teacher quality and student achievement. TAP has credibility based on results, experience, and the enthusiastic support of past participants. It is with great pleasure that I support the Region 18 ESC Texas TIF program to recruit develop, and retain highly effective teachers.

Sincerely,

(b)(6)



Cindy Clegg
Director HR Services
Texas Association of School Boards



July 26, 2012

The Honorable Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Ave, SW
Washington, D.C. 20202

Dear Secretary Duncan:

Educate Texas is pleased to support the Texas Teacher Incentive Fund (TIF) Grant Application. Through working with the Texas TIF grantee over the last year on a variety of teacher effectiveness projects, we have developed a deeper understanding of the Texas TIF network's willingness and capacity to support the implementation of comprehensive human capital management systems in Texas school districts.

Educate Texas, a public-private initiative of the Communities Foundation of Texas, has seen a desire for better information, strategies and ideas on how to align and support practices around training, evaluating and compensating our state's teachers. From this desire we are convening a high leverage stakeholder group comprised of educators, policy, business and philanthropy leaders to take a holistic look at the teacher continuum in Texas. The group has begun a 12-month initiative that will examine the key levers in human capital management. The Texas Teaching Commission is chaired by Dr. Mike Moses, (former Texas Commissioner of Education), Jim Nelson – vice chair (AVID/ former Texas Commissioner of Education). Additionally, Educate Texas is seeking a continued partnership in catalyzing our work in support of effective teaching and data use in order to increase college readiness rates in Texas.

We look forward to contributing to this endeavor in developing and sustaining exemplar human capital practices across the state of Texas. We fully support the work of the Texas TIF project.

Sincerely

(b)(6)

John Fitzpatrick
Executive Director
Educate Texas



MAC THORNBERRY
13TH DISTRICT
TEXAS

Congress of the United States
House of Representatives

ARMED SERVICES COMMITTEE
PERMANENT SELECT COMMITTEE
ON INTELLIGENCE

June 29, 2012

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

I am writing to support the efforts of the Region 18 Education Service Center (ESC) in its application for the Teacher Incentive Fund (TIF) grant.

As you know, ESC has worked to improve student achievement at the Boys Ranch Independent School District, which is located in my district. ESC plans to continue this partnership that can improve the educational experience and push students to reach their full potential.

Within your rules and regulations, I respectfully ask that you give this grant application your full consideration. If I can be of any further assistance, please do not hesitate to contact Michael Seeds in my office at (202) 225-3706.

Sincerely,

Mac Thornberry
Member of Congress

WMT/ms

CONSTITUTION OF THE STATE OF TEXAS
1845
LEGISLATIVE BRANCH
HOUSE OF REPRESENTATIVES

July 19, 2012

The Honorable Arne Duncan
Secretary of Education
Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-0001

Dear Arne:

I am writing in reference to Region 18 Education Service Center's (ESC) application for the Teacher Incentive Fund grant from the Department of Education (Funding Opportunity #:ED-GRANTS-061412-001 / CFDA #: 84.734A) to implement the Texas TAP System.

This proposal is a partnership between the Texas TAP System, the National Institute for Excellence in Teaching, and the Texas Education Agency. It is my understanding that Region 18 ESC's proposal will implement the Texas TAP System in various public school districts across the State of Texas. Specifically, it targets schools that serve high-poverty populations with low student achievement. The Texas TAP system is a comprehensive model that balances student academic achievement with teacher accountability and professional growth and development.

Texas was introduced to the TAP system in 2005. It initially started with a pilot program in three schools located in the Richardson Independent School District. Since then, TAP has expanded to over 60 schools across 14 districts. Regional 18 ESC is committed to helping students reach their academic potential and providing a positive learning environment for them to do so by recruiting and retaining high quality teachers.

Thank you for your full and fair consideration of their application. Please do not hesitate to contact me if I can be of further assistance.

Sincerely,



Pete Sessions
Member of Congress

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HIGHER EDUCATION AND WORKFORCE TRAINING
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COMMITTEE ON FINANCIAL SERVICES

SUBCOMMITTEE ON CAPITAL MARKETS
AND GOVERNMENT SPONSORED ENTERPRISES
SUBCOMMITTEE ON FINANCIAL INSTITUTIONS
AND CONSUMER CREDIT



House of Representatives
Rubén Hinojosa
15th District, Texas

WASHINGTON OFFICE:

2262 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE: (202) 225-2531
FAX: (202) 225-5688

EDINBURG OFFICE:

2864 WEST TRENTON ROAD
EDINBURG, TX 78539
PHONE: (956) 682-5545
FAX: (956) 682-0141

BEEVILLE OFFICE:

107 SOUTH SAINT MARY'S
BEEVILLE, TX 78102
PHONE: (361) 358-8400
FAX: (361) 358-8407

Rep.Hinojosa@mail.house.gov
www.house.gov/hinojosa

June 28, 2012

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As the U.S. Congressman for the 15th District of Texas, I would like to convey to you my support for the proposal submitted by Region 18 Education Service Center to the U.S. Department of Education, under the Teacher Incentive Fund (TIF). Region 18 ESC is currently seeking this funding to help empower educators. This proposal offers a tremendous opportunity to promote a comprehensive evidence-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students.

Region 18 ESC's proposal aims to complement the Texas TAP System. In addition, Texas TAP System provides instructionally-focused accountability, career advancement opportunities, and time for ongoing professional development during the school day. There is a great need as each district faces unique challenges in increasing student achievement and recruiting and retaining effective teachers and principals. Nearly one-third of the teachers in partner schools have five or fewer years of teaching experience. High turnover makes it difficult to build and maintain a high level of success. Participating schools serve high-poverty populations with low student achievement. Region 18 ESC has supported efforts to improve student achievement in high-need campuses through implementation of the Texas TAP System in school districts that are in my Congressional District in South Texas such as Monte Alto Independent School District (ISD). Overall, Texas TIF will offer recruitment incentives to teachers and principals in hard-to-staff positions who have proven to be effective in increasing student achievement.

Quality teachers are important in the classroom and that is why I support this proposal. Region 18 ESC plays an important role in supporting local school districts to improve student achievement in high-need campuses. I thank you in advance for your consideration of this proposal. If you have any questions regarding this application, please contact me or my Grants Coordinator, Desiree Mendez, in my Edinburg District Office at (956) 682-5545.

Sincerely,

A handwritten signature in cursive script that reads "Rubén Hinojosa".

Rubén Hinojosa
Member of Congress

KAY GRANGER
12TH DISTRICT, TEXAS

APPROPRIATIONS COMMITTEE

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STATE AND FOREIGN OPERATIONS SUBCOMMITTEE

MEMBER, DEFENSE SUBCOMMITTEE

MEMBER, LABOR, HEALTH AND HUMAN
SERVICES, AND EDUCATION SUBCOMMITTEE

Congress of the United States
House of Representatives

WASHINGTON OFFICE:
320 CANNON HOUSE OFFICE BUILDING
WASHINGTON, D.C. 20515
(202) 225-5071
FAX: (202) 225-5683

DISTRICT OFFICE:
SUITE 407
1701 RIVER RUN ROAD
FORT WORTH, TX 76107
(817) 338-0909
FAX: (817) 335-5852
kaygranger.house.gov

July 6, 2012

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

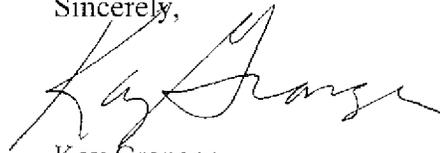
Dear Secretary Duncan:

I am writing to express my support for the Region 18 Education Service Center's request for the Teachers Incentive Fund (TIF) grant (CFDA # 84.374A).

The Region 18 Education Service Center partners with the Texas Teacher Advancement Program (TAP), a comprehensive research-based reform model that provides differentiated compensation for teachers and principals based on teachers' performances in the classroom and the academic performance of their students. Through the TIF grant, Region 18 will be able to implement the TAP model in various schools in the 12th district of Texas.

This grant will greatly improve the quality of education of not only the 12th district, but schools across the State of Texas. Please give careful consideration to this grant request.

Sincerely,



Kay Granger
Member of Congress

KG/tr

July 19, 2012

The Honorable Arne Duncan
Secretary, US Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan:

As the Representative for the 17th Congressional District of Texas, I am pleased to write in support of the Region 18 Education Service Center's (ESC) Teacher Incentive Fund (TIF) project. Region 18 ESC will use this grant to implement the Texas Teacher Advancement Program (TAP System) in eight school districts throughout Texas, including the Anderson-Shiro Independent School District (ISD) located in the 17th Congressional District.

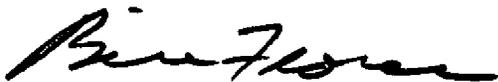
Region 18 ESC's proposal will promote a comprehensive evidence-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. In addition, the TAP System will provide instructionally-focused accountability, career advancement opportunities, and time for ongoing professional development during the school day.

An additional strength of Region 18 ESC's proposal is its plan for continuance beyond the life of the grant. Each school in the program is committed to sustaining the program, and will be responsible for providing increased levels of matching funds, beginning in Year 3.

Region 18 ESC plays an important role in supporting local school districts to improve student achievement in high-need campuses, and I am excited about the opportunity to expand the Texas TAP System through TIF funding.

Thank you for your consideration of Region 18 ESC's proposal. Please do not hesitate to contact my office if I may be of further assistance in your selection.

Sincerely,



Bill Flores
Member of Congress

BRYAN/COLLEGE STATION
2800 SOUTH TEXAS AVENUE, SUITE 403
BRYAN, TX 77802
PHONE: (979) 703-4037
FAX: (979) 703-8845

CLEBURNE
ONE NORTH WALNUT, SUITE 145
CLEBURNE, TX 76033
PHONE: (817) 774-2551
FAX: (817) 774-2230
PR/Award # 3374A120099
PRINTED ON RECYCLED PAPER

WACO
400 AUSTIN AVENUE, SUITE 302
WACO, TX 76701
PHONE: (254) 732-0748
FAX: (254) 732-1755

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WASHINGTON, DC 20515
PHONE: (202) 225-1640
FAX: (202) 225-1641

<http://www.house.gov/cuellar>
TOLL FREE: 1-877-780-0328



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DEMOCRATIC STEERING AND
POLICY COMMITTEE
VICE CHAIRMAN

HENRY CUELLAR
U.S. HOUSE OF REPRESENTATIVES

SENIOR WHIP

July 9, 2012

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to you in support of the U.S. Department of Education's Teacher Incentive Fund (TIF) grant proposal submitted by the Region 18 Education Service Center's (ESC) to implement the Texas TAP System through a partnership with the Texas Education Agency and the National Institute for Excellence in Teaching.

Region 18 ESC's proposal aims to promote a comprehensive evidence-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. In addition, Texas TAP System provides instructionally-focused accountability, career advancement opportunities, and time for ongoing professional development during the school day.

Region 18 ESC plays an important role in supporting local school districts to improve student achievement in high-need campuses, and I am excited about the opportunity to expand the Texas TAP System through TIF funding.

I am confident that your office will see that this important initiative receives full and fair consideration. Please do not hesitate to contact my office if I may be of further assistance.

Sincerely,

Henry Cuellar, Ph.D.
U.S. Congressman
28th District, Texas

HC:mh

LAREDO
602 EAST CALTON ROAD
SUITE 2
LAREDO, TX 78041
PHONE: (956) 725-0639
FAX: (956) 725-2647

SAN ANTONIO
615 EAST HOUSTON STREET
SUITE 563
SAN ANTONIO, TX 78205
PHONE: (210) 271-2851
FAX: (210) 277-6671

SEGUIN
100 SOUTH AUSTIN STREET
SUITE 1
SEGUIN, TX 78155
PHONE: (512) 271-8974
FAX: (512) 271-8984
PR/Award # S974A120099
Page 4 of 7

MISSION
117 EAST TOM LANDRY STREET
MISSION, TX 78572
PHONE: (956) 424-3942
FAX: (956) 424-3936

RIO GRANDE CITY
100 NORTH F.M. 3167
SUITE 208
RIO GRANDE CITY, TX 78582
PHONE: (956) 487-5603
FAX: (956) 488-0952

Congress of the United States
House of Representatives
Washington, DC 20515-1303

June 27, 2012

April Bolton-Smith
Office of Elementary and Secondary Education
Department of Education
400 Maryland Ave., SW
Washington, DC 20202

RE: Teacher Incentive Fund Grant CFDA 84.374A

Dear Ms Bolton-Smith,

Region 18 Education Service Center (ESC) has contacted my office regarding their application for funding under the U.S. Department of Education's Teacher Incentive Fund, CFDA 84.374A.

Region 18 ESC houses the TAP System in Texas, a comprehensive research-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students.

In the past, Region 18 ESC has supported efforts to improve student achievement in high-need campuses through implementation of the Texas TAP System in districts such as the Somerset Independent School District (ISD).

Through the TIF grant, Region 18 ESC will implement the TAP model in various public school districts across the state of Texas. Each school in the program is committed to sustaining the program beyond the life of the grant. The Texas TIF program aligns with the Texas TAP System and will provide differentiated compensation through rewarding incentives to teachers. In addition to the traditional TAP System for teachers, the Texas TIF project includes a principal and assistant principal performance-pay system and will also offer recruitment incentives to teachers and principals in hard-to-staff positions who have proven to be effective in increasing student achievement.

I support your review of this request and ask for full and fair consideration of this application, applicable to all laws, rules, and regulations. If you have any questions, please contact Michael Koerner of my district staff at (210) 561-8855.

Yours Respectfully,



Francisco "Quico" Canseco
Member of Congress

FC/mk



Lancaster Independent School District
Michael D. McFarland, Ed.D.
Superintendent of Schools

June 26, 2012

Ms. Jessica Navarro
Texas TAP System
2811 Laforce Boulevard
Region 18 Education Service Center
Midland, Texas 79706

Re: Partnering with Region 18 ESC to implement the TAP (Teacher Advancement Program) System in the new TIF (Teacher Incentive Fund) grant.

Dear Ms. Navarro:

The Lancaster Independent School District is committed to supporting and partnering with Region 18 ESC to implement the TAP (Teacher Advancement Program) System supported by the new TIF (Teacher Incentive Fund) grant. Lancaster ISD is especially committed to the professional development training opportunities for teachers. We are equally excited about the increase in student achievement, the retention of teachers, the opportunities for multiple career paths and the instructionally focused accountability evaluation process.

We are pleased to announce that Lancaster ISD received the National TAP Award of Distinction which honors an organization for its dedication and commitment to TAP. The district received the award before more than 1,000 educators and other constituents while attending the 12th National TAP Conference Luncheon in Los Angeles, CA.

Our support and commitment to the new TIF (Teacher Incentive Fund) grant and the opportunities that it presents are strong. It is vital to the sustainability efforts that we receive this investment. We pledge to support its implementation and are firmly committed to its success.

I am pleased to commit support for this new TIF (Teacher Incentive Fund) grant and look forward to an active and supportive partnership with Region 18 Education Service Center.

Sincerely,

Michael D. McFarland, Ed.D.
Superintendent of Schools
Lancaster ISD
422 S. Centre Ave.
972-218-1434
michaelfarland@lancasterisd.org

LYTLE INDEPENDENT SCHOOL DISTRICT

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MICHELLE CARROLL SMITH
Superintendent

JIMMY GOUARD
Assistant Superintendent

LAURA URIBE-CENTER
Federal Programs Director

JESSE VELA
High School Principal

AMY BIBLER
Jr. High School Principal

LORETTA ZAVALA
Elementary School Principal

KENNETH DYKES
Primary School Principal

To Whom It May Concern:

Lytle ISD is excited about the opportunity to participate in an innovative reform effort such as the TAP System. We have seen the positive influence that prior implementations of the TAP System have had within the state of Texas to increase teacher quality and student achievement.

Region 18 Education Service Center's (ESC) proposal aims to promote a comprehensive evidence-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. In addition, Texas TAP System provides instructionally-focused accountability, career advancement opportunities, and time for ongoing professional development during the school day.

It is with great pleasure that I support the Region 18 ESC Texas TIF program to recruit develop, and retain highly effective teachers.

Sincerely,

A handwritten signature in cursive script that reads "Michelle Carroll Smith".

Michelle Carroll Smith
Superintendent
Lytle ISD



West Main Elementary
531 West Main Street
Lancaster, Texas 75146
(972)218-1551 phone
(972)218-1563 fax

Stefani Morrow, Principal

June 27, 2012

To Whom It May Concern,

I am writing this letter in support of the Teacher Advancement Program at West Main Elementary. This school reform model has provided a practical framework for improvement in terms of teacher quality as well as overall student achievement. It has been the single most important factor in improving our overall school program in our school as well as our district as a whole.

Our campus has experienced continued success since the inception of TAP six years ago. The true collaboration and collegiality that is supported through TAP has afforded us immeasurable gains. In addition, teachers are motivated to excel professionally because of the multiple career paths offered in this structure. Through implementation with fidelity our campus received a TEA Recognized rating for 2011-12 the school year. The expectation of excellence in TAP has played a significant role in West Main Elementary School's ability to achieve sustainable academic success.

The increased teacher quality that has resulted from implementation has undoubtedly given us an advantage in meeting the varied needs of our students. At West Main we understand that the four components of this program when utilized in concert can be impactful on student achievement. I fully support the continued implementation of this program at West Main Elementary.

Sincerely,

(b)(6)

Stefani Morrow, Principal



Rosa Parks/Millbrook Elementary School

630 Millbrook Dr. Lancaster, TX 75146 (972)218-1564 FAX (972) 218-3420

June 27, 2012

To Whom It May Concern:

I have a great appreciation for the TAP program. It is a program that supports teachers and students by improving instruction in the classroom. It gives teachers professional development that is built into their work day and focused on the specific needs of the campus. I have seen firsthand what the TAP system can do for a campus and a district.

At Rosa Parks/Millbrook, our schedule is set up to support TAP requirements. We have cluster on Tuesdays and our TAP Leadership Team meets on Monday afternoons. The teachers on our campus attend the cluster meetings regularly, implement the strategies they learn throughout the week and bring back artifacts as examples.

Our master teachers work hard to bring new, research based strategies to the teachers. They field test the strategies with our kids before bringing them to the teachers so they can give them ideas of what and what not to do.

Student achievement on this campus has continued to rise since the implementation of the TAP program. At Rosa Parks/ Millbrook, we have seen what it can do for a campus and are in full support of the system. We already have the necessary pieces in place to continue.

Sincerely,

(b)(6)

Christi Farish
Principal
Rosa Parks/ Millbrook Elementary



Lancaster Elementary School

Shemeka Millner-Williams – Principal

Nakesha Reddick- Assistant Principal

1109 W. Main Street
Lancaster, Texas 75146

Office 972-218-1590
Fax 972-218-1607

June 25, 2012

To Whom It May Concern,

This letter serves as a commendation for the outstanding guidance and support that the Teacher Advancement Program provides to the staff, and thereby, the students of Lancaster Elementary School. This system of campus level professional development, evaluation and feedback, opportunities for leadership while remaining in the classroom, and incentive-based pay have been instrumental in the success of Lancaster Elementary School.

Since its inception, Lancaster Elementary has strived to create and maintain an environment of superior academic achievement for the students in our community. The campus remained on the cusp of academic excellence for the first 2 years of its existence and then struggled during its third year. With new leadership and the implementation of the Teacher Advancement Program, Lancaster Elementary was able to move from Texas State Accountability Rating of Academically Acceptable for the 2008-2009 school year to a rating of Exemplary in 2009-2010. The campus has continued to experience the positive results of implementation of the tenets of the TAP Program, remaining a Recognized campus today. TAP has played a significant part in Lancaster Elementary School's ability to achieve sustained academic success.

The talents and expertise of the staff at Lancaster Elementary, as well as the system for continued improvement provided by the Teacher Advancement Program are without a doubt at the core of the academic successes the campus has garnered. I whole heartedly support the continued implementation of this program at Lancaster Elementary as I have seen full commitment to this program work with great effectiveness on my campus.

Sincerely,

(b)(6)





Houston Elementary

Education with P.R.I.D.E in mind!

*Performance*Respect*Involvement*Dedication*Exemplary Expectations*

June 26, 2012

Greetings,

Houston Elementary School is on heading in a prominent direction due to the innovative practices of TAP. There are numerous reasons that TAP has "added value" to our campus.

The weekly cluster meetings that offer research based strategies continue to not only support teachers with instructional methods, but these meetings serve as an anchor that keeps all teachers focused. As teachers build conradery, they forget about the actual labor aspects of the job because cluster fosters a sense of shared responsibility, and team work builds capacity much faster.

We are moving onward to our fourth year of TAP implementation. This year being the first year of STAAR brought many trials and triumphs. However, the 5th grade team pulled ahead with the second highest scores in a lateral compassion to the other elementary campuses in Lancaster ISD. Successful testing scores is a direct correlation to successfully implementing the four elements of TAP.

As reflective practitioners, we understand the importance of having a system that primarily focuses on improving instruction for ALL students. On a day to day basis, teachers are polishing and refining their lessons to meet and surpass the instructional responsibilities set forth by TAP. As a result, our students at Houston Elementary are thriving and continue to benefit because teachers believe in the system.

In the spirit of educating students and building instructional capacity, we are excited about continuing the legacy of success here at Houston and LISD! Region 18, we want to partner with you to keep our vision alive. Our vision is certainly clear, and we know how crucial it is to keep adequate funding in place to support the vision. As a campus, we are committed. As a district, we are committed, and we are thanking you in advance for your consideration in helping us add value to the lives of our children, teachers, parents, community members, and all stakeholders.

Mrs. P. Bell, Principal
Houston Elementary Campus
"Where Excellence is Priority"

2929 Marquis Ln.
Lancaster, TX 75134
(972) 218-1512
Patonia Bell, Principal



Lancaster ISD
422 S. Centre Avenue
Lancaster, TX 75146
Dr. Michael McFarland
Superintendent of Schools

To Whom It May Concern:

I have just taken on the role of new Principal at Belt Line Elementary School in Lancaster, TX where we have been a TAP school since 2008. I remember attending workshops at an NIET conference in Hilton Head, SC in 2007. After leaving out of the workshops I remember thinking how Belt Line could benefit from being a part of the TAP program. The following year we were offered the opportunity to apply and we were accepted. The process was so quick, that we were not able to have a planning year and begin implementing TAP the following school year.

As a campus administrator TAP has allowed me to be a part of a shared instructional leadership model called the TAP Leadership Team. The TLT is composed of the principal, assistant principal, master and mentor teachers. The TLT collaborates to develop and lead cluster group meetings, formulate school goals based on student data, implement a school plan to reach those goals, triage teachers, as well as making decisions for the school.

Belt Line has shown annual gains in our student achievement as well in our teachers since being a part of TAP. Teacher growth has occurred with the help of weekly collaborative ongoing-applied professional development. Professional development is ongoing because teachers attend weekly cluster meetings where they are presented with research based and field tested strategies to utilize in their classrooms. Cluster also allows teachers to collaborate not only with their grade level but also with a vertical team. The TAP rubric helps teachers focus on deepening their skill sets (Reinforcement) while strengthening their weaknesses (Refinement).

Students have benefited from these researched based instructional strategies that have been field tested specifically for our needs. Each year our growth has been at least a years or more showing value added scores of 5 almost every year with TAP.

Because we are dedicated and committed to TAP this year at NIET's annual conference Lancaster ISD received the TAP Award of Distinction Since TAP has been implemented with fidelity not only has Belt Line's student achievement increased but the district's student achievement has increased and maintained the increase. TAP has played an integral part of our success.

Margo Spencer

Principal, Belt Line Elementary School

To Whom It May Concern:

Lytle Elementary is pleased to be continuing with the TAP program. Over the past two years, since arriving in Lytle ISD, I have seen the impact the program makes on, not only struggling teachers, but average ones as well.

Continuous improvement through cluster meetings and post conferences with observers are the key to growing our teachers. Their continued growth translates to improved student achievement while increasing the quality of their teaching. Through experience, I know that this is something that does not happen under the PDAS system. And while many schools are now moving to PLCs (cluster), we have had the advantage of using it for the past few years. Thus I truly see the advantages of participating in the TAP program.

Differentiated compensation is another aspect that teachers find crucial. The region 18 Service Center's reform model will take student's achievement and teacher's performance in the classroom into consideration when calculating both teacher and administrator compensation. Teachers appreciate that their work and progress with students is noted and rewarded. As a result, we have been able to retain many of our teachers year after year.

It is with great pleasure that I support ESC 18's Texas TIF program to recruit, develop, and retain highly effective teachers.

Sincerely,

Loretta Zavala
Principal
Lytle Elementary



LYTLE PRIMARY SCHOOL

P.O. Box 460
Lytle, Texas 78052
(830) 709-5140



Principal
KENNETH O. DYKES

Counselor
SHELLE McMILLAN

Secretary
RUTH GARCIA

To Whom It May Concern:

I am please to write this letter in support of Region 18 Service Center's 2012 Teacher Incentive Fund (TIF) grant.

The prospect of continuining the Teacher Advancement Program with the TIF grant on my campus is exciting. TAP has provided the educators of our school an opportunity to reinvigorate their efforts and effective instructional practices. Student performance and outcome drive instruction with clearly defined measures. Teachers now monitor student success with more clarity. We have implemented the program at the primary for four years, each year receiving a campus rating of five. We would like to continue providing such progress for our students.

Lytle primary wants to continue the assurance that every student learns by retaining effective teachers. Because of what TAP has to offer; embedded professional development, the opportunity for altnerative career paths, focusing on instructional accountability, and performance based compensation, we have successfully managed to retain quality teachers. Prior to the implementation of TAP, our teacher turnover rate averaged twenty percent. The turnover rate has average ten percent the past four years. This year, we only had three teachers leave and they are not teaching in any other district. The TAP program has created a learning community and the type of learning we desire four our students.

Lytle primary is excited about and supports the Region 18 ESC Texas TIF program to recruit, develop, and retain highly effective teachers.

Sincerely

(b)(6)

Kenneth O. Dykes
Principal
Lytle Primary



LYTLE JUNIOR HIGH SCHOOL

P.O. Box 825
Lytle, Texas 78052
(830) 709-5115

Principal
Amy Bibler

6/28/12

To Whom It May Concern:

Lytle Independent School District is applying for the new TIF grant. We are extremely excited about this as TAP is a district initiative that we want to continue with.

As a Principal, I cannot express enough to you how important it is for us to continue implementing TAP at the Junior High campus! As a former PDAS administrator, I can tell you that the support teacher's receive from the TAP evaluation process is above and beyond any other program I've worked with. The incorporation of staff development within the school day is crucial to the growth of my teachers and campus. TAP has made me a better administrator too. I am spending more time with individual teachers to have those conversations about quality teaching and the work they are doing in the classroom.

We are excited about continuing our relationship with TAP. If you have any question or concerns, please do not hesitate to contact me. Thank you for your consideration!

Sincerely,

(b)(6)

Amy Bibler, Principal
Lytle Junior High School



Lytle High School



Jesse H. Vela
Principal

18975 W. FM 2790 S.
P. O. Box 190
Lytle, Texas 78052
830-709-5105
830-709-5107 fax

Jennifer Criswell
Counselor

JoAnn Buchanan
Assistant Principal

Kathy Benavides
Secretary

June 27, 2012

To Whom It May Concern:

Lytle High School is excited about the opportunity to participate in an innovative reform effort such as the TAP System. We have seen the positive influence that prior implementations of the TAP System have had within the state of Texas to increase teacher quality and student achievement.

Region 18 Education Service Center's (ESC) proposal aims to promote a comprehensive evidence-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. In addition, Texas TAP System provides instructionally-focused accountability, career advancement opportunities, and time for ongoing professional development during the school day.

It is with great pleasure that I support the Region 18 ESC Texas TIF program to recruit develop, and retain highly effective teachers.

Sincerely,

(b)(6)

Jesse H. Vela
Principal
Lytle High School



June 26, 2012

During my time as an educator in Lancaster ISD, I have been afforded the opportunity to improve and grow as a teacher through the TAP program. TAP has provided resources to assist with managing the classroom through engaging, hands-on activities to meet the needs of all learners.

TAP was most beneficial to me during the 90 minute "cluster" meeting, where I was able to receive best teaching practices from master teachers. During this time I was able to collaborate with other team members, give and receive feedback about the implementation of new strategies and plan for upcoming lessons.

Because of the professional growth and multiple career paths TAP offers, we, as teachers, have become better at educating our youth.

Sincerely,
De'Shima D. Smith
West Main Elementary



June 27, 2012

To whom it may concern,

West Main Elementary School within the Lancaster Independent School District has benefited tremendously by becoming a TAP campus. The campus has experienced success in building the capacity of teachers and increasing student achievement. As a TAP mentor at West Main Elementary, I have seen the power of TAP play out with fidelity. TAP help teachers become better teachers. The biggest beneficiaries are the students and the quality of education they receive.

Sincerely,

Alicia Polk



June 27, 2012

To Whom It May Concern:

I am currently a mentor teacher at West Main Elementary School in Lancaster, Texas. I've been teaching for the past 11 years, half of which has been as a TAP mentor teacher. I can definitely say that the strategies that have been implemented into my classroom due to clusters in TAP have not only helped improve my teaching, it has also improved my students' learning. Although I feel as though I collaborated with fellow teachers before TAP, it doesn't compare with the weekly cluster meetings with the master teachers where we plan and discuss the best strategies to meet individual student needs. TAP has helped us teachers become even better than before when using the TAP rubric. We have been able to learn and use new teaching strategies in our classrooms. TAP also encourages us teachers to improve and focus on instruction in the classroom, which in turn, influences students' work ethic.

One of the most appealing things about becoming a TAP mentor teacher, for me, is that I am allowed to remain in the classroom, while having more responsibility and/or a leadership role at the same time. As a member of the leadership team, I am able to continue to track my students' growth through fifth grade. I feel like TAP has dramatically increased our student achievement, which is the ultimate goal.

Thank you for your time,

Dedra Briscoe

3rd grade mentor teacher

422 S. Centre Avenue P.O. Box 400 Lancaster, Texas 75146

972-218-1400 Fax 972-218-1401

PR/Award # S374A120099

Page e194



June 26, 2012

To Whom It May Concern:

I have been teaching for 10 years and the past 3 years I have been at a school which implements the a TAP process. Previously I was an instructional coach and now I am currently a mentor teacher at West Main Elementary.

The TAP System, implemented with fidelity provides success in many areas. I like that I am able to provide the teachers with a factual analysis of their performance in the classroom. The structure of TAP encourages collaboration as well as open and honest communication. TAP is ongoing therefore easy to monitor teacher and student progress. The system promotes "great teaching" and provides a clear road map on how to achieve.

The TAP system is what I had been looking for as a teacher – it tells you all the components of how to be effective teacher, have a successful classroom and students who are consistently achieving. It sets the climate for all to work together to achieve the desired result.

I have no hesitation in recommending TAP to anyone I meet in education. I also apply the rubric to my class at church because of its vital components.

If you need any additional information, please let me know.

Dawn Woodyatt

dawnwoodyatt@lancasterisd.org



West Main Elementary

531 West Main Street

Lancaster, Texas 75146

(972)218-1551 phone

(972)218-1563 fax

Stefani Morrow, Principal

June 27, 2012

I have been teaching at West Main Elementary for 21 years. I have seen many changes in education over the years. I feel that the implementation of TAP has made the most significant difference for our teachers and students.

When we implemented TAP, I was selected to be a Mentor Teacher. This gave me the opportunity to get out of my classroom and see other teachers in action. I believed all students were receiving the same kind of instruction across our campus. I quickly learned different. Best practices were not being implemented campus wide. Many students were still receiving a "sit and get" kind of instruction. When we began to attend cluster and learned the 3 rubrics and then strategies for student success, I saw teachers grow.

Before the 1st year of implementation was over, my position changed to Master Teacher. Multiple career paths with TAP were already being put into action. Serving as Master Teacher has been the most challenging but rewarding position of my entire career. I have been able to create, field test and help implement campus wide strategies that impact student learning. As I continue to improve teacher practices daily, student achievement continues to grow annually.

I truly believe that because of TAP, our teachers deliver better lessons, reflect more often and make better instructional decisions.

Sincerely,

Kelli Watson



Rosa Parks/Millbrook Elementary School

630 Millbrook Dr. Lancaster, TX 75146 (972)218-1564 FAX (972) 218-3420

June 26, 2012

To Whom It May Concern:

This letter is to express the impact The System for Teacher and Student Advancement (TAP) has had on the campus of Rosa Parks/Millbrook Elementary School located in Lancaster, TX of Lancaster ISD. Based on the four elements of success that TAP ensures for the teachers and students who have the opportunity to participate in the school reform, there is a large degree of success connected with TAP. Educators have an opportunity to climb the career ladder with the multiple career paths that TAP offers, being that TAP helps to develop leaders amongst the staff. There is ongoing profession growth that is applied in the classrooms on a weekly basis in order to raise student achievement and build teacher capacity. Teachers and students are held accountable for their teaching and learning that leads to performance-based compensation. With these four tenets being the foundation of the TAP System, our school as well as our district has experienced many success stories.

Lancaster ISD adopted the TAP System in 2006 as the school reform model to help increase student achievement with Rosa Parks/Millbrook being one of the first schools to be apart of the system. RPM began as a school that was barely acceptable according to the Texas Education Agency (TEA). With the implementation of TAP, Rosa Parks/Millbrook is now a school that is proud of its very decorated school with the many accomplishments due to the impact of the TAP System. The TAP System has helped Rosa Parks/Millbrook to become a very successful campus within the last five years. Here are some of the accomplishments to date:

- 2011 (NCEA) Higher Performing Elementary School
- 2010-2011 Gold Performance School in Science and Math
- 2010-2011 Gold Performance School in Comparable Improvement in Reading and Math
- 2010-2011 National Title 1 Distinguished School
- 2010-2011 TEA Recognized Campus
- 2010-2011 Gold Performance School in Science
- 2009-2010 TEA Exemplary Campus
- 2009-2010 Gold Performance School in Math
- 2008-2009 TEA Recognized Campus
- 2008-2009 Gold Performance School in ELA & Math

TAP has played a vital role in Rosa Parks/Millbrook's academic success. With the willingness of our staff, the determination of our students, and the continued improvement with the TAP System there are many more opportunities of success that Rosa Parks/Millbrook has yet to accomplish. I believe that TAP has been a positive factor for our success and we are fully committed to the continued implementation of TAP.

Sincerely,

Brooke McGilvery
TAP Master Teacher

Salina M. Allen

(b)(6)

n

June 27, 2012

To whom it may concern:

My name is Salina Allen and I am currently a Master Teacher at Rosa Parks/Millbrook Elementary in Lancaster ISD. I have just completed my fifth year in the TAP system. Six years ago, my superintendent in Judson ISD presented a unique opportunity that he wanted our district to explore. One of the first aspects of TAP that caught my eye was the multiple career paths. The Master Teacher position appealed to me because the Master Teacher works with both students and adults. I applied and got the position and have been devoted to TAP ever since.

As a Master Teacher, I have seen the impact that TAP has had with teacher growth. It definitely has made me a better teacher, mentor, and coach to students and adults. I have grown so much in my position and attribute to my success to TAP and specifically the TAP Rubric.

As a result of teacher growth, the students have also grown tremendously under the TAP system. I have seen an increase in the types of Thinking and Problem Solving that teachers expose their students to. As a result, students are thinking outside the box and solving problems in different ways. Students are also working more collaboratively on various projects and are scaffolding each other.

TAP is part of everything that we do on our campus and I hope that it will continue to be that way for many years to come.

Sincerely,

Salina M. Allen
Master Teacher

June 26, 2011

To Whom It May Concern:

I believe that the TAP program is a phenomenal program and appreciate the advancements made in my improvement as a classroom teacher and mentor teacher.

New teaching strategies are brought in and taught to other teachers. Teachers are given coaching support by Master and Mentor teachers.

Cluster meetings provided by the Master teachers allows for on-going staff development and teacher support based on the Five Steps for Effective Learning concept. This allows teachers to learn as well as students.

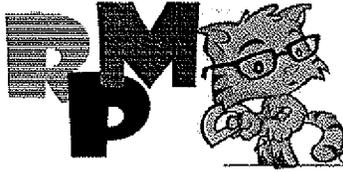
The bottom line of TAP is student achievement and we have been recipients of this student achievement.

Instructionally focused accountability is a big advantage of TAP. Teachers are evaluated four times a year based on the rubric and held accountable for researched based standards.

TAP provides compensation to teachers based on their classroom accomplishments.

(b)(6)

Annie Smith
Mentor Teacher
Rosa Parks/Millbrook Elementary



Rosa Parks/Millbrook Elementary School

630 Millbrook Dr. Lancaster, TX 75146 (972)218-1564 FAX (972) 218-3420

June 27, 2012

Greetings,

I want to share how I have enjoyed being apart of the TAP. TAP has opened up horizons I thought never possible. As a career teacher entering a TAP school I was totally clueless of what to expect. Yes, I heard of all the wonderful things TAP promised, and about all the assistance that was available at my campus due to TAP. I thought those things were just being said to buy me in. I have always used PDAS during my educational career until I stepped foot into Lancaster ISD at Rosa Parks/Millbrook School. I was informed that this campus went from unacceptable to recognized to exemplary in a matter of a few years due to TAP. After hearing the wonderful stories of TAP I began to really open my yes and participate in just about everything on my campus. Who would have thought that teachers would be sitting in class actively participating in classes on a weekly basis to gain knowledge and become better educators? Well, that is what TAP did. As a career teacher I had the opportunity of working with a Master Teacher who would come into my classroom and do model lessons, field testing, and even co-teach. Several walkthrough took place with immediate feedback that prepared me for my formal evaluations. With TAP it was never a "got you". Teachers knew exactly what was expected and could just about grade every lesson according to the TAP rubric.

I am now apart of a dynamic leadership team with the TAP on my campus. My goal and expectations alone with my team members is to develop and monitor progress that lead to achievement of the school goal and student achievement. I plan and monitor effective cluster meetings which directly leads to increased teacher proficiency and student achievement. My team and I are responsible for planning and implementing evaluations with pre and post conferences. We also monitor individual growth plans with support to teachers and movement toward meeting both student achievement and teacher improvement goals.

TAP has really supported me and other educators in a way unimaginable. Without TAP, I will probably be doing the same thing and getting the same results. With TAP I am able to monitor my teaching and know that my students are getting the best.

Yours in Education,

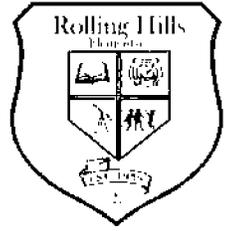
Miss Vonikki Stephenson



Rolling Hills Elementary

450 Rolling Hills Place
Lancaster, Texas 75146

972.218.1525 972.218.1537 fax



Nanette Watts
Principal

Angie Knight
Assistant Principal

June 26, 2012

To Whom It May Concern:

The Teacher Advancement Program implemented at Rolling Hills Elementary has grown in many different aspects through the years. In the TAP program we can see how it has brought our campus together to achieve one goal in mind, which is for our students to graduate with more than just a diploma. The TAP program has provided our campus with expanded opportunities for mentor, and master teachers to take ownership within the instructional leadership as provided to us as career teachers. The shared responsibility among each individual, has lead our campus with the ability to learn and grow together.

The elements of success in TAP have provided us with a system that gives us the opportunity for multiple career paths, professional development, instructional focused accountability, and competitive compensation. These key components have improved our instructional teaching piece as well as the achievement of our students. Being a part of the TAP program has awarded our campus Rolling Hills Elementary the 2011 TAP Ambassador Award. This award honors a school that has gone beyond its campus to represent the principles of the TAP system, and assist others in different states and regions. This award was a huge accomplishment for our campus as we excel in raising our student success throughout all grade levels.

Being a career teacher in the Teacher Advancement Program, has allowed me to retrieve useful information in our cluster meetings to take back to my students. As a special education teacher, I believe the TAP program provides structure, and best teaching practices for all teachers. When utilizing the rubric as a guide, it helps planning for effective lessons, primarily increasing student learning.

Sincerely,

(b)(6)

Tiffany Webb, M. Ed.
Special Education Teacher

A TEA Recognized Campus

PR/Award # 3674A120099

June 26, 2012

To Whom It May Concern:

The Teacher Advancement Program (TAP) has been a rewarding experience for me as an educator. My teaching career commenced in 1997 with the Los Angeles Unified School District. During my eleven year tenure with that district, I successfully provided quality instruction to my students. In 2010, I moved to Texas and became a part of the Lancaster Independent School District at Rolling Hills Elementary. Transitioning from a massive district to a smaller district was truly an adjustment, but it was a move that I would soon learn the benefits of within my career.

This new teaching venture in the state of Texas became my first exposure to TAP. I was very impressed by all it encompassed. For the first time in my professional career, I was an active participant within an evaluation system that was geared toward improving teacher performance, providing meaningful constructive feedback, utilizing research based classroom strategies, and promoting career advancement. TAP further appealed to my senses especially when I learned of the performance rubric designed to enhance my overall practice. In the past, my evaluations and observations never clearly defined good teaching versus exemplary teaching. TAP definitely defines and outlines how to reach an exemplary rating. This component is very beneficial to me as it serves as my guide when planning my lessons and activities for my students. I made a vow a long time ago to be the best teacher I can possibly be for my students and TAP is definitely upholding my commitment.

I have grown as an educator over the past two years under the TAP system and feel confident that the upcoming school year will take me to even higher levels of performance. It has been refreshing to witness the immeasurable amount of career growth and development at our campus. I am grateful for TAP within our district and feel it is an all inclusive system that continuously allows us to autograph our work with excellence.

Sincerely,



Cassondra M. Hightower

Fourth Grade Science Teacher

Rolling Hills Elementary

June 26, 2012

To Whom It May Concern:

It has been just over two years since my induction into the TAP program at Rolling Hills Elementary. TAP has had an immense impact on the effectiveness of my instruction and helped me to develop a clearer vision of my career possibilities as an educator.

Prior to moving to Texas, I was a certified fifth grade teacher for one year in Missouri. During my first year of teaching, I received several favorable evaluations in regards to my classroom management and instruction from my administrator and the instructional coach. Although my evaluations were good, I often found myself wondering how I could be better. I questioned if I was really providing my students with the highest quality instruction possible. After my evaluators would leave the room, I received a scoring sheet in my box that told me that I did a good job. The scoring sheet came with no feedback on how to improve or if I even needed to improve. I was good and that was it.

As I entered my second year of teaching, which began mid-September, I was offered a position teaching first grade at Rolling Hills Elementary in Lancaster, Texas. Since I was employed after the start of the school year, I had weekly meetings with my Master Teacher to introduce me to the TAP Evaluation Rubric. My Master Teacher gave me an overview of TAP, an in-depth explanation of the rubric and I was given opportunities to ask questions about the indicators at each performance level of the rubric. For the first time, I felt like I knew the expectations for my performance as a teacher. Initially, I was unsure if I could truly meet the expectations.

For my first observation, my Master Teacher and I conferenced about what she would see during my observation. We talked through the lesson and she addressed any questions that I had about how to make the greatest impact on student learning and she offered many suggestions. It almost felt like I was cheating a little because she was helping me develop my game plan. At that moment, I realized that TAP is about helping you to improve your instructional practice and its focus is to increase student achievement.

As I enter my third year of teaching at Rolling Hills, now taking on the shared leadership role of Mentor Teacher, I am even more excited about the possibilities that being a part of a TAP school brings. Being able to share instructional strategies with other teachers who are interested in moving from "good" to exemplary is an awesome responsibility and I cannot wait to get started on the journey.

TAP has truly helped me to improve as a teacher. TAP has given me the opportunity to move forward as a school leader and empowered me with the tools to feel as if I am prepared to be an exemplary teacher for children in any environment.

Warmest Regards,

(b)(6)

Sharon Crockett-Alexander
Mentor Teacher
Fourth Grade Mathematics Teacher
Rolling Hills Elementary

Wednesday, June 27, 2012

District: Lancaster Independent School District

School: Rolling Hills Elementary

Position: Master Teacher

It is with great pleasure that I write a letter on behalf of my school district, Lancaster ISD, in expressing how much of an impact TAP has made. I became a teacher at Rolling Hills Elementary in 2007. When I arrived to the campus, it had a rating of unacceptable. The school was in a state of transformation to change its rating. That school year, the campus administrator and some teachers from our campus were invited to attend the National TAP conference. The following school year, TAP was implemented on our campus. TAP is a very successful teaching tool that allows teachers to receive constructive feedback, teaching strategies, and a consistent standard that is expected across grade levels to increase student achievement. TAP has also provided an incentive for teachers that says we appreciate the job you do each day for educating our youth. TAP has also provided a career path for educators who enjoy coaching and mentoring people in their craft, and still allows them to help students grow academically. TAP provided all the components our campus needed to become successful. We became one of six elementary campuses in our district to become recognized by TEA. In 2010, our campus also received the TAP Ambassador Award. As you can see, TAP is a very viable program for our district.

I have had the privilege of being one of those teachers who has been a mentor teacher and transitioned into the master teacher position. I am very committed to the successful implementation of the TAP program on our campus. It has been an awesome experience to move from servicing my group of teachers as a mentor and my grade level of students to being a vital part of making sure the entire campus is implementing student-based strategies that will enhance the performance of not only our students, but our teachers as well. TAP has allowed our district to excel and help build a capacity of a district of great educators instead of a few pockets of excellence.

Good teaching is what we owe our students, but if we want to continue to move from good, to better, to the best, then TAP is definitely the standard we need to keep in our district's tool box of excellence.

Sincerely,

(b)(6)

Edna S. Bell, Master Teacher

Rolling Hills Elementary

**Carmalita Benberry
Rolling Hills Elementary
Lancaster, TX 75146
June 26, 2012**

To Whom It May Concern:

I have been a Lancaster ISD educator for eleven years, and I have taught at Rolling Hills Elementary in Lancaster ISD for the past 6 years. I was on the campus prior to the TAP implementation process, and I have definitely seen a transformation on our campus as a result of the TAP system. I am certainly a believer in the change that TAP brings to education for teachers and students.

As a result of TAP, I have experienced a campus where teachers work together much more as a collaborative unit to increase student achievement. Teachers who previously worked alone behind their closed classroom doors have stepped out into new territories to share and participate as a cohesive group. Focused discussions among teams of teachers have led to increased teacher effectiveness, which has impacted student achievement. I have seen first-hand the dramatic growth in students due to the TAP system. Our campus moved from the academically unacceptable category to the category of academically acceptable, and finally to the level of a Texas recognized campus.

The TAP system is also one that also develops teacher leaders. One of the major components of TAP is the multiple career paths. I have personally grown professionally as a result of the TAP system by serving in the roles of career teacher and mentor teacher. There has been tremendous growth and development of teachers on our campus. A current TAP executive master teacher was a master teacher on our campus. Several Rolling Hills teachers have moved from career teachers to mentor teachers to the role of master teacher. This is evidence that TAP definitely produces great educational leaders.

I am dedicated to the excellence that TAP has brought to Rolling Hills Elementary. I am also excited as I think about the new possibilities that could exist on our campus due to the positive impact of continuing the TAP system.

Sincerely,

(b)(6)

**Carmalita Benberry
Rolling Hills Elementary
TAP Mentor Teacher**



Houston Elementary

Education with P.R.I.D.E in mind!

*Performance*Respect*Involvement*Dedication*Exemplary Expectations*

June 26, 2012

To: Whom It May Concern
Fr: Allen Edwards, Master Teacher
Re: Houston TAP System

Dear Region 18,

Being a part of the TAP System has been a great opportunity. I have had the privilege to work at Houston Elementary School for two years in the capacity of Master Teacher and I have seen the true impact that TAP can have on student and teacher achievement. When I came to Houston, I met teachers who were dealing with some challenges and were not quite clear on how to conquer them. As we took a deeper look into the rubric and began to break it down to common language, I started seeing breakthroughs in classrooms across the campus. Teachers were willing to step out of their comfort zone and tackle some of the suggestions they were receiving in Cluster. Teachers were beginning to genuinely buy into the support system embedded into TAP and give up the idea that it was a “got-cha” approach.

After spending countless hours in and out of the classrooms, teachers felt that they could truly trust the strategies that were presented in Cluster because they were seeing Mentors and Master Teachers using it with their students during field testing and team teaching. Once the teachers were able to buy into TAP at this level, I begin to see them using the strategies more and more with their students. They started creating posters on their own to make sure they were presenting it correctly and that the students could understand it correctly. Students became so familiar with the strategies because they were seeing them in all of their classes.

TAP has brought about a common language among teachers of all subjects and students in all grades. As our student population grew and changed, TAP became more important because it helped our campus reach students at all academic levels. Additionally, TAP gave teachers a true guideline of how to capture students and bring them on board with the rest of their class.

At this junction, I do not see how we could continue to grow in this 21st Century society without TAP. It brings any curriculum into a manageable state and helps all teachers, new or veteran, to focus on helping their students achieve. This is my perception of how TAP is benefitting Houston Elementary.

Sincerely,

Allen Edwards
Master Teacher

2929 Marquis Ln.
Lancaster, TX 75134
(972) 218-1512
Patonia Bell, Principal



Houston Elementary

Education with P.R.I.D.E in mind!

*Performance*Respect* Involvement* Dedication*Exemplary Expectations*

June 26, 2012

To Whom It May Concern:

The Teacher Incentive Fund has impacted my school, Houston Elementary, in a major way. By implementing a campus-wide evaluation system that offers development, additional roles and responsibilities, and a reward for success, Houston achieved huge growth in the areas of professional and academic because of the added compensation.

As an early-childhood teacher participation in TAP helped us realize the importance of the systematic approach in improving classroom instruction and student achievement. With the assistance of classroom observation and professional develop clearly defined repertoire of instructional skills, we were able to see that even we as Pre-K teachers played a major role in the campus wide goals that were set at the beginning of the school year that eventually played a role in our annual bonus. This bonus did not focus on the success of my class individually, but it rewarded our school wide efforts. Each teacher within the learning community contributed to the accomplishment of our students by weekly grade level meetings, daily interventions, PLCs, and clusters. While using standards and rubrics to measure teacher performance, these components helped ensure that our school identified the knowledge and skills that our teachers need or needed to help improve quality teaching.

I have had many successful years by being coached and guided through my fellow colleagues. The support that I have received from the TAP is a very important component in my career path as an educator. As I experience the role as a diligent career teacher, I have progressed to become a mentor teacher. I am committed to the challenge of continuing the growth and achievement at Houston Elementary.

Sincerely,
Andrea Peters

2929 Marquis Ln.
Lancaster, TX 75134
(972) 218-1512
Patonia Bell, Principal



Houston Elementary

Education with P.R.I.D.E in mind!

*Performance*Respect* Involvement* Dedication*Exemplary Expectations*

June 26, 2012

Houston Elementary and the Benefits of the TIF Grant

The Teacher Incentive Fund (TIF) has influenced everyone at Houston Elementary. As a teacher and mentor, I strive daily to ensure the success of my students and the teachers in which I mentor. We understand that the grant is to provide additional compensation to teachers based on our skills, knowledge, responsibilities and student achievement. Without a doubt, the extra money is wonderful to receive, but at Houston, it's about academic growth for our students and professional growth for our teachers.

The Performance Based Compensation System incorporated the implementation of rigorous, transparent, and fair evaluations to take place throughout the year. Having this system enables teachers to receive coaching, support and allows them to be reflective on their teaching. Teachers participated in professional development through cluster. The professional development helped teachers to increase their teacher content knowledge and the academic level of our students. Our goal is to increase and maintain our student achievement by using more research based strategies within the classrooms. As a team we strive daily to make it happen.

Teachers use data to drive instruction and monitor progress in their classrooms. Not only did we encourage one another to meet high professional standards in order to obtain and receive the TIF Grant, but we also inspired our students to perform at higher academic levels. There were data charts in every classroom to motivate students, to help them monitor their own progress and increase their educational skills based on Common Assessment scores. As a result my students made tremendous gains throughout the year.

Our focus was not only in our classrooms, we had a school wide goal and we, as a team, had to assure that we were able to provide assistance to the entire school, testing grades as well as non-testing, we were all striving toward the same goal, which results in student achievement. As a mentor, I often provide resources to other teachers that help to strengthen their skills during instruction. Our days were extend many times preparing lessons so that the teachers would be successful with keeping the students engaged in lessons that involved more critical thinking and problem solving practices.

The TIF Grant is a motivator for teachers at Houston Elementary. Teachers improve their skills implicitly because as professionals that care they want to give each student the best instruction possible and later we celebrate the successes and payouts that we obtain as a team. At Houston we all accept the ownership of student achievement.

Sherretta Ellison, Teacher

2929 Marquis Ln.
Lancaster, TX 75134
(972) 218-1512

Patonia Bell, Principal



Houston Elementary

Education with P.R.I.D.E in mind!

*Performance*Respect* Involvement* Dedication*Exemplary Expectations*

June 26, 2012

To Whom It May Concern:

I am writing this letter to describe the success Houston Elementary has experience as a result of the TAP system. Houston Elementary has maintained performance ratings as a “Recognized” campus. Over the years, The TAP system has created remarkable changes in our 5th grade students’ reading, math, and science performance on the Texas Academic and Knowledge Skills (TAKS) assessment.

Our students’ performance scores have increased by 10-40% in the reading, math, and science content areas. The design of the TAP system has maximized our effectiveness as teachers by allowing us to collaborate in weekly clusters and professional learning communities. It has promoted our TAP leadership team to collaboratively develop and plan efficiently and effectively to meet our campus wide reading, math, and science goals. TAP has changed our teachers’ mindset in educating our students at Houston Elementary. The accountability and performance based compensation components of TAP has helped us to retain our teachers. Majority of our teachers and staff have been working together for over 5 years. Personally, TAP has promoted me to grow as a career teacher, to becoming a mentor teacher for 3 years, with the capacity of growing and developing to advancing as a master teacher or instructional coach.

Houston Elementary and Lancaster ISD has become a data-driven organization as a result of the TAP system. With your support and the support of the TAP system, our district will continue to outperform our neighboring local school districts.

Sincerely,

Ms. Tamiqua Leepers

5th Grade Math Teacher/3-5 Math and Science Mentor Teacher

June 26, 2012

2929 Marquis Ln.
Lancaster, TX 75134
(972) 218-1512

Patonia Bell, Principal



Houston Elementary

Education with P.R.I.D.E in mind!

*Performance*Respect*Involvement*Dedication*Exemplary Expectations*

To Whom It May Concern:

What Benefits Does the TIF Grant have on Houston Elementary?

The Teacher Incentive Fund (TIF) has influenced everyone at Houston Elementary. As a mentor teacher, I have seen it affect myself as well as the third through fifth grade Reading Teachers in which I mentored. We all understood that the grant was the provided additional compensation to teachers based on our skills, knowledge and responsibilities. Sure the extra money was wonderful to receive, but to us, it was really more about academic growth of our school.

The Performance Based Compensation System incorporated the development of rigorous, transparent, and fair evaluations to take place throughout the year. This was my way of coaching my teachers of how to become more effective teachers in their own styles. As a reflection upon the evaluations, many teachers went out the district to seek professional development to increase their teacher content knowledge and the academic level of our students. Our goal was to assure that we were able to increase our value added with student achievement by using more research based strategies within the classrooms. Those that went out for extra professional development would even return and share their knowledge with fellow colleagues to guarantee success among us all.

Our focus could not only remain in our classrooms, we had a school wide goal and we, as a team, had to assure that we were able to provide assistance to the entire school. Though we are the testing grades, we were all striving for the same goal. As a mentor, I would provide resources to my team that would help strengthen their skills during instruction. I would extend my days many times to help prepare successful lessons with my mentees that would keep the students engaged in lessons that involved more critical thinking and problem solving thinking.

Not only did we encourage one another to meet high professional standards in order to obtain and receive the TIF Grant, but we also inspired our students to perform at higher academic levels. School-wide students were aware of their data status. There were classroom data charts in every room to motivate the students to increase their educational skills based on Common Assessment scores. Teachers used this data to drive instruction in their classrooms in order for the students to monitor their progress.

As a mentor teacher I believe that the TIF Grant was a motivator for teachers at Houston Elementary to improve their skills implicitly because they want to do the best job for the students as possible and later celebrate the successes that we obtained as a team. We all accepted the ownership of student achievement.

Jessica Govan

Houston Elementary Teacher

2929 Marquis Ln.
Lancaster, TX 75134
(972) 218-1512

Patonia Bell, Principal



Lancaster ISD
422 S. Centre Avenue
Lancaster, TX 75146
Dr. Michael McFarland
Superintendent of Schools

Imagine going to war and receiving the weapons for battle but never being told or given a guide for how to use the weapons. This is probably how many first year teachers feel. I know it is how I felt my first year. I went to the trainings and workshops. I listened intently and zealously took notes. I tried to burn into my brain all of the information I received about what makes a successful classroom. I knew I needed active and engaged students, learner centered instruction, classroom management and plans for intervention. I had the weapons I needed, but how do I use them? What should it look like? I was going to war, in a battle for student achievement, with the weapons I needed but ill equipped because I didn't know how to use them. Then enters TAP, a system for teacher and student advancement that provides teachers with best practices and on-going professional development to grow and strengthen teacher effectiveness.

TAP is exactly what I needed as a first year teacher. There were many forms and evaluation systems that informed teachers of what was needed and where their areas of weakness were in the classroom. TAP differs in that it goes a step farther and provides professional development to strengthen a teacher in the area of weakness. What I really appreciate about the TAP system's implementation on our campus is the increase in collaboration and support. After walkthroughs or evaluations I receive follow up with a master or mentor teacher to help me effectively implement strategies to strengthen my skills. As a first year, I felt safe and supported because I knew that if I began to feel overwhelmed or like I was drowning there would be someone there to coach me and help me to grow in confidence and ability. More than the one on one coaching from a master or mentor teacher, TAP also provides the opportunity for collaboration amongst peers through cluster. I love the learning I obtain through cluster because I know that it is researched based and tested. Master teachers have field tested the strategies and provide us with critical elements and attributes to consider as we implement these strategies into our classroom. This cluster time also allows me to work together with my peers and gain knowledge from their experience as well. When I was going through my certification program we were told that ten percent of teachers quit after their first year because of lack of support. I believe that the mentoring and support TAP provides helps to retain teachers.

My students have benefited from the implementation of TAP as well. The TAP rubric helps to guide me as I implement instructional strategies to meet the needs of my students. I am constantly evaluating my lesson plans against the rubric because I know that the overall goal is the success of the student. As I grow as an educator, the results are increased student achievement. My students standardized test scores have improved, but more than that the students are more engaged and enjoying the process of learning. My heart smiles when a student says, "I learned a lot today" or "Next time we do this lesson can we try this?" They are exploring, and questioning, and taking charge of their learning.

Tap has not just affected me but our campus and our district as a whole. This year, our district received over twenty gold performance awards from the Texas Education Agency. This award recognizes schools for high performance or improvement in areas critical to the academic success of students. I believe this success can be credited to the implementation of TAP as a district.

I wholeheartedly support the TAP system for the support and drive for excellence it provides for the district, the campuses, the teachers and most importantly the student.

Yours in education,

Taryne Dismuke



Lancaster ISD
422 S. Centre Avenue
Lancaster, TX 75146
Dr. Michael McFarland
Superintendent of Schools

To Whom It May Concern,

My name is Dalia Garcia, Special Education Teacher and Mentor Teacher. I've been teaching in Lancaster ISD for 14 years. I would like to take this opportunity to share what TAP has done for me as a educator and how important it is for this program to continue working its magic within the schools of Lancaster ISD.

As you know, the TAP System is one example of an education reform that is helping districts attract good teachers to disadvantaged schools and raise the performance of those already working within those schools. The program approach is comprehensive and focuses on four key elements: multiple career paths, on-going professional growth, instructionally focused accountability, and performance based compensation. Throughout my years, I have personally experienced the district of Lancaster ISD tinkering with one or two of these elements in an attempt to boost teacher quality and student achievement. Although some growth was made, it occurred in small pockets and not enough to sustain over time. The stresses of this also created a hot bed for teacher turnovers which placed us further from our goal. Since the implementation of TAP, our schools have been able to see growth in our student achievement and have maintained a steady increase. On-going professional development (clusters) and instructionally focused accountability provides us with the support we need to continue growing as educators so that we may deliver quality instruction to our students. Being able to see the growth in our students and ourselves has convinced many that this systemic approach works. In addition, we also receive performance based compensation. All individuals, including adults, need motivation both intrinsically and extrinsically. Intrinsically, I receive it through my everyday contact with my students and watching those light bulbs come on. Extrinsically, well what person doesn't like to be rewarded monetarily for their efforts. Lastly, the TAP program offers educators multiple career paths. Personally, I'm not at a point in my life that I'm willing to give up my day to day contact with my students. As a single parent raising two children in today's economy, the need for additional funds was necessary. By taking on the role of a mentor teacher, I was able to continue doing what I love the most while also receiving that added boost to my income. I strongly believe that this comprehensive approach has given our students a fighting chance and will continue to develop the educators. Please consider Lancaster ISD as a recipient for the TIF grant so that we can continue our path to success.

Sincerely,



Lancaster ISD
422 S. Centre Avenue
Lancaster, TX 75146
Dr. Michael McFarland
Superintendent of Schools

Walesha A. Robinson
Belt Line Elementary School
1355 W. Belt Line Road
Lancaster, TX 75146

June 27, 2012

To whom it may concern:

I am writing to express my appreciation of the TAP Program and its benefits for our campus. Belt Line became a TAP campus in August 2008 and has experienced significant academic gains. The TAP instructional model enables teachers to reach all learners through the use of practical and research based strategies to extend students' thinking and problem solving skills. Teachers receive ongoing-applied professional development which equips them with tools to engage students at high cognitive levels and students become motivated about their own learning. Since the implementation of TAP at Belt Line, our students have made at least a year's growth every year which attributed to our continuous value added scores.

All these accomplishments have been made possible due to the TIF Grant and the fidelity of TAP implementation. We would be fortunate to continue to receive funds that will contribute to student achievement and teacher advancement.

With STEM-credible Expectations,

Walesha A. Robinson
Master Teacher



Lancaster ISD
422 S. Centre Avenue
Lancaster, TX 75146
Dr. Michael McFarland
Superintendent of Schools

Dear U.S. Department of Education,

Belt Line Elementary in Lancaster ISD received the Teacher Advancement Program (TAP) grant 5 years ago. During this time, we have observed tremendous growth in our teachers and students. Prior to TAP, there was no system in place to monitor teacher professional needs and daily instructional practices. We now are able to triage teachers that are struggling and provide them with tailored support through the TAP model. With this added supported, teacher capacity and retention has increased. Through this increased capacity, our students have shown growth. As a campus, we have been able to create intervention programs to fill in gaps that our economically disadvantaged students come to us with. With TAP, we feel confident in knowing that we have the tools to move our students forward to compete in this global society.

As a Master Teacher, through the TAP program, I am able to support career teachers by providing them with resources that they need to instruct our students. I am also able to model and team teach alongside of them to ensure that great instructional practices are taking place within the classroom. Through research of instructional strategies and field testing of students, I am able to ensure that our campus is successful in providing at least one year of growth. We hope that TAP will continue to be part of our campus culture.

Sincerely,

Nichole Ward

To Whom It May Concern:

I have had the great opportunity to participate within the TAP System as a career teacher and for the past three years now as a mentor. My knowledge and confidence in teaching has grown tremendously due to the professional development within our campus and teachers. We have been able to learn so much from each other. I am not the only one who has seen benefits from implementing the TAP system in our school. We have great gains in our student success, in reading and math, from 1st grade all the way down to my grade level, Pre-Kindergarten.

Region 18 Education Service Center's (ESC) proposal aims to promote a comprehensive evidence-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. In addition, Texas TAP System provides instructionally-focused accountability, career advancement opportunities, and time for ongoing professional development during the school day.

It is with great pleasure that I support the Region 18 ESC Texas TIF program to recruit develop, and retain highly effective teachers.

Sincerely,

Amy Obregon
PK Mentor Teacher
Lytle Primary School, LYTLE ISD

To Whom It May Concern:

July 1, 2012

Lytle Elementary is enthusiastic about the opportunity of continuing to participate in an innovative reform effort such as the TAP System. During my four years with the TAP System I have seen positive growth from all whom have participated. Staff that participate are held accountable for their quality of teaching as well as their students' academic performances.

The Texas TAP System aims to promote multiple career paths, ongoing professional development, instructionally focused accountability, and performance based compensation. Beginning my teaching career in a non-TAP System I have seen the positive difference the TAP System makes on a campus, its staff, as well as its students. In my experiences, with the Texas TAP System, I was able to grown in my career paths when I moved up from career teacher to mentor teacher. I have grown through the continuing professional development I receive throughout the year and have seen the majority of my colleagues grow as well. Going back to a non-TAP System would be detrimental to a campus, its staff and its students.

I am without a doubt in support of the Texas TAP System, which employees, advances, and holds highly effective teachers.

Sincerely,

Tricia Plate
Mentor Teacher
Lytle Elementary/Lytle ISD

To Whom It May Concern:

Lytle Elementary is excited about the opportunity to continue participation in the innovative reform effort such as the TAP System. We have seen the positive influence that prior implementations of the TAP System have had within our campus, district, as well as, the state of Texas to increase teacher quality and student achievement. TAP has brought many valuable components to our education environment. The retention of quality educators has improved. Through examination of student work our teachers are planning for the individual student needs and have become better aware of monitoring mastery and growth of each student. TAP is not a program we follow it is our way of doing things and who we are.

Region 18 Education Service Center's (ESC) proposal aims to promote a comprehensive evidence-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. In addition, Texas TAP System provides instructionally-focused accountability, career advancement opportunities, and time for ongoing professional development during the school day.

It is with great pleasure that I support the Region 18 ESC Texas TIF program to recruit develop, and retain highly effective teachers.

Sincerely,

Melinda Carroll-Conover
Master Teacher
Lytle Elementary, Lytle ISD

Community

To Whom It May Concern,

Lytle Independent School District is excited about the opportunity we have had to participate in a system as innovative as the TAP. We have witnessed the positive influence that prior implementation of the TAP System has had to increase teacher quality and student achievement.

Region 18 Education Service Center's proposal aims to promote a comprehensive evidence-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. In Addition, Texas TAP System provides instructionally focused accountability, career advancement opportunities, and time for ongoing professional development.

As a parent and involved community member, I believe the TAP System is a great way to see that our veteran teachers are the best they can be, and that newer Instructors have ready access to the knowledge and experience of those veterans. It also provides a means by which the District may implement the goals and objectives set forth by our Curriculum and Academic Planning committees. Therefore, I whole-heartedly support the Region 18 ESC Texas TIF program to recruit, develop and retain highly effective teachers.

Sincerely,

Jamie Dahler
Lytle Education Foundation Board member
Academic Planning Committee member

Lytle Independent School District

Community

To Whom It May Concern:

Lytle Independent School District is excited about the opportunity to participate in an innovative reform effort such as the TAP System. We have seen the positive influence that prior implementations of the TAP System have had within the state of Texas to increase teacher quality and student achievement.

Region 18 Education Service Center's (ESC) proposal aims to promote a comprehensive evidence-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. In addition, Texas TAP System provides instructionally-focused accountability, career advancement opportunities, and time for ongoing professional development during the school day.

It is with great pleasure that I support the Region 18 ESC Texas TIF program to recruit develop, and retain highly effective teachers.

Sincerely,

JoAnn E. Flores
Vice President – Board of Trustees
Lytle Independent School District

Primary

June 30, 2012

To Whom It May Concern:

Lytle Independent School District and the Lytle Primary campus are excited about the opportunity we have had to participate in the Texas TAP program. Through this system and its embedded professional development, we have seen positive growth in our teachers as well as our students.

The differentiated compensation for teachers based on their performance in the classroom and the academic performance of their students has been a positive influence. We have seen in depth planning and designing of lessons to meet the need of the students and as a result, a higher percentage of students performing at grade level expectations.

The Texas TAP model has provided our master and mentor teachers the time within the school day to share their expertise and enable others to be the best they can be. The opportunity for career advancement without leaving the classroom is a positive incentive for teachers to stay in the field.

It is with great pleasure that I support the Texas TIF program and the Texas TAP model to develop and retain highly effective teachers.

Sincerely,

Garnett Wagner
Master Teacher
Lytle Primary School
Lytle Independent School District

Primary

June 27, 2012

To Whom It May Concern:

Lytle Primary is excited about the opportunity to continue to participate in an innovative reform effort such as the TAP System. We have seen the positive influence the TAP System has had on Lytle ISD to increase teacher quality and student achievement. As a mentor teacher, I have personally witnessed my teachers and I become more effective and thorough in our practices. The rubric and post conference pieces have been extremely beneficial in making sure we are giving Lytle First graders the highest level of teaching and learning. Cluster has helped us to implement effective strategies, and come together as a team working on behalf of all our children. TAP has really brought grade levels together.

We have found that all of TAP's pieces from the organization and planning in the beginning through the reflective pieces and evaluation at the end have helped my First grade teachers to become the best teachers they can be. It has pushed them beyond any evaluation system we have ever had. That is what we want for our students. TAP allows students and teachers to be the best they can be and experts at their jobs!

Region 18 Education Service Center's (ESC) proposal aims to promote a comprehensive evidence-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. In addition, Texas TAP System provides instructionally-focused accountability, career advancement opportunities, and time for ongoing professional development during the school day.

It is with great pleasure that I support the Region 18 ESC Texas TIF program to recruit, develop, and retain highly effective teachers.

Sincerely,

Jamie Whitfield
First Grade Mentor Teacher
Lytle Primary, Lytle ISD

Elementary

June 27, 2012

To Whom It May Concern:

Lytle Elementary School is excited about the opportunity to participate in an innovative reform effort such as the TAP System. We have seen the positive influence that prior implementations of the TAP System have had within the state of Texas to increase teacher quality and student achievement.

Region 18 Education Service Center's (ESC) proposal aims to promote a comprehensive evidence-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. In addition, Texas TAP System provides instructionally-focused accountability, career advancement opportunities, and time for ongoing professional development during the school day.

It is with great pleasure that I support the Region 18 ESC Texas TIF program to recruit develop, and retain highly effective teachers.

Sincerely,

Debbi Gouard
Mentor Teacher
Lytle Elementary School

To Whom It May Concern:

The opportunity to participate in the Texas TAP System has proven most valuable to our Lytle Independent School District. In our search for proven reform, TAP System Schools showed remarkable results in increased teacher quality and student achievement. Our four campuses have implemented TAP for four or more years and are included in these fine results.

Before implementation of TAP, our small school district was a transition for teachers to 'get their feet wet' before going on to larger, higher paying districts. As a result of Region 18 ESC Texas TIF program, our teacher retention rate has increased, and we are able to recruit highly effective teachers. Teachers earn differentiated compensation based on their performance in the classroom and the academic performance of their students. This pay incentive is found attractive to returning teachers, as well as, the Texas TAP evidence-based reform model of instructionally-focused accountability, career advancement opportunities, and provided time for ongoing professional development for teachers during the school day.

I wholeheartedly support the Region 18 ESC Texas TIF program to recruit, develop, and retain highly effective teachers.

Sincerely,
Mary Moore
Master Teacher
Lytle ISD

Elementary

June 29, 2012

To Whom It May Concern:

Lytle ISD is excited about the opportunity to continue its participation in the innovative reform efforts of the TAP System. We have personally seen the positive influence our implementation of the TAP Program has had within our district. There has been a noticeable increase in teacher quality, as well as, measurable growth in our students' achievement.

I have been an educator at Lytle Elementary for the past five years; beginning as a career teacher, and recently taking on the role of mentor teacher for my grade level. I attribute my growth as an educator to the TAP System because it not only challenged me, but rewarded me for my efforts in the classroom. As a result of the TAP program, I grew professionally, and thus my students grew academically.

Region 18 Education Service Center's (ESC) proposal aims to promote a comprehensive evidence-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. In addition, Texas TAP System provides instructionally-focused accountability, career advancement opportunities, and time for ongoing professional development during the school day.

It is with great pleasure that I support the Region 18 ESC Texas TIF program to recruit, develop, and retain highly effective teachers.

Sincerely,

Michelle Reilly
5th Grade Mentor
Lytle Elementary / Lytle ISD

Junior High

To whom it may concern,

Lytle ISD is looking forward to continuing with the TAP system in the 2012-13 school year. We've seen the difference in teacher quality and student performance and wish to continue to see growth from the innovative reform of the TAP system.

As a returning mentor teacher that taught in a district without TAP for 22 years, I can attest to the fact that the instructionally focused accountability and ongoing professional development have helped me improve my instructional methods. In addition, the instructional rubric puts all the aspects of a well-developed lesson at a teacher's fingertips, and the reinforcements/refinements give regular feedback to the teacher, who can then adjust future lessons accordingly.

The implementation of the TAP system in our school district has been a win/win for teachers and students alike, so it is with complete faith that I support the ESC 18's Texas TIF program.

Sincerely,

Jeri-Lyn Wheeler
Mentor/Science teacher
Lytle ISD

Junior High

To Whom It May Concern:

Lytle Junior High is excited about its participation in an innovative reform effort such as the TAP System. I have seen the positive influence that implementations of the TAP System have had within our campus, on its teachers as well as its students.

The Texas TAP System provides teachers with effective professional development, master/mentor support, and accountability rubrics that all contribute to their professional growth. Region 18 Education Service Center's (ESC) proposal provides differentiated compensation for teachers and principals based on their classroom performance and the academic performance of their students. The TIF program helps create a positive link between the Texas TAP system practices and their effective usage in the classroom.

Combined, these programs also allow our school district to recruit, develop, and retain highly effective teachers. I fully support the Region 18 ESC Texas TIF program in hopes of continuing this practice.

Sincerely,

Amanda Lopez
Lytle Junior High Mentor Teacher
Lytle ISD

To Whom It May Concern:

Lytle Independent School District is excited about the opportunity to participate in an innovative reform effort such as the TAP System. Throughout the district, teachers are continuing to target on professional development through the implementation of TAP. As a result of these weekly professional development clusters, we are expanding our knowledge on strategies and concepts that will best benefit the needs of our students. Cluster also allows us to focus on campus goals so that the entire campus is aware of areas of need. TAP not only benefits teachers, but it also aids us in continuing to make our students successful.

Region 18 Education Service Center's (ESC) proposal aims to promote a comprehensive evidence-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. In addition, Texas TAP System provides instructionally focused accountability, career advancement opportunities, and time for ongoing professional development during the school day.

It is with great pleasure that I support the Region 18 ESC Texas TIF program to recruit develop, and retain highly effective teachers.

Sincerely,

Tina Reyna
Mentor Teacher/8th ELA
Lytle Junior High/Lytle I.S.D.

To Whom It May Concern:

Lytle Primary is excited about the opportunity to participate in an innovative reform effort such as the TAP System. We have seen the positive results it has had on our students and teachers. The TAP system puts the focus on our students. The teachers are excited about the professional development that is focused on their student's needs. Overall the system has created a positive environment for all. Teachers have a feeling of being a part of a team. They are willing to share ideas that will help all students for more student success. I cannot say enough how I feel this system has had a positive impact on our students and our school.

Region 18 Education Service Center's (ESC) proposal aims to promote a comprehensive evidence-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. In addition, Texas TAP System provides instructionally-focused accountability, career advancement opportunities, and time for ongoing professional development during the school day.

It is with great pleasure that I support the Region 18 ESC Texas TIF program to recruit develop, and retain highly effective teachers.

Sincerely,

Tammy McDonald
Kinder Mentor Teacher
Lytle Primary

July 9, 2012

To Whom It May Concern:

Lytle ISD and Lytle High School is excited about the opportunity to participate in an innovative reform effort such as the TAP System. We have seen the positive influence that prior implementations of the TAP System has had on our campus.

Through the Texas TAP System, we have been able to provides instructionally-focused accountability, career advancement opportunities, and time for ongoing professional development during the school day. Five years ago I was looking for a change in my career. I had been a classroom teacher for approximately fifteen years. Pursuing a degree in administration or counseling was something I was interested in. I still wanted direct connections to classroom teaching, but not necessarily be a classroom teacher. When the opportunity to become a master teacher became available, I knew it was the perfect fit for me. The career advancement opportunities through TAP have definitely had a positive impact on my family and me.

Through the ongoing professional development at Lytle High School we have been able to impact the quality of teaching, providing guided instruction in best practices. Student scores on state assessments has increased in all four core areas over the years. Additionally, student scores on ACT have increased. The level of collegiality among staff has also made marked gains in the years that Lytle High School has been committed to the TAP program. Without TAP as a framework, these positive changes would have been difficult to achieve.

It is with great pleasure that I support the Region 18 ESC Texas TIF program to recruit develop, and retain highly effective teachers. We have seen first-hand the benefits of having the components of TAP implemented at our campus and district. We hope to be able to continue the partnership with ESC 18 and Texas TAP.

Sincerely,

Robyn Fender
Master Teacher
Lytle High School

To whom it may concern:

Lytle Elementary is excited about participating in the TAP program. Specifically speaking the TAP program has allowed myself to grow professionally and develop into a better, more effective teacher. As a mentor, I am able to work with and model for my team so that their students reach their academic capacity.

The Texas TAP System allows the teachers on our campus to work together to enhance student performance. As our state's assessments become more rigorous, it is important that our teachers continue to grow professionally and the TAP system supports that demand.

I support the TAP system and the Texas TIF program for creating this highly effective teaching system that allows teachers to become more efficient and productive in their classroom.

Tricia Hurtado
Third Grade Mentor
Lytle Elementary

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Absolute Priority 1: HCMS To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.	Absolute Priority #1: LEA-Wide Human Capital Management System (HCMS) with Educator Evaluation Systems at the Center	pp. 19-27	Appendix G: 2010-11 Texas TAP System Teacher Survey Highlights
(1) How the HCMS is or will be aligned with the LEA's vision of instructional improvement;	Selection Criteria (A) (1) Alignment with LEAs Vision of Instructional Improvement and Use of the Evaluation Systems to Inform Key Human Capital Decisions	pp. 21-26	
(2) How the LEA uses or will use the	Selection Criteria (A) (2)	pp. 26-27	

<p>information generated by the evaluation systems it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;</p>	<p>Ability to Attract and Retain Effective Educators in the LEA’s Schools</p> <p>Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process</p>	<p>pp. 40-45</p>	
<p>(3) The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators</p>	<p>Selection Criteria (A) (2) Ability to Attract and Retain Effective Educators in the LEA’s Schools</p>	<p>p. 26-27</p>	
<p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant’s proposed PBCS in high-need schools begins no later than the third year of the grant’s project period in the high-need schools listed in response to paragraph (a) of <u>Requirement 3--Documentation of High-Need Schools</u>.</p>	<p>Texas TIF Project Overview</p> <p>Texas TIF Project Timeline</p> <p>Need for the Project</p> <p>Selection Criteria (A) (1) Alignment with LEAs Vision of Instructional Improvement and Use of the Evaluation Systems to Inform Key Human Capital Decisions</p> <p>Selection Criteria (C) (1) Use of Evaluation Data to Drive Professional Development Needs</p>	<p>pp. 13-17</p> <p>p. 17</p> <p>pp. 10-13</p> <p>pp. 21-24</p> <p>p. 43</p>	<p>Appendix A: Characteristics of Participating Schools</p> <p>Appendix C: Tasks and Activities</p> <p>Appendix E: Management organizational chart</p> <p>Appendix H: Texas TIF Resumes</p>

	<p>Selection Criteria (C) (2) Provide Professional Development in a Timely Way</p>	pp. 43-44	
	<p>Selection Criteria (C) (3) Provide School-Based, Job-Embedded Opportunities to Transform Practice</p>	p. 44	
	<p>Selection Criteria (C) (4) Provide Professional Development to Improve Instruction Based on Needs of Individual Educators</p>	p. 45	
	<p>Selection Criteria (E) (1) Roles and Responsibilities of Key Personnel</p>	pp. 52-53	
	<p>Selection Criteria (E) (2) Allocation of Human Resources to Complete Project Tasks</p>	p. 53	
	<p>Selection Criteria (E) (5) Realistic and Achievable Timelines for Implementation</p>	p. 55	

Absolute Priority 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Absolute Priority 2: Educator Evaluation Systems</p> <p>To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The plan must describe-</p>	Absolute Priority #2: LEA-Wide Educator Evaluation Systems Based, in Significant Part, on Student Growth	pp. 17, 23-25, 27-40	
(1) The frequency of evaluations, which must be at least annually;	Selection Criteria (B) (3) Plan for Multiple Teacher and Principal Observations	p. 38	
(2) The evaluation rubric for educators that includes at least three performance levels and the following--	High Quality Evaluation Rubric	pp. 23-25, 28-33	
(i) Two or more observations during each evaluation period;	Selection Criteria (B) (3) Plan for Multiple Teacher and Principal Observations	p. 38	
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	Selection Criteria (B) (2) Student Growth /Differentiating Performance Levels and Use of Assessments	pp. 24, 33-34	
(iii) Additional factors determined by the LEA;	What measures are used to show growth in non-tested subjects?	pp. 24, 36-38	

(3) How the evaluation systems will generate an overall evaluation rating that is based, in significant part, on student growth; and	Selection Criteria (B) (2) Student Growth /Differentiating Performance Levels and Use of Assessments	p. 33-34	
(4) The applicant's timeline for implementing its proposed LEA-wide educator evaluation systems.	Texas TIF Project Timeline Absolute Priority #2: LEA-Wide Educator Evaluation Systems Based, in Significant Part, on Student Growth Selection Criteria (E) (5) Realistic and Achievable Timelines for Implementation	p. 17 pp. 27-28 p. 55	Appendix C: Tasks and Activities

Absolute Priority 3- N/A			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Absolute Priority 3: STEM Plan (if applicable) 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			

<p>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> <ul style="list-style-type: none"> (i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application; (ii) Are selected based on criteria that are predictive of the ability to lead other teachers; (iii) Demonstrate effectiveness in one or more STEM subjects; and (iv) Accept STEM-focused career ladder positions; 			
<p>(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;</p>			
<p>(3) How each LEA will identify hard-to-staff STEM subjects, and use the HCMS to attract effective teachers to positions providing instruction in those subjects;</p>			
<p>(4) How each LEA will leverage community</p>			

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- N/A

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Competitive Preference Priority 4: 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>			
(a) An assurance that each LEA to be served by the project has not previously participated in a TIF-supported project.			
(b) An assurance that each LEA to be served by the project is a rural local educational agency (as defined in the NIA).			

Competitive Preference Priority 5- N/A

Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness (if applicable)</p> <p>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>			

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;			
(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			
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.			

Requirement 1			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
Requirement 1: Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.	Performance Based Compensation for Teachers	pp. 34-37	
	Principal Evaluation System	p. 25	
	Performance Based Compensation for Principals	pp. 37-38	
<ul style="list-style-type: none"> Design Model 1 	Partnership with TEA and Texas Association of School Boards to Scale TAP System Innovations	p. 9	
	Selection Criteria (B) (2)	pp. 33-38	

	Student Growth/Differentiating Performance Levels and Use of Assessments		
• PBCS Optional Features	N/A		

Requirement 2			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 2: Involvement and Support of Teachers and Principals</p> <p>In its application, the applicant must include--</p> <p>(a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;</p>	Texas TIF Project Overview	pp. 13, 17, 19, 21, 24, 27	<p>Appendix B: MOUs with Participating LEAs</p> <p>Appendix F: Communication Plan</p> <p>Appendix J: Letters of Support</p>
	Project Goals and Objectives		
	Absolute Priority #1: LEA-Wide Human Capital Management System (HCMS) with Educator Evaluation Systems at the Center		
	Involvement of Educators	pp. 45-46	
	Selection Criteria (D) (1) Evidence of Educator Involvement in the Design and Implementation of PBCS	pp. 47-48	
	Project Management	pp. 49-51	
Selection Criteria (E) (1) Roles and Responsibilities of Key Personnel	pp. 52-53		

	Selection Criteria (E) (2) Allocation of Human Resources to Complete Project Tasks	p. 53	
(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and	Selection Criteria (D) (2) Evidence of Educator Support for PBCS	pp. 48-49	Appendix B: MOUs with Participating LEAs Appendix J: Letters of Support
(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.	N/A		

Requirement 3			
Requirement or Priority	Title of Section or Subsection in which this priority or requirement is discussed	Page Number(s) on which this requirement or priority is discussed	Attachment on which this priority or requirement is discussed
<p>Requirement 3: Documentation of High-Need Schools</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>	Need for the Project	pp. 10-13	Appendix A: Characteristics of Participating Schools
<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>	<p>Eligibility Factor 1: High-Need Schools</p> <p>Eligibility Factor 2: Low Student Achievement</p>	<p>pp. 10-11</p> <p>pp. 11-13</p>	Appendix A: Characteristics of Participating Schools
<p>(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). [Data provided to</p>			Appendix A: Characteristics of Participating Schools

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

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

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

Texas TIF Grant
Budget Narrative

TIF Grant Funds

Dr. Tammy Kreuz, Director for Educator Quality Initiatives, will serve as **TIF Project Director**. Dr. Kreuz's primary role will be to provide direction and oversight for the TIF project. To achieve this goal, she will spend 80% of her time on the TIF project at a salary of (b)(4) per year.

The TIF project will fund an **Assistant Director**, based on a salary of \$(b)(4) per year, to assist the TIF Project Director with management of daily operations for the project. The Assistant Director will also collaborate with TIF staff on implementation workshops and the development and facilitation of trainings and presentations. To achieve this goal, the Assistant Director will spend 80% of her time working on the TIF project.

The TIF project will fund a **Coordinator for Principal Leadership** at a salary of \$(b)(4) per year to provide direct TIF implementation support to campus administrators. The Coordinator for Principal Leadership will assist campus principals with the hiring process for teacher leaders and will manage the planning, development, facilitation and follow-up of principal meetings. The Coordinator for Principal Leadership will spend 80% of her time working on the TIF project.

The TIF project will fund three **Regional Coordinators**, at a salary of \$(b)(4) to serve as a resource to enhance teacher leaders' proficiency in both implementing processes and building teacher knowledge of exemplary instructional strategies in TIF districts. The Regional Coordinators will work collaboratively with Dr. Kreuz to ensure implementation and support of the TIF project with the respective school district officials. To achieve this goal, each Regional Coordinator will spend 80% of her time working with the TIF schools.

The TIF project will fund six statewide **Executive Teacher Leaders**, at a salary of \$(b)(4) per year, to serve as resources to enhance teacher leaders' proficiency in both implementing processes and building their knowledge of exemplary instructional strategies. Each Executive Teacher Leader will each spend 80% of his/her time working on the TIF project, 90% of which will be spent traveling to and directly supporting the TIF schools.

Additionally, a **Special Projects Manager** will assist the Project Director with coordination and management of the performance pay calculations, and will coordinate the external partnerships and data management systems. The Special Projects Manager will spend 80% of her time working on the TIF project at a salary of \$(b)(4). The TIF project will require a **Communications Manager** to assist the TIF Project Director with management and coordination of the communications plan. The Communications Manager will spend 80% of her time working on the TIF project at a salary of \$(b)(4).

The TIF project will also require a **Grants Manager** to work on the project, at 80% of her time, at a salary of \$(b)(4). The Grants Manager will assist the Project Director with management of the grant, time and effort reporting, and the development and administration of the Memorandum of Understandings (MOUs) with partner school districts. Additionally, the project will require a **Budget/Contracts Manager** to assist the Project Director with the management of the budget, development of contracts, and administration of all financial matters pertaining to the TIF budget. The Budget/Contracts Manager will spend 80% of her time working on the TIF project at a salary of \$(b)(4). Both the Grants Manager and the Budgets/Contract Manager will assist with grant reporting responsibilities. Furthermore, the TIF Project will fund a **Program Specialist** to review and process reimbursements to partner districts, establish systems to track partner budgets and expenses, and provide support to partner districts. The Program Specialist will spend 80% of her time working on the TIF project

at a salary of \$(b)(4) The Grants Manager, Budget/Contracts Manager, and the Program Specialist will monitor reporting deadlines and assist with aspects of project implementation and compliance.

The project requires four **Administrative Associates** to work on the TIF project 80% of the time at a salary at of \$(b)(4) One Administrative Associate will assist the Project Director with administrative duties associated with the grant and supports all project staff with travel. Another **Administrative Associate** will assist the Project Director and project staff with coordination and management of event planning and provide administrative support as needed. A third **Administrative Associate** will assist the Special Projects Manager with data management, site visit coordination, and calculating teacher and principal payouts. Finally, a fourth **Administrative Associate** will assist the Project Director with special projects and will be responsible for administering all travel reimbursements for project staff.

The project will monetarily reward teachers for taking on additional roles and responsibilities, such as teacher leaders. Teacher leaders monitor goal setting, classroom follow-up/support, and goal attainment for professional learning communities. Teacher leaders also assess teacher evaluation results and maintain inter-rater reliability. To achieve these goals, there will be at least one teacher leader per campus who spends 100% of their time working on the TIF project at a salary based on an average of \$55,000 per year.

The bonus/salary augmentations for teacher leaders will be provided at a range of \$5,000-\$10,000 per teacher depending upon LEA decisions about the structure of the TIF initiative. The TIF project will provide 100% of bonus/salary augmentations for Year 2, 90% for Year 3, 80% for Year 4, and 60% for Year 5, for a total of \$5,956,500 over the grant period. Finally, each TIF campus will need substitute teachers to fill-in for the Teacher leaders during training in Years 1 and 2 of the project. Each campus is allocated \$1,000 for Year 1

substitute pay for a total of \$35,000. Year 2 substitute pay provides for eight days per campus at the daily rate of \$80 per Teacher leader, for a total of \$22,400. The TIF districts will assume any additional costs related to substitute pay in Years 3, 4, and 5 of the grant period.

Total personnel costs for the life of the grant are: Year 1 - \$1,312,600; Year 2 - \$5,068,328; Year 3 - \$4,904,906; Year 4 - \$4,765,068; and Year 5 - \$4,445,950 for a total of \$20,496,852 over the grant period.

Fringe Benefits: Fringe Benefits are included for all project personnel at the rate of 28% per year for ESC 18 personnel and 27% per year for teachers. All salaries and benefits for personnel are projected to be adjusted 3% each year on a cost of living basis. The fringe benefits for the five-year grant period are: Year 1 - \$357,728; Year 2 - \$888,210; Year 3 - \$899,264; Year 4 - \$910,649; and Year 5 - \$922,376 for a total of \$3,978,227 over the grant period.

Travel: The first year of the TIF project will be a planning/development year. Therefore, it is essential to familiarize district/campus staff with the project during this development year. To do so, each participating TIF campus is allocated \$1,000 per person to send 8 representatives to professional development/training. Furthermore, campuses are allocated an additional \$7,000 in travel to: (1) send individuals to TIF schools to observe model schools; (2) send teacher leaders and principals to initial trainings; and (3) send teacher and district leaders to additional professional development opportunities. The total amount of travel funds allocated to TIF campuses is \$525,000 in Year 1. In Years 2 and 3, each campus will be allocated a total of \$1,600 per person, for an annual total of \$426,200, for the campus principal, assistant principal, and teacher leader to attend training. The ongoing training provided to the TIF campuses will help ensure long-term high quality

implementation of the project. Total travel costs for TIF schools for Years 1-5 are estimated to be 1,377,400.

In addition to the travel allocated directly to the TIF campuses, a total of \$30,000 per year will be allocated for Texas TIF project staff to attend conferences and training. Also, a total of \$90,000 per year will be allocated to the Texas TIF project staff to travel to TIF campuses to provide ongoing training and support for development and implementation of the TIF project. In this figure, it is projected that Texas TIF staff will make an estimated twenty-five site visits per month to TIF schools. Due to the distance needed to travel in Texas, the trips are calculated on an average of \$500 per visit (\$300 per plane ticket, \$100 for hotel, \$35 rental car, and \$65 for food). Each district participating in TIF will receive a site visit by Texas TIF staff at least once per month during the five-year grant period. Total travel costs allocated for Texas TIF project staff to conduct site visits and attend conferences and trainings over the five year grant period is \$600,000.

Equipment: A technology and infrastructure fee is charged for the use of laptop computers, iPads, Internet, other technical services and technology support by ESC 18. Laptops and iPads are needed to provide ongoing communication, administration and support to the TIF project. Costs are figured based on a set percentage charged by the ESC 18. The project will cover a total of \$38,700 in equipment costs in Year 1.

Supplies: A total of \$20,000 per year is allocated for project supplies in Years 1-5. These include supplies for professional development and other trainings. Supplies include items such as post-it notes, pens, pencils, markers, highlighters, and chart paper. Costs associated with the printing for the project and for training manuals are charged to a separate category (Other). Total Supply costs for Years 1-5 are \$100,000.

Contractual: An amount of \$200,000 per year in Years 1-5 is budgeted for the TIF project external evaluation. No contractor is named in this proposal as Texas TIF will release a Request for Proposal (RFP) to select the highest quality evaluator. In finalizing these contractual agreements, the ESC is committed to following procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36. Additionally, \$150,000 per year is allocated in Years 1-5 for a contract with our partner, the Texas Association of School Boards (TASB), a nonprofit statewide educational association, to assist participating districts in the development of a human capital management system (HCMS) that is aligned with the district’s vision of instructional improvement. The following contracts will be secured through a procurement process. No contractors are named in this proposal as Region 18 ESC will release several Request for Proposals (RFPs) to select the providers. In finalizing these contractual agreements, the ESC is committed to following procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36. We have allocated \$300,000 in Years 1-5 for a contract with a public relations/communications firm. The firm will provide valuable resources to promote and support the TIF project. Annual contracts will enable timely and accurate updates to the project information shared with stakeholders as well as the general public. In addition, funds will be allocated during Years 1-5 to contract with vendors to provide the following: (1) professional development system (\$100,000 per year); (2) teacher evaluation system (\$300,000 per year); and (3) data management system for TIF schools (\$300,000 per year). Furthermore, funds will be allocated in Years 2-5 to secure vendors to provide the following: (1) a student/teacher linkage verification system (\$100,000 per year) and; (2) a principal evaluation system (\$80,000 per year). Also, \$100,000 per year will be allocated in Years 2-5 for a vendor to compute value-added scores for the performance pay. This service is essential to assist in the timely calculation of the performance payouts for the TIF schools. Because of these

services, it is anticipated that performance pay will be distributed to the TIF teachers during the fall following the applicable school year. Finally, a total of \$1,250,000 has been budgeted to secure meeting space for initial trainings/professional development and advisory board meetings. Total contracted services for Years 1-5 are \$9,120,000.

Other costs: Costs associated with the printing of implementation and training manuals for the project is estimated to total \$150,000 for the five-year period (\$30,000 per year). Annual performance pay for the TIF schools is calculated at \$2,000 per teacher and \$2,000 per campus administrator. With 1,464 teachers and 100 campus administrators, the total teacher and principal performance pay will be \$10,462,400. During Year 1 of the TIF project, there will be no performance pay because it is a planning/development year. However, performance pay will be distributed for Years 2-5. TIF will fund 100% of the Year 2 performance pay total. In Years 3, 4, and 5, the districts will provide 10%, 20%, and 40% of the performance pay totals, respectively, as matching contributions.

In addition to the performance pay, each TIF campus is allocated \$6,000 per year in recruitment incentives for teachers and administrators in hard-to-staff subject areas and schools. The annual recruitment incentives for project Years 1 and 2 total \$210,000. The recruitment incentives are calculated into the TIF project costs in the first three years of the grant period, with the districts providing 10% of the recruitment incentives in Year 3. The project will cover a total of \$189,000 in recruitment incentives for Year 3. The districts will be responsible for the total cost of recruitment incentives in Years 4 and 5, if they deem necessary.

Finally, additional costs included in the TIF project include communications costs of \$25,200 per year for Years 1-5 for the Region 18 ESC staff, who will be available 24/7 for phone and email support.

Total direct costs: In Year 1 of the TIF project, the following cumulative totals are allocated per budget category: Personnel (\$1,312,600); Fringe Benefits (\$357,728); Travel (\$645,000); Equipment (\$38,700); Supplies (\$20,000); Contractual (\$1,600,000); Construction (\$0); and Other (\$265,200). The total direct costs for Year 1 are \$4,239,228.

Indirect costs: The federal approved indirect cost rate for Region 18 ESC is 5.921%. A rate of 8% is being used for planning purposes to account for potential increases in the indirect cost rate during the course of the grant period. Indirect costs for Year 1 total \$339,138. Region 18 ESC's Indirect Cost Agreement is included as Appendix D.

Total costs: The yearly cost of the TIF project is as follows: Year 1 - \$4,578,366; Year 2 - \$12,739,613; Year 3 - \$12,236,151; Year 4 - \$11,116,782; and Year 5 - \$10,152,352. Total project cost for the five-year period is \$50,823,265.

In order to reimburse grant funds to the partner districts, ESC 18 has prepared and administered a MOU with each participating district. This MOU sets forth the fiscal and programmatic responsibilities of the partner districts in the MOU. The MOU includes a commitment by each participating district to implement the HCMS, including the educator evaluation systems and the PBCS, described in the application; identification of the lead applicant; a description of the responsibilities of the lead applicant in managing any grant funds and ensuring overall implementation of the proposed project as described in the application if approved by the U.S. Department of Education; a description of the activities that each member of the group will perform; and a statement binding each member of the group to every statement and assurance made in the application.

Itemized Budget	Job Title	% Time	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
			2010-11	2011-12	2012-13	2013-14	2014-15	
Salaries:			School year	School year	School year	School year	School year	
Project Director	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Assistant Director	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Coordinator for Principal Leadership	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Regional Coordinator	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Regional Coordinator	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Regional Coordinator	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Executive Teacher Leader	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Executive Teacher Leader	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Executive Teacher Leader	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Executive Teacher Leader	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Executive Teacher Leader	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Executive Teacher Leader	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Special Projects Manager	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Communications Manager	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Program Specialist	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Grants Manager	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Budget and Contracts Manager	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Administrative Associate	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Administrative Associate	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Administrative Associate	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Administrative Associate	(b)(4)	80%	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)	\$(b)(4)
Teacher Leader Salaries		100%	\$ -	\$ 1,925,000	\$ 1,925,000	\$ 1,925,000	\$ 1,925,000	\$ 7,700,000
Teacher Leader Bonuses/Salary Augmentation (\$5,000-10,000)		100%	\$ -	\$ 1,805,000	\$ 1,624,500	\$ 1,444,000	\$ 1,083,000	\$ 5,956,500
Substitute Pay		100%	\$ 35,000	\$ 22,400	\$ -	\$ -	\$ -	\$ 57,400
Subtotal Salaries:			\$ 1,312,600	\$ 5,068,328	\$ 4,904,906	\$ 4,765,068	\$ 4,445,950	\$ 20,496,852
Fringe benefits:								
ESC staff (28%)			\$ 357,728	\$ 368,460	\$ 379,514	\$ 390,899	\$ 402,626	\$ 1,899,227
K-12 Teacher fringe (cumulative) (27%)			\$ -	\$ 519,750	\$ 519,750	\$ 519,750	\$ 519,750	\$ 2,079,000
Subtotal fringe benefits:			\$ 357,728	\$ 888,210	\$ 899,264	\$ 910,649	\$ 922,376	\$ 3,978,227
Travel:								
ESC Staff: Monthly visits to sites			\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 450,000
ESC Staff: National Conference/Trainings			\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 150,000
District Travel (see narrative)			\$ 525,000	\$ 426,200	\$ 426,200	\$ -	\$ -	\$ 1,377,400
Subtotal Travel:			\$ 645,000	\$ 546,200	\$ 546,200	\$ 120,000	\$ 120,000	\$ 1,977,400
Computer Equipment:								
Laptop computers (21 @ \$1,200/each)			\$ 25,200	\$ -	\$ -	\$ -	\$ -	\$ 25,200
Desktop computer (10 @ \$1,350/each)			\$ 13,500	\$ -	\$ -	\$ -	\$ -	\$ 13,500
Subtotal Computer Equipment:			\$ 38,700	\$ -	\$ -	\$ -	\$ -	\$ 38,700
Contracted Services:								
External evaluation contract			\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 1,000,000
TASB--HCMS planning			\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 750,000
Professional Development System			\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 500,000
Teacher Evaluation System			\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,500,000
Data Management System			\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,500,000
Student/Teacher Linkage Verification System			\$ -	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
Principal Evaluation System			\$ -	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 320,000
Communications Firm			\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,500,000
Meeting space and related expenses			\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 1,250,000
Value-added calculations			\$ -	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
Subtotal Contracted Services:			\$ 1,600,000	\$ 1,880,000	\$ 1,880,000	\$ 1,880,000	\$ 1,880,000	\$ 9,120,000
Miscellaneous:								
Printing			\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 150,000
Supplies			\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 100,000
Communications Costs (\$100/month for 21 staff members)			\$ 25,200	\$ 25,200	\$ 25,200	\$ 25,200	\$ 25,200	\$ 126,000
Performance Pay for Teachers (\$2,000/teacher)			\$ -	\$ 2,928,000	\$ 2,635,200	\$ 2,342,400	\$ 1,756,800	\$ 9,662,400
Performance Pay for Campus Administrators (\$2,000/administrator)			\$ -	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 800,000
Recruitment Incentives (\$6,000/campus)			\$ 210,000	\$ 210,000	\$ 189,000	\$ -	\$ -	\$ 609,000
Subtotal Miscellaneous:			\$ 285,200	\$ 3,413,200	\$ 3,099,400	\$ 2,617,600	\$ 2,032,000	\$ 11,447,400
TOTAL DIRECT COSTS:			\$ 4,239,228	\$ 11,795,938	\$ 11,329,770	\$ 10,293,317	\$ 9,400,326	\$ 47,058,579
INDIRECT COSTS: (8%)			339,138	943,675	906,382	823,465	752,026	3,764,686
TOTAL COSTS:			\$ 4,578,366	\$ 12,739,613	\$ 12,236,151	\$ 11,116,782	\$ 10,152,352	\$ 50,823,265

Non-Federal and Non-TIF Federal Program Funds

The Texas TIF project will add a total of \$ (b)(4) in matching funds in Years 2-5 of the project. Matching funds will be provided by project partners including participating school districts and TEA. Approximately (b)(4) of personnel costs, fringe benefits and performance based compensation will be paid from federal Title I funds —the project is committing \$ (b)(4) in Title I funds. The remaining (b)(4) will likely be paid from state funds —D.A.T.E will be used to support PBCS.

	Matching Funds Year 1	Matching Funds Year 2	Matching Funds Year 3	Matching Funds Year 4	Matching Funds Year 5	Total
Personnel	0	(b)(4)				
Fringe Benefits	0					
Performance Based Compensation	0					
Total	0					

Survey on Ensuring Equal Opportunity For Applicants

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

Purpose:

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

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

Instructions for Submitting the Survey

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

Applicant's (Organization) Name:	Education Service Center 18
Applicant's DUNS Name:	0785579980000
Federal Program:	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
CFDA Number:	84.374

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

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

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

Yes No

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

Yes No

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

3 or Fewer 15-50

4-5 51-100

6-14 over 100

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

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

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

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

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

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

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

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: The Agency Contact listed in this grant application package.

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

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

Name of Institution/Organization

Education Service Center 18

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	1,312,600.00	5,068,328.00	4,904,906.00	4,765,068.00	4,445,950.00	20,496,852.00
2. Fringe Benefits	357,728.00	888,210.00	899,264.00	910,649.00	922,376.00	3,978,227.00
3. Travel	645,000.00	546,200.00	546,200.00	120,000.00	120,000.00	1,977,400.00
4. Equipment	38,700.00	0.00	0.00	0.00	0.00	38,700.00
5. Supplies	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	100,000.00
6. Contractual	1,600,000.00	1,880,000.00	1,880,000.00	1,880,000.00	1,880,000.00	9,120,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	265,200.00	3,393,200.00	3,079,400.00	2,597,600.00	2,012,000.00	11,347,400.00
9. Total Direct Costs (lines 1-8)	4,239,228.00	11,795,938.00	11,329,770.00	10,293,317.00	9,400,326.00	47,058,579.00
10. Indirect Costs*	339,138.00	943,675.00	906,382.00	823,465.00	752,026.00	3,764,686.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	4,578,366.00	12,739,613.00	12,236,152.00	11,116,782.00	10,152,352.00	50,823,265.00

***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 5.92 %.

(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 Education Service Center 18	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)