

**U.S. Department of Education**

**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS  
UNDER THE**

**TIF Competition with a Focus on STEM**

**CFDA # 84.374B**

**PR/Award # S374B120016**

**Grants.gov Tracking#: GRANT11189505**

OMB No. , Expiration Date:

Closing Date: Jul 27, 2012

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

**Application for Federal Assistance SF-424**

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

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="57-60000286"/>	* c. Organizational DUNS: <input type="text" value="0693136090000"/>
---	---

**d. Address:**

* Street1:	<input type="text" value="1429 Senate Street, Room 1005"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Columbia"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="SC: South Carolina"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="29201-3730"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="School Transformation"/>	Division Name: <input type="text" value="School Effectiveness"/>
--	---

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Dennis"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Dotterer"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="803-734-5882"/>	Fax Number: <input type="text" value="803-734-4426"/>
---	---

\* Email:

**Application for Federal Assistance SF-424**

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.374

CFDA Title:

Teacher Incentive Fund

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

ED-GRANTS-061412-002

\* Title:

Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF): TIF Competition with a Focus on STEM CFDA Number 84.374B

**13. Competition Identification Number:**

84-374B2012-1

Title:

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

<input type="text"/>	Add Attachment	<input type="text"/>	<input type="text"/>
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**\* 15. Descriptive Title of Applicant's Project:**

STEM and TAP: Effective Practices (STEP)

Attach supporting documents as specified in agency instructions.

Add Attachments	<input type="text"/>	<input type="text"/>
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**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	(b)(4)
* b. Applicant	
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## 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>Mick Zais</p>	<p>* TITLE</p> <p>State Superintendent of Education</p>
<p>* APPLICANT ORGANIZATION</p> <p>South Carolina Department of Education</p>	<p>* DATE SUBMITTED</p> <p>07/27/2012</p>

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: South Carolina Department of Education * Street 1: 1429 Senate Street, Room 1005    * Street 2: * City: Columbia    * State: SC: South Carolina    * Zip: 29201-3730 Congressional District, if known: 6		
<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Teacher Incentive Fund CFDA Number, if applicable: 84.374	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix:    * First Name: Not Applicable    Middle Name: * Last Name: Not Applicable    Suffix: * Street 1:    * Street 2: * City:    * State:    * Zip:		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix:    * First Name: Not Applicable    Middle Name: * Last Name: Not Applicable    Suffix: * Street 1:    * Street 2: * City:    * State:    * Zip:		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when 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: Mick Zais * Name: Prefix: Dr.    * First Name: Mick    Middle Name: * Last Name: Zais    Suffix: Title: State Superintendent of Education    Telephone No.: 803-734-8500    Date: 07/27/2012		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

**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

## **Equitable Access and Participation (GEPA 427 Statement)**

The South Carolina Department of Education has a longstanding commitment to educational excellence and equity. SCDE programs are open to all students. The State follows a plan to provide exemplary, integrated educational programs that meet individual student needs, talents, interests, and aspirations. All students and their parents/caregivers have ready access to program materials and applications for the state's programs. Nearly all district buildings are accessible to the physically handicapped and those that are not are being upgraded to provide accessibility. Any individual requiring special services and/or English as a second language (ESL) services are provided with accommodations in accordance with the appropriate policies and guidelines.

Improving opportunities for all students to learn and reach their full potential is a guiding principle for the South Carolina Department of Education. SCDE and specifically SC TAP has a primary focuses on eliminating achievement disparity of low-income and minority children in relation to state standards while a second focuses on selecting, supporting, and retaining employees who support the state's mission and reflect the diversity of the student enrollment, and a third focuses on partnerships with stakeholders.

SC TAP has a proven record of being able to set and meet ambitious goals for raising student achievement regardless of background, race or ethnicity and of using evaluation data to drive the decision-making process.

SC TAP schools, district and state staff are required to participate in training designed to ensure that students, teachers, family members, etc., have equitable access to and opportunities to participate in programs without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation. Despite statewide budget cutbacks, resources continue to be allocated to address priority needs designed to ensure that all students have access to an equal opportunity for a rich educational experience.

**Fair Employment Practices:** SCDE and SC TAP adheres to hiring practices which avoid discrimination on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation. The SCDE Human Resources Office, District Offices, school buildings, and other offices throughout the state post a statement summarizing the fair employment regulations, penalties for noncompliance, and avenues for complaint. SCDE and SC TAP follow procedures designed to encourage applications from traditionally under-represented groups, and participates in a program which encourages minority personnel to consider teaching careers. District schools and programs seek to hire staff with outstanding educational and professional qualifications that have a demonstrated ability to work effectively with staff, students, families, and other community members from varied ethnic/cultural and socioeconomic backgrounds.

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## 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**

South Carolina Department of Education

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

Prefix: Dr. \* First Name: Mick Middle Name:

\* Last Name: Zais Suffix:

\* Title: State Superintendent of Education

**\* SIGNATURE:** Mick Zais

**\* DATE:** 07/27/2012

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SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Dennis		Dotterer	

Address:

* Street1:	1429 Senate Street, Suite 605
Street2:	
* City:	Columbia
County:	
* State:	SC: South Carolina
* Zip Code:	29201-3730
* Country:	USA: UNITED STATES

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

803-734-5882	803-734-4426
--------------	--------------

Email Address:

dadotterer@ed.sc.gov
----------------------

**2. Applicant Experience:**

Novice Applicant     Yes     No     Not applicable to this program

**3. Human Subjects Research**

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

Yes     No

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

Yes Provide Exemption(s) #: 

--

No Provide Assurance #, if available: 

--

**Please attach an explanation Narrative:**

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## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

## **STEM and TAP: Effective Practices (STEP)**

### **South Carolina Department of Education**

The South Carolina Department of Education (SCDE) and seven partner LEAs — Barnwell 19, Beaufort, Florence 3, Jasper, Laurens 56, Lee, and Orangeburg 4 school districts— requests \$36,824,202 over a five-year period to implement *STEM and TAP: Effective Practices (STEP)*. Through this group application for the TIF Competition with a Focus on STEM, *STEP* will serve 24 high-need schools (68 total schools), as identified by the LEA partners, with 898 teachers and administrators and 13,467 students. Over the five year project term and with expansion in the final years, *STEP* has the potential to affect more than 50,000 children and 5,000 teachers and principals.

*STEP* will expand the work the SCDE has accomplished with the initial TIF funding to take TAP: The System for Teacher and Student Advancement to greater scale and scope, and further solidify TAP as a key state strategy for high need LEAs to improve their human capital. This expansion will solidify an innovative, proven Human Capital Management System (HCMS) in high need LEAs across South Carolina (SC) with a focus on recruiting and retaining teachers to strengthen STEM, which allows for a larger scope to create an all-inclusive reform system rather than single reform efforts performed in isolation. *STEP* will apply lessons learned through SCTAP to state strategies for strengthening the educator workforce including: performance based compensation, rigorous evaluation, use of value-added growth measures, and development of a career ladder that supports differentiated leadership in schools. Our project will create links between the provision of professional development and evaluation systems and enhance other successful models by creating a school structure around STEM.

The *STEP* project objectives are to 1) attract and retain high quality teachers and principals in high-poverty, high needs schools in SC; 2) enhance leadership and career

advancement opportunities for teachers in high-poverty, high needs schools in SC; 3) enhance the preparation and performance of principals in high-poverty, high needs schools in SC; and 4) maintain and improve student achievement in high-poverty, high needs schools in SC.

*STEP* activities will include implementation of a district-wide HCMS in the partnering LEAs, recruitment of teachers in high-needs content areas, including STEM; creation of a specific criterion for the teacher effectiveness score unique to each partnering LEA; implementation of TAP in all participating schools; extensive professional development targeted to both teacher and student needs as identified through evaluations; and enhanced professional development in STEM. All teachers will receive value added growth measurements using the high stakes accountability tests as well as specifically created Student Learning Outcomes (SLOs). These student growth measures will be a significant factor in determining the teacher effectiveness score which ultimately will be used to determine career advancement decisions as well as creation of the new performance-based salary structure as detailed in competitive preference priority 5.

To accomplish these goals and provide comprehensive professional development in STEM, SCDE will partner with the University of South Carolina–Aiken, the Ruth Patrick Science Center, and Savannah River Nuclear Solutions to help build content knowledge and teacher efficacy around STEM. Our teachers and students will receive quality, college ready standards to ensure we prepare SC students for the future that has not yet been built.

## Project Narrative File(s)

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**STEM and TAP: Effective Practices (STEP)**

Project Narrative

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

In applying for the TIF Grant STEM Competition, the South Carolina Department of Education (SCDE) recognizes that the single most important predictor for student success is the quality of the teacher in the classroom (Jordan, Mendro, and Weerasinghe, 1997; Sanders and Horn, 1998; and Haycock, 1998). Often the most experienced, effective teachers go to more affluent districts; consequently, the poor and often minority students in poor or uncompetitive districts do not receive an equitable education (Haycock, 1998). The seven South Carolina LEAs/school districts partnering in **STEM and TAP: Effective Practices (STEP)** serve high poverty and high minority populations in a total of 68 schools; of these, partnering LEAs have identified 24 schools for the proposed project (see Table 1 below). While the Notice Inviting Applications set a baseline requirement of at least 50% of low income families, these LEAs have an average poverty index of 79.5% (above the state average of 76%), and the identified schools have an average poverty index of 82.5% (above the state average of 45%).

**TABLE 1: Profile of Participating LEAs and Schools**

LEA/DISTRICT	SCHOOL	Poverty Index	# of teachers	# of students	Turnover rate
BARNWELL 19	Blackville-Hilda High	90.35	22	245	13.7
	Macedonia Elementary	96.35	30	483	13.2
	Blackville-Hilda Junior High	94.12	10	121	16.7
BEAUFORT 01	Whale Branch Early College	80.85	23	401	
	M C Riley Elementary	78.37	60	766	14.6
	Bluffton Middle	68.36	53	867	
	H E McCracken Middle	54.3	54	796	27.8
	Beaufort High	57.91	94	1,594	13.6
	Bluffton Elementary	57.91	46	594	22.9
	Hilton Head Island Middle	53.16	57	857	17
	Pritchardville Elementary	63.84	36	515	

FLORENCE 03	Ronald E McNair Middle	93.81	27	413	35.6
	Lake City Elementary	98.56	34	479	19.3
	Main Street Elementary	97.51	26	375	36
	J Paul Truluck Middle	91.75	19	304	33.1
JASPER 01	Hardeeville Middle/High	84.49	40	526	17.9
LAURENS 56	Clinton Elementary	78.04	35	614	15.6
LEE 01	Bishopville Primary	99.39	36	463	15.9
	Lower Lee Elementary	97.46	18	285	20.5
	West Lee Elementary	99.04	13	206	34.8
	Lee Central Middle	97.37	38	633	35.4
ORANGEBURG 04	Edisto High	78.99	52	763	15.7
	Carver-Edisto Middle	83.22	38	594	21.9
	Edisto Elementary	84.5	37	573	8.9
<b>Total (average and cumulative)</b>		<b>82.5</b>	<b>898</b>	<b>13467</b>	<b>21.4</b>

A.1. Aligned to Instructional Improvement Vision. The State Superintendent’s and the SCDE’s vision of instructional improvement is replicated throughout all our participating LEAs:

*The South Carolina system of education puts the interest of parents and students first by providing every parent and child the opportunity to choose a school with the environment and curriculum that best fits the needs, abilities, and aspirations of the student, **and where every school is led by an effective principal with effective teachers.***

Specifically, through our proposed STEP project, in combination with each LEA’s described vision, the ultimate goal is to increase teacher efficacy and allow students a rigorous college-ready curriculum. For example, Florence School District 3’s instructional vision specifies “K-12 alignment of an academically rigorous and relevant curriculum,” and “Recruitment, retention, and development of highly effective teachers.” Using science, technology, engineering, and math (STEM) for curriculum enhancement and TAP as the

foundation for the human capital management system (HCMS), focusing on teacher effectiveness, STEP will align directly with the state's and LEAs' instructional vision.

The SCDE proposes, through STEP, to both expand work accomplished and capitalize on lessons learned through prior TIF-funded projects. Previously, the SCDE received TIF funding to bring TAP, a comprehensive system for teacher and student advancement (see page 4), to 65 of the highest need schools in the state through SC TAP. This project has resulted in significant increases in student achievement in these schools and has led to major policy and funding changes at the state level that position TAP's data-driven HCMS as a key strategy for identifying and improving teacher and principal effectiveness. These policy successes include aligning the state's evaluation tool with the TAP evaluation rubric, approving the use of state technical assistance funds for SC TAP, using the TAP System as a model of mentoring for Induction-level (1<sup>st</sup>- and 2<sup>nd</sup>-year) teachers to ensure the quality of growth to reach minimum adequacy, and using TAP as a selected transformational model for our lowest achieving schools. SC TAP has impacted several state strategies for improving educator effectiveness and is emerging as a leading state initiative to create change among our neediest schools.

We will apply the lessons learned through SC TAP to state strategies for strengthening the educator workforce including performance-based compensation, rigorous evaluation, use of value-added growth measures, and development of a career ladder that supports differentiated leadership in schools. STEP will create links between the provision of professional development and evaluation systems and enhance other successful models by creating a school structure around STEM.

At its core, STEP will use TAP, a comprehensive system and successful reform model that focuses on four tenets, as outlined below, to ultimately design a district-wide HCMS with a

special focus on identified schools. Unlike previous TIF projects, STEP will couple this reform effort with a strong focus on STEM to ensure even greater success. The specific tenets will include aggressive career advancement that allows teachers to maintain effective practice within the classroom while receiving additional responsibilities and compensation; a rigorous evaluation system that both differentiates levels of effectiveness and is linked to student achievement; a professional development system that is connected to the evaluation system and is designed specifically around teachers and students with a strong STEM focus; and a compensation system that rewards effective practice for both teachers and principals.

**TAP: The System for Teacher and Student Advancement** was developed by the Milken Family Foundation and is administered by the non-profit National Institute for Excellence in Teaching (NIET). Details on the national programs designed by NIET are available at [www.tapsystem.org](http://www.tapsystem.org). The details of the four tenets that drive this comprehensive reform are what truly help student achievement increase in any style or type of building.



1. Multiple Career Paths allow teachers powerful opportunities for greater responsibility with commensurate pay. In SC TAP, teachers may assume the roles of career teachers, mentor teachers, and master teachers. Career teachers are typical classroom instructors. Mentor teachers are classroom instructors who also hold some coaching and mentoring

responsibilities and serve on the school's instructional leadership. Master teachers are similar to Instructional Coaches and use their expertise and knowledge to work with multiple teachers in the building. Teachers may apply to move up this career ladder by showing sustained student achievement gains and demonstrating the ability and leadership to use best practices and coach peer teachers with these.

2. Ongoing, Applied Professional Development allows teachers continuous, onsite growth opportunities focused on the needs of their students to enhance their overall effectiveness in their craft. This professional development is designed and delivered by the leadership team and occurs during the school day. It is focused on the implementation of research-based, vetted strategies that have proven success based on data received through the evaluation system as well as student achievement data.
3. Instructionally Focused Accountability is represented by fair evaluations based on clearly defined, research-based standards. The rubric-based observation and evaluation system allows this process to be a professional growth opportunity rather than a bureaucratic process. Teachers are observed a minimum of four times throughout the school year by certified, trained evaluators. South Carolina has approved use of this evaluation tool to fulfill all requirements under the state-mandated evaluation system.
4. Performance-Based Compensation. Salaries and performance incentives are tied to responsibilities, instructional performance, and student achievement results. Performance incentives are given to teachers based on a value-added approach to student achievement within the teachers' classroom, as a whole school, and on their instructional performance. Each incentive is weighted and grouped together for the total performance-based compensation.

The SCDE has created a unique partnership with the NIET and TAP to change the state's current, flat salary and compensation system and non-connected HCMS to a dynamic system aligned and designed to increase teacher effectiveness and generate higher student achievement in our highest need schools by identifying and using data to increase the recruitment, retention, and management of key teaching personnel. SC TAP customized this comprehensive reform model for South Carolina schools and will further customize it for STEP to enhance the STEM initiative.

STEP will bring TAP and needed resources to an additional seven LEAs across the state; 24 primary, middle, and high schools; 898 teachers and administrators; and 13,467 students from high poverty, high minority families and areas. Through the five years of the grant, and expansion in the final years, our STEP project has the potential to affect more than 50,000 children and 5,000 teachers and principals. This expansion will solidify an innovative, proven HCMS in high-need LEAs across the state with a focus on recruiting and retaining teachers to strengthen STEM, which allows for a larger scope to create an all-inclusive reform system rather than single reform efforts performed in isolation.

In the STEP design, the vision is to design a uniform HCMS that allows each LEA to use the TAP components to ultimately remove the ongoing "silos," where all parts of the system are independent. Instead, we will create a HCMS that is a systemic web in which recruitment, retention, credentialing, advancement through career ladders, dismissal, professional development, and compensation are all informed by one another and require each other to determine the system.

Each participating LEA has agreed to all portions of this proposed project through a partnership detailed in their signed Memorandum of Understanding (see Part 6: Other Required Attachments).

Our proposed STEP project employs short- and long-term solutions for the teacher and principal effectiveness problems in these high-need schools. In the short run, STEP uses a tiered professional development system where master and mentor teachers provide ongoing and applied professional development for other teachers in an effort to build local capacity. Over the long term, HCMSs involving rigorous evaluations, career advancement opportunities, and significant yearly performance incentives, both driven by teacher and student growth data, are strategies to identify, attract, and retain effective teachers and principals.

With the implementation of TAP and STEM, teacher efficacy and strategic development will become the primary focus to increase student achievement. Through a rigorous evaluation system, teachers will be given opportunities to identify strengths and weaknesses as well as given opportunities by strong teacher leaders to improve practice through a highly effective professional development and coaching model. Using intense data analysis at the school level, the internal leadership team will identify specific student needs and professional development designed in cluster meetings and will focus on these identified needs through the ongoing, applied model of effective professional development. Adding the implementation of a strong STEM-focused curriculum will further advance the growth of teachers at a specific level, which ultimately will increase student achievement significantly.

While the current SC TAP schools are in varying years of implementation, the data show promising trends. As part of SC TAP's external evaluation, schools were matched with schools of similar demographics as identified by our state accountability matching system through the

Education Oversight Committee, a part of the state legislative system. Over the last three years, this comparison revealed that 13% more of the 72 TAP schools made AYP than the non-TAP schools. Additionally, 86% of the TIF schools made at least a year's worth of growth in reading, math, science, and social studies according to the SAS, Inc. value-added measurement. Fifty percent of the TAP schools received value-added scores of "4" or "5," indicating that the school's average growth was greater than a standard error above expected progress, representing significantly greater than average growth.

Prior to TAP, several participating schools, including Whitlock Junior High, J V Martin Middle, Estill Middle, Chestnut Oaks Middle, and Whale Branch Middle, were chronically underperforming and were identified among the state's 39 lowest-performing schools based on student achievement. Since implementing TAP, all five have exited the low-performing status.

As a result of this success, South Carolina has designated TAP as a state-approved school-turnaround model, which means that underperforming schools that participate in TAP may use state improvement funds to offset TAP-associated costs. This will allow many schools to achieve their required funding matches in early years of the project and plan for sustainability (see section F).

Current structure of South Carolina LEA Human Capital Management Systems. In all the LEAs in South Carolina, the state legislature sets the minimum salary schedule, and the SCDE evaluation system (ADEPT) is used to advance teachers through the credentialing process (see section B). Recruiting and retaining teachers is individualized by schools and, in many cases, creates a feeding frenzy as LEAs attempt to hire the highest qualified teachers in hard-to-staff areas, including STEM courses. Advancement is also individualized at the school level with interviews as the primary means for identifying the greatest candidate for the position. Dismissal

is an arduous process, which is also individualized at the school level and ultimately determined by the ability of the administration to identify areas that are perceived as lacking and generate enough opportunities to gather data to show the teacher is ineffective. Ultimately, this process becomes considerably subjective.

Teachers earn additional compensation only as their years of experience and degrees earned advance. The only other opportunity for a teacher to advance in compensation is to change positions, which creates the vicious cycle of destroyed retention and a weak recruiting effort where the replacement is likely less qualified and/or effective than the original teacher.

Throughout this process, LEAs and schools offer limited professional development that does not address personal, professional growth for teachers. Schools identify areas where teachers are perceived weak and offer multiple options but no real solutions, or LEAs force teachers to use costly prescribed programs, typically with limited opportunities to master the program, thus never fully developing the teacher. The current HCMS tends to work against itself, creating a model in which mediocrity is the accepted norm. Appendix 1 details current practices of the HCMS as identified through the participating LEAs.

A.2. Proposed Human Capital Management System (HCMS). The SC TAP TIF model design will eliminate the current lack of uniformity and create an all-encompassing system that will attract, retain, grow, and advance teachers in the interest of student achievement. The goal is to use the TAP system as the core structure, building on this proven method (demonstrated through TAP's track record nationally and in South Carolina) to design the new TIF HCMS.

Table 2 below summarizes each policy/area that the new HCMS will restructure. Below the chart, each Policy Area is broken down into the details summarized in the table.

**Table 2: Proposed STEP Human Capital Management System (HCMS) Design**

<b>Policy Area/ Decision Point</b>	<b>New Policy</b>	<b>Data Created/Data Used</b>
<b>Recruitment— especially of teachers in hard-to-staff grades/subjects</b>	Recruitment bonuses will be given to highly qualified candidates for hard-to-staff grades/subjects. Bonuses are designed to attract highly qualified candidates to positions by offering them a significant monetary bonus. Coupled with the monetary bonus will be the opportunity for advancement through the career ladder that will not only allow for further compensation, but also the opportunity to add additional leadership responsibilities. As identified by TAP survey data, the school culture is significantly changed, which creates a more conducive environment for teachers.	<ol style="list-style-type: none"> <li>1. Teacher-level value-added scores</li> <li>2. Teacher effectiveness scores</li> <li>3. Hard-to-staff areas</li> <li>4. Hard-to-staff subjects</li> </ol>
<b>Hiring</b>	Each teacher will have effectiveness ratings based on teacher and student performance. These ratings will be used to identify the highest quality candidates to be interviewed.	<ol style="list-style-type: none"> <li>1. Teacher effectiveness ratings</li> <li>2. Teacher performance data (based on value-added and SLOs)</li> <li>3. College-readiness data (based on value-added trending data for institutes of higher education (IHEs))</li> <li>4. Teacher-created resumes and references.</li> </ol>
<b>Placement and Career Advancement</b>	As identified in Chart 3, teachers will receive an effectiveness rating which will allow them to qualify to move up a career ladder based on ratings. These teachers will then be put into placement pools that will allow LEAs to interview only highly qualified candidates for specific placements. Additional compensation will also be given for teachers who take on different positions within the career ladder that require additional responsibilities.	<ol style="list-style-type: none"> <li>1. Teacher effectiveness ratings</li> <li>2. Teacher performance data (based on value-added and SLOs)</li> <li>3. College-readiness data (based on value-added trending data for IHEs)</li> <li>4. Teacher-created resumes and references.</li> </ol>
<b>Professional Development</b>	The school leadership team (comprised of administration, master teachers, and mentor teachers) will create professional development based on student value-added data provided through EVASS, teacher evaluation data provided by the evaluation rubric, and real-time data analysis tools such as CODE, as well	<ol style="list-style-type: none"> <li>1. Teacher evaluation scores using evaluation rubric</li> <li>2. Student achievement scores based from EVASS</li> <li>3. Ongoing benchmarks</li> </ol>

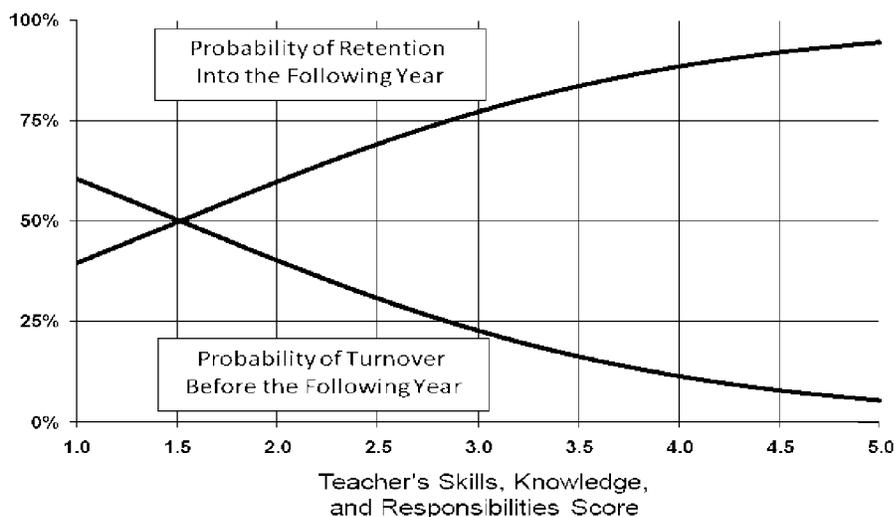
<b>Policy Area/ Decision Point</b>	<b>New Policy</b>	<b>Data Created/Data Used</b>
	as generalized walk-through data based on identified areas of growth that the leadership team is analyzing. Professional development will occur weekly, during the school day, and will be led by the master and mentor teachers who are experts in the identified student or teacher strategy. Following the ongoing, applied model, teachers will then have the opportunity to implement the new learning into the classrooms immediately.	created from Cluster meetings 4. Walk-through observational data generated by School Leadership Team.
<b>Teacher Evaluation</b>	Teachers will be evaluated a minimum of three times during the school year using a reliable, rubric-based instrument. Teachers will receive immediate feedback from these observations, and observation scores will become a part of the overall teacher effectiveness score. Student growth, in the form of value-added analysis or student learning outcomes will be used as a significant factor in determining the teacher effectiveness score. The LEA will create specific, rubric-based criteria as the final portion of the effectiveness rating. The criteria will then be weighted and averaged to determine the overall rating that the LEA will use to inform personnel decisions.	1. Teacher observation scores 2. Value-added student-growth data 3. Student Learning Outcome data 4. District-created, rubric-based evaluation ratings 5. Teacher effectiveness ratings
<b>Principal Evaluation</b>	Principals will be evaluated on a yearly basis similar to teachers. The majority of the principal evaluation will be based on value-added growth of the students. A second portion of the principal evaluation will be determined from a 360-degree evaluation instrument used by the faculty and immediate supervisor and as a self-evaluation by the principal. Implementation of the school reform model will be a portion. The final evaluation portion will be designed by the LEA.	1. Schoolwide value-added growth results 2. 360-degree evaluation tool 3. Annual Review Implementation scores 4. District-created ratings 5. Principal effectiveness
<b>Teacher Compensation (base pay)</b>	The LEA will continue to use the state salary schedule with adjustments. Coupled with the traditional salary schedule, the LEA will implement a teacher incentive model to add additional compensation based on performance ratings.	1. Teacher evaluation data 2. Student-growth data 3. School-growth data

<b>Policy Area/ Decision Point</b>	<b>New Policy</b>	<b>Data Created/Data Used</b>
<b>Teacher bonuses or other incentives (non-base pay)</b>	Teacher incentives will become part of the overall system and will be based on teacher evaluations, student-growth data, and school-growth ratings. Each teacher will have the opportunity to earn additional compensation in a manner that rewards the highest achieving teachers with the greatest amount of compensation. Teachers who choose to take on additional responsibilities or leadership roles will also earn additional compensation.	<ol style="list-style-type: none"> <li>1. Teacher evaluation data</li> <li>2. Student-growth data</li> <li>3. School-growth data</li> <li>4. Identification of specific leadership positions</li> </ol>
<b>Principal bonuses or other incentives (non-base pay)</b>	Principals will receive additional compensation based on the overall growth of the school, evaluation results, and implementation procedures. The highest achieving principals will receive the greatest amount of compensation.	<ol style="list-style-type: none"> <li>1. Annual review implementation data</li> <li>2. Schoolwide-growth data</li> <li>3. 360-degree evaluation data</li> </ol>
<b>Principal Compensation (base pay)</b>	Principal compensation will be designed using the teacher salary schedule, but adding the additional principal responsibilities to create a salary schedule that will be commensurate with the roles the principal plays. Salary will be adjustable based on experience, previous effectiveness, and overall experience.	Principal salary schedule
<b>Tenure and Dismissal</b>	The overall teacher effectiveness rating will be used to identify teachers who have had success as well as teachers who are in need of growth. A minimum effectiveness rating will be used to identify success. Any teacher who meets this minimum rating will be on a continuing professional-growth plan. Any teacher who falls below the minimum rating will be placed on an individual improvement plan and will be on a diagnostic annual contract. At the end of the year, the LEA will determine the result of failure to meet adequate standard.	Teacher effectiveness rating
<b>Retention—especially of teachers in hard-to-staff grades/subjects</b>	Teachers hired specifically through this project will also be able to earn a retention bonus on top of the performance compensation. This bonus will be significant enough for teachers to wish to continue to remain at the school. The TAP system has demonstrated a significant change in retention based on the effect the model has on school culture.	<ol style="list-style-type: none"> <li>1. Teacher effectiveness ratings</li> <li>2. Teacher survey data</li> </ol>

Recruitment and Retention—SC TAP has designed a plan to identify quality personnel, attract them to these schools, and retain those using increased compensation and leadership opportunities. The overall impact of retention on educational quality depends on the effectiveness of those teachers who remain as compared to the effectiveness of those who leave.

Results from an NIET’s extensive research (Chart 1), conducted partly with South Carolina, indicate that highly effective teachers are more likely to remain in a comprehensive TAP school, while the least effective teachers are significantly more likely to leave the school.

**Chart 1: Teacher Retention based on Teacher Efficacy**



The structure of this newly created HCMS is significant enough to create effective change, which is a direct result of recruitment, retention, and professional growth within the TAP-designed HCMS.

In addition to the effects of TAP within a building, South Carolina has worked closely with the Center for Educational Recruitment, Retention and Advancement (CERRA)—the oldest and most established teacher recruitment program in the country—to identify, attract, place, and retain well-qualified individuals for the teaching profession in our state. CERRA pursues a

variety of programs to increase the number of students in the education pipeline and recruit and retain qualified, caring, and competent teachers.

CERRA assists the SCDE in identifying hard-to-staff subjects, schools, and areas, including STEM, through an annual list they publish of these subjects and schools. The SCDE uses this list. Ultimately, LEAs participating in STEP will use the list in deciding upon the recruitment bonuses to support attracting quality personnel to these subjects and schools.

The proposed plan of action for STEP is to give recruitment bonuses to hard-to-staff schools to attract quality candidates and to continue to offer incentives to retain these candidates. If a qualified candidate, as identified by a teacher effectiveness rating or through the hiring portion of the HCMS, is willing to fill a vacancy and teach in a hard-to-staff subject in a high-need school, they will receive a recruitment bonus of \$7,500. If this candidate demonstrates success in teaching and student achievement as evidenced by a successful effectiveness rating, then they will receive an additional \$3,750 to remain in the school for the second year. If this candidate continues their successful trend, they will receive an additional \$3,750 to remain at the school for a third year; thus, this recruitment and retention bonus totals \$15,000 over a three-year term. This money will be in addition to any performance-based incentive or stipend that they may receive for being in a TAP school.

In this scenario, it would be possible for a teacher to agree to teach at a high-need STEP school and receive upwards of \$48,000 over three years if they teach in a high-needs subject or school (\$15,000 over three years), demonstrate leadership through being a mentor (\$5,000 each year), and demonstrate significant student achievement (\$6,000 performance incentive each year), which is equivalent to more than one year's salary for demonstrating significant results.

Hiring—Aside from recruiting and retaining the most effective teachers, it is necessary to have a guide in place to help an LEA ensure they are truly hiring the most effective teachers. Our proposed HCMS provides LEAs with the capability, when hiring teachers for a high-needs school, to use the teacher effectiveness score (Chart 2 below) to identify the most successful teachers. By analyzing teacher and student data, it is possible to match the best teachers with the students who most need strong teachers, and therefore create a consistent effort for increasing student achievement through efficacy.

The LEA will be able to use the value-added growth analysis data to identify teachers who generate the most growth among specific student subpopulations. Once they analyze this data, the LEA can match the teacher's strengths, as identified through the rigorous evaluation system (see section B), to the needs within the school. By using all the components of the teacher effectiveness rating, LEAs and schools will be able to hire the best candidates for the position.

When it is necessary to hire from among teacher candidates directly out of IHEs, SC TAP has a method for analyzing these teachers to ensure the greatest possible opportunity for success. During the past six years, SC TAP, through the Anderson Research Group, has conducted extensive research to identify highly effective teachers using a composite score of multiple factors. Using the TAP instructional rubric observation tool (in Appendix 2), we studied the attributes of teachers who have shown significant student achievement results as well as significant teaching skills. These attributes were weighted and organized into a mathematical formula to identify the most effective candidates for a particular position.

The formula, which creates a "Z Score," can be applied to any applicant for a teaching position. Based on the total composite score, principals will be able to identify the highest quality candidate who shows the greatest potential to have the most significant impact on student

achievement. Below is a simplified version of the formula to identify the factors that go into determining the “Z score” of effective teaching.

**Knowledge = 0.763(Praxis II) + .730(Highly Qualified)**

**Performance = 0.807(Highest Degree) + 0.581(Board Certified) +  
0.484(Passed ADEPT)**

For example, if a teacher passed Praxis II on the first attempt AND is highly qualified for NCLB purposes, according to the State’s definition, the equation would be 0.763 times 1 + 0.730 times 1 = 1.493. Teachers who passed Praxis II on the first attempt but are NOT highly qualified would have a score of 0.763, whereas teachers who are highly qualified but did not pass Praxis II on the first attempt would have a score of 0.730.

For the performance factor, the scores would range from 0 (for teachers with a bachelor’s who are NOT Board-certified and who did NOT pass ADEPT) to 1.872 (for teachers with master’s degrees or higher who ARE Board-certified and who DID pass ADEPT). “In between” scores would be combinations of the coefficients in the formula.

Additionally, SC TAP has been working with IHEs through Project HEAT to identify successful colleges of education (COE) by generating data through a value-added analysis of teachers who graduated within the past five years and attributing those value-added scores to the COE. This analysis has enabled SC TAP to identify strengths within each COE that LEAs and principals can use to identify the strongest possible candidates.

Using these resources—the effectiveness score, Z-score, and COE data—STEP principals will be able to identify the best candidates to interview and enhance their school’s opportunity to hire the teacher with the greatest potential to increase student academic achievement.

A goal of STEP is to increase the number of schools in South Carolina employing differentiated HCMS. As shown in Table 2 and detailed below, structures are being put in place to enable schools to begin every year with highly qualified, highly effective teachers. STEP will work jointly with the human resources divisions in each participating LEA to use various forms of media to announce job openings at the TIF schools. The Project Director or staff will attend college recruitment fairs to attract teachers beginning their career, and TIF staff will attend a variety of state conferences to attract the most effective teachers to TIF schools. For STEP to be a catalyst for systemic change, it must create a heightened sense of competition that compels non-TIF districts to abandon their antiquated systems and adopt similar differentiated compensation as part of their overall HCMS to compete with the TIF schools.

Placement and Career Advancement—Similar to how it reforms the hiring process, the new HCMS will streamline teacher placement. Previously, placing teachers in grades or with student subpopulations was more of a random chance. Using the detailed information gained from the teacher’s evaluations and student value-added growth will facilitate matching teacher strengths to identified student needs.

Upon receipt of the value-added student data, projections of student growth as measured with the student high stakes tests will be shown. When LEAs use this data with the value-added analysis they receive for each teacher, which indicates the growth that teacher was able to achieve with differing levels of students, the LEA will be able to place the strongest teachers with the most effective teaching practices with students who need designated intervention. Using this style of identified placement, schools will further their opportunities to meet the needs of all students, thus improving student achievement.

When identifying teachers who have the skill sets to become teacher leaders and wish to add additional responsibilities (see section E), this data will be vital to ensure the teachers taking these responsibilities are well suited for the position. As master and mentor teacher positions become available and teachers wish to move up the career ladder, it is necessary to identify teachers who are truly capable of moving students more than a year's growth and have individual classrooms and teaching styles that are indicative of highly successful practice thus creating a model classroom. As shown in Tables 3 and 4, the educator evaluations will be created using multiple criteria, and this Teacher Effectiveness Score will identify which teachers qualify to apply to become master and mentor teachers.

An effective HCMS must provide opportunities for equipping, enabling, and supporting teacher and principal skill development and fostering those academic improvements in their peers. STEP's career paths provide educators with incentives to take on additional responsibilities and leadership roles through a selective process and enable instructional leadership to be shared among the principal and master and mentor teachers in a participatory leadership model. A rigorous evaluation system and school-based professional development are only possible with a cadre of teacher leaders to accomplish this work.

To that end, the TAP System creates the design of on-site experts, master and mentor teachers, to provide weekly professional development and reinforce this learning by providing classroom support to ensure effective transfer of the new techniques learned. These leadership team members will use resources to identify effective research-based practices, field test strategies to prove the effectiveness or identify adaptations, and then teach the strategies to other teachers in weekly professional development groups. Both master and mentor teachers have access to an online TAP training portal for identifying and sharing successful instructional

strategies. In addition, they will participate in monthly networking seminars for successful strategies, and master and mentor teachers will receive a monthly newsletter about effective strategies, recent research, and pertinent readings.

Mentor teachers provide day-to-day coaching and mentoring services to the teachers under their supervision. They collaborate with colleagues to construct benchmark lessons, team-teach, and demonstrate model instructional skills. Mentor teachers support eight to ten teachers and provide another layer of coaching as well as a career path within instruction; for this leadership, they receive an average yearly salary augmentation of \$5,000.

Occupying the highest teacher leadership position in a TAP school, the master teacher is a highly skilled professional educator who shares significant leadership responsibilities and authority with the principal. A master teacher oversees and provides professional development to the teachers they supervise, facilitates curriculum and assessment planning, team teaches with colleagues, demonstrates lessons, and conducts teacher evaluations based on the professional development they provide. Master teachers are expected to work an additional days. For these additional responsibilities, they receive a \$10,000 salary augmentation.

The regional master teacher (RMT) is responsible for implementing TIF in a group of schools. The RMT attends the national TAP trainings and helps the Project Director build capacity among the school-level master teachers. RMTs will spend 90% of their time in the schools, providing on-going support for the master and mentor teachers and principals. The RMTs' salaries will be comparable to a principal in that specific region.

Based on SC TAP surveys over the previous six years, the level of support provided by the regional master teachers was identified as the single most important factor to the success of the individual school (SC TAP, 2008). Teachers within the school need significant expertise in

the school leadership to perform at the highest level. Schools require the highest level of support from the state team to enable them to produce exemplary results.

Teacher and Principal Evaluation—Detailed further in section B, the STEP HCMS will have multiple sets of data that ultimately create an individual effectiveness score for all teachers and principals. LEAs will be able to use this effectiveness rating to identify performance-based compensation, needed professional development, hiring and dismissal practices, and the potential for career advancement. This score becomes the overall evaluation score to indicate the range of possibilities that may occur for a teacher or principal. As shown in Table 3, all criteria are based on a 1–5 point scale and a teacher/principal can receive an effectiveness score between 1 and 5.

**Table 3: Effectiveness Rating Scale and Determined Eligibility**

<i><b>Overall Effectiveness Score</b></i>	<i><b>Certification</b></i>	<i><b>Plan</b></i>	<i><b>Performance Compensation</b></i>	<i><b>Eligibility for Career Ladder</b></i>
<b>1.0–2.24</b>	Instructor placed on Annual Diagnostic contract	Diagnostic Improvement Plan	Salary schedule with no performance compensation	No
<b>2.25–2.75</b>	Instructor placed on deferred continuing contract	Improvement Plan	Salary schedule with no performance compensation	No
<b>2.76–3.00</b>	Instructor remains on continuing contract	Individual Growth Plan	TAP Payout Plan	No
<b>3.01–3.5</b>	Instructor remains on continuing contract	Individual Growth Plan	TAP Payout Plan	Mentor-level position Principal Mentor
<b>3.5–5.0</b>	Instructor remains on continuing contract	Individual Growth Plan	TAP Payout Plan	Mentor- or master-level position Master Level Principal

Teacher and Principal Performance-Based Compensation—STEP will create a fund for performance incentives based on an allocation of \$2,000 per teacher and \$8,000 per

administrative team. Additionally, each school will provide recruitment and retention incentives for teachers in hard-to-staff STEM subjects of up to \$15,000 per teacher over a three-year period.

In current SC TAP schools, the most effective teachers can earn double or triple the per teacher allocation of \$2,000, and its significance is evidenced by the impact this level has had on teacher and principal effectiveness and student achievement. Therefore, we propose to maintain the per teacher allocation of \$2,000, thus creating the opportunity for the most effective educators to earn approximately \$6,500, or roughly 12% of the statewide average teacher salary per year. Other schools implementing TAP in the state have differing allocations per teacher, ranging from \$1,000–\$3,000. STEP will allow us to compare the effects of differing performance incentives on student achievement in existing TAP schools and new TAP schools.

The STEP differentiated compensation system clearly fits into the HCMS based on a modification of TAP’s formula and required elements of the newly designed HCMS: These changes will ensure that a minimum of at least 50% of the performance incentive for all teachers will be based on the performance of students for whom they are directly accountable and will help build the sense of community and commonality of purpose by encouraging collaboration between all teachers.

**Table 4: Performance-Based Compensation for Teachers and Principals**

<i>Educator</i>	<i>Criterion 1</i>	<i>Criterion 2</i>	<i>Criterion 3</i>
<b>K–3 Teacher</b>	40% SKR*	30% class value-added on MAP	30% school value-added
<b>3–8 Teacher—tested subject area</b>	40% SKR*	30% class value-added on State assessments	30% school value-added
<b>3–8 teacher—non-tested subject area</b>	50% SKR*	20% Student Learning Outcomes	30% school value-added
<b>9–10 Teacher—ELA and Math</b>	40% SKR*	30% class value-added on MAP	30% school value-added
<b>9–12 Teacher—non-math/ELA subject</b>	50% SKR*	20% Student Learning Outcomes	30% school value-added
<b>K–8 Principal</b>	20%	20% fidelity of	60% on school-wide

	Evaluation	implementation	value-added
<b>9–12 Principal</b>	20% Evaluation	20% fidelity of implementation	60% on school-wide value-added
*TAP <i>Teaching Skills, Knowledge, and Responsibilities (SKR) Standards</i> is a set of twenty-six, research-based indicators of effective classroom instruction (See Appendix 2).			

To include all teachers under the STEP schools’ performance incentive structure with individual student data, we will use Measures of Academic Progress (MAP) assessment to determine individual student growth in grades K–3, and in 9<sup>th</sup>– and 10<sup>th</sup>–grade math and ELA. MAP tests from the North West Evaluation Association give projected growth for individual students, and a teacher’s value-added score is calculated based on these tests.

Teachers in non-tested subjects, such as related arts, and high school teachers without growth-related data will have the opportunity to use Student Learning Objectives(SLOs), which are goals for what students will learn over a given time period(year-long or shorter term). The SLOs are applied to groups of students, such as classroom-wide, and are designed to measure growth for individual students.

The STEP schools will offer a variety of incentives to principals and assistant principals as well, including performance incentives based in significant part on the school-wide value-added gains. Using the current SC TAP principal compensation system of school value-added growth at 75% and quantitative observations using the TAP Annual Review at 25%, the payouts for the principals in the SC TAP schools for 2010–11 ranged from \$500–\$14,000 (when \$10,000 was allocated per administrative team). STEP will allocate \$8,000 per administrative team to be divided among the principal and assistant principals, based on 60% for the principal and 40% for the assistant principals. TIF school administrators’ performance compensation will be determined using 60% of the overall school value-added score, 20% based on the observations of implementation guidelines from the SC TAP Annual Review such as administering post

conferences, leadership teams as well as other observable actions, and 20% based on the 360-degree assessment instrument (see Table 4 above).

Tenure and Dismissal—South Carolina does not grant tenure within its educational system, but the use of varying contractual statuses serves the same essential purpose. The newly designed HCMS will ultimately support the determination of a teacher’s contractual status as well as dismissal. As described in Table 3, the teacher effectiveness score will be a determining factor as to what the LEA will do regarding an individual teacher’s contract status. Using the total effectiveness score, teachers who maintain a minimum of 2.25 or greater will be considered competent and therefore continue through the state contractual system. Any teacher with a teacher effectiveness score below a 2.25 would be considered not meeting the adequate standard and would be referred to the LEA for appropriate action and identified professional growth.

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

STEP will provide mechanisms to evaluate teachers and principals throughout the academic year. The TAP instructional evaluation system helps teachers and principals focus on pedagogy and student data to determine which teaching practices will lead to increased effectiveness.

B.1. High Quality Evaluation Rubric. TAP differentiates teaching effectiveness through multiple observations, observers, and measures. TAP *Teaching Skills, Knowledge, and Responsibilities (SKR) Standards* is a set of 26 research-based indicators of effective classroom instruction. These SKR standards have four domains that include three indicators for Designing and Planning Instruction, twelve indicators for Instruction, four indicators for Learning Environment, and seven indicators for Teacher Responsibilities.<sup>1</sup> Each indicator is rated on a

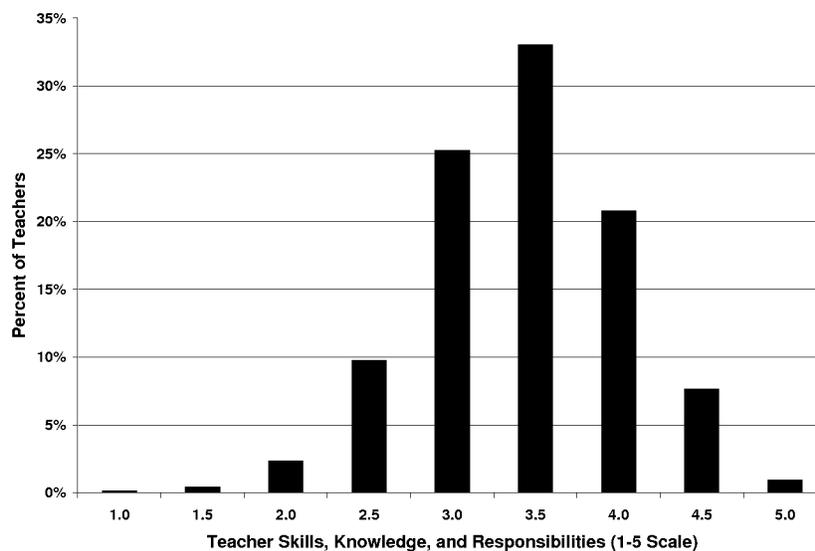
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<sup>1</sup> Career teachers have three indicators for Teacher Responsibilities. Master and mentor teachers have seven indicators because of their added responsibilities.

scale from 1 (emerging) to 3 (proficient) to 5 (exemplary). As this rubric evaluation is not content specific, it is universally acceptable for all grades and subjects. Therefore, all teachers, including STEM teachers and those teaching students with disabilities (SWD) and English language learners (ELL), can be evaluated fairly by individuals who do not have content expertise in the subject observed. After each evaluation, teachers receive a total score of 1–5, (see the Instructional Rubric in Appendix 2).

B.2. Comparability of Evaluations and Student Growth. Demonstrating what sets the TAP system apart from most other evaluation systems, an NIET (2010) research summary shows the distribution of teachers on the TAP five-point scale (see Figure 2 below). The mean evaluation score for TAP teachers nationwide is 3.5 out of 5.

**Figure 2: Distribution of TAP teacher evaluation ratings in TAP schools**



Source: NIET 2010, p. 9 – N=4007

In contrast, Weisberg and colleagues (2009) found in LEAs that use binary evaluation ratings (generally “satisfactory” or “unsatisfactory”), more than 99% of teachers receive the

satisfactory rating. In LEAs that use a broader range of rating options, 94% of teachers receive one of the top two ratings and less than 1.0% is rated unsatisfactory (p. 6).

B.3. Multiple Observations. All teachers in STEP schools will be evaluated by a local TAP Leadership Team that is comprised of master and mentor teachers, the principal, and other school and LEA administrators. At least half of the observations are unannounced. All announced observations include a pre- and post-conference with the teacher. Unannounced observations include only a post-conference. As Ralph Waldo Emerson stated, “We do not learn from our experiences, rather, we learn from reflecting on our experiences.” SC TAP uses this coaching ideal to enhance the teachers’ understanding and provide all teachers the opportunity for growth. This approach also ensures that evaluations are aligned with professional development.

Each teacher is evaluated at least four times a year by multiple trained, certified, and annually recertified evaluators using a comprehensive rubric. These standards are based on education psychology research focusing on learning and instruction. Instructional guidelines and standards developed by numerous national and state organizations, including the work of Danielson (1996), among others, were reviewed and formed the basis for TAP’s standards for teacher accountability. The teaching standards and rubrics are based on empirical studies from diverse literature, and research indicates that teachers who teach according to these standards will produce large, significant achievement gains (Schacter and Thum, 2004; Daley and Kim, 2010). Research also indicates that when these rubrics are applied correctly, they serve as accurate predictors of student achievement gains.

The STEP Project Director and SC TAP regional master teachers (RMTs) will train each evaluator on the rubric for five days, and each participant must pass the certification test before

beginning observations. Annual evaluator recertification is required and inter-rater reliability is continuously monitored. The Project Director and his staff will conduct observations and debriefings in participating schools to ensure the rubrics are being applied correctly and to check for inter-rater reliability. The STEP leadership team will use the online data entry system, CODE, to track all teacher observations and scores; CODE provides real-time data that will enable the team to check for score inflation, deflation, and consistency among evaluators during leadership team meetings. The leadership team will use the evaluation data as a guide to determine the strengths and weaknesses of all teaching staff and to target professional development to needs.

SC TAP and the SCDE have worked together to correlate the TAP evaluations to allow all state schools using the TAP system to fulfill all requirements of the state's teacher evaluation and accountability system—ADEPT, **A**ssisting, **D**eveloping, and **E**valuating the **P**erformance of **T**eaching. This streamlined evaluation process allows for the full range of employment decisions to be made through the use of the evaluation system. Through eight years of research and correlation, the SCDE has devised a system that considers 2.25 on the TAP Instructional Rubric to be at the competent level for ADEPT. The minimum of a 2.25 will be required for a teacher to move to the next level of credentialing. Additionally, a teacher who receives less than a 2.25 on the overall year's evaluation will be required to implement an improvement plan.

Because of the opportunities for professional growth within the TAP System, South Carolina is using TAP as a model of mentoring for Induction-level (1<sup>st</sup>- and 2<sup>nd</sup>-year) teachers. In 2006 and in the current ESEA Waiver-fueled redesign, the SCDE altered the ADEPT performance dimensions to create performance standards and is moving to a rubric-based evaluation process that will align with the TAP system.

All STEP principals will also be evaluated using the 360-degree VAL Ed assessment tool or a similar instrument. The process will begin in year two to allow significant training to be completed by state and LEA officials as well as the principals themselves. The 360-degree assessment tool rubric will comprise 20% of the principal administrative effectiveness.

We will conduct additional evaluations of the school, and specifically of the principal, as part of the STEP Annual Review process. Throughout the school year, approximately every two weeks, the SC TAP RMTs will conduct observations to identify and coach the principal on effectively monitoring the implementation of TAP within each building. As part of the formal observation and evaluation process, the SC TAP state team and NIET experts review the level and fidelity of implementation of STEP according to a rubric based on the levels of implementation that have shown the greatest impact on student achievement. The state team will analyze documents as they pertain to the leadership team elements, the design of the schools' goals, and the alignment of professional development to those goals. The state team will observe leadership team meetings and professional development cluster meetings (weekly meetings) to examine the continual observations conducted through the Annual Review process. These observations will then determine an additional 20% of the principal's overall evaluation and effectiveness rating.

B.4. Value-Added Growth Model and Student Learning Objectives (SLOs). Effective measurement of student achievement must be completed using a growth model to ensure that teachers evaluated using these data are not put at a disadvantage if they choose to teach more challenging students or subjects or choose to teach in more challenging schools. SC TAP uses a value-added assessment model to level the playing field by allowing a teacher to demonstrate their skill by measuring the growth of each student compared to that student's longitudinal

performance. Unsuccessful models often use scores on a high stakes test alone as an arbitrary bar to determine the success of students and teachers. In STEP, value-added scores for individual classroom gain are based on five levels and correlate to classroom gains in student achievement. A score of 3 indicates that the aggregate growth of all students in a teacher's class has met a year's growth. Teachers must earn a minimum 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 growth, and a score of 4 is one to two standard deviations above the predicted growth. The value-added calculations take the growth of the student into account as opposed to the mere achievement level.

SC TAP has used a value-added assessment model since 2001 and has updated several segments of the state's longitudinal data system as well as our delivery and reliability systems to ensure the quality of the data that is being produced. SC TAP currently uses an online data entry system that identifies each teacher and matches them to the proper subjects and schools. SC TAP then works with the SCDE to ensure that the teachers identified in the state database are matched to the correct schools, subjects, and grade levels. SC TAP then uploads this data to an online data warehouse system that enables schools to verify the teacher-student linkage process to ensure 100% reliability as it relates to this data. A member of the SC TAP team first verifies all schools and teachers based on data collected from the SC TAP online data system and the state longitudinal data system. After verification, the principal verifies that each teacher and student within the school is present. Each teacher then logs on to the system and links all students they have taught throughout the school year.

To ensure the data remains correct, the final phase of the school verification process requires the principal to ensure that every child in the school is linked to one teacher per subject

area. Once this verification process is completed and has been returned to SC TAP, the data is uploaded to the value-added provider to await the student test data. Each student in the state has a unique student identifier, so once the test results are received by the SCDE, SC TAP is able to link each test result to each student and then upload this data to the value-added provider as well. Although this process requires multiple levels of verification, SC TAP's goal is to ensure 100% reliability in linking teacher data to student data.

STEP plans to extend student growth to all students through the use of Student Learning Outcomes (SLOs). Student growth is determined by progress towards meeting identified learning objectives as determined by an evaluating entity, such as an administrator or committee of colleagues. Several large LEAs, including Austin ISD, Charlotte-Mecklenburg, and New Haven Public Schools, have provided much research using SLOs. SLOs require the use of a class-wide objective and a targeted objective to cover a subset of content for a group of students (e.g., low-performing students). Several examples could include:

1. A system where teachers choose two SLOs for the semester or year, one of which applies to all students and the other to a targeted population. This allows for a broad array of assessments and draws from multiple sources of student data. SLOs are required to be aligned to classroom, campus, and LEA expectations along with state standards and school improvement plans. SLOs must be approved at the school level using an SLO scoring rubric in order to be used.
2. An SLO where teachers create pre- and post-assessments and targets and strategies for reaching the SLO. SLOs are rated with a 5-point comparison of what was stated related to what actually occurred.

3. Teachers and principals develop two subject-specific annual objectives based on student achievement as it relates to identified state standards.
4. Participating LEAs will select assessments and develop SLO targets for each non-tested grade and subject. SC TIF will consult with content experts and teachers to develop SLOs and obtain TIF advisory council approval. SLOs must be aligned to state standards, measureable, attainable, hold students to high standards, and formed from baseline assessments. SC TIF will devise a plan for LEAs to incorporate a variety of assessments.

Throughout the first year, STEP will partner with NIET and other entities, beginning in August prior to the grant being accepted, to design effective SLOs and correlate them to a 5-point scale so they can be a reliable measure of student achievement growth while still being measureable within the SC TAP 5-point teacher evaluation system. All non-tested teachers will use SLOs beginning in year one.

B.5. and B.6. Teacher and Principal Evaluation Criteria. Based on the TAP Evaluation Tool, the value-added calculations, and SLOs generating student-growth data, teachers will receive an effectiveness rating. This rating is comprised of multiple criteria, and each grade level and subject area teacher will have different criteria to be used for the teachers overall effectiveness rating. The weights for each criterion are in the chart following the description.

The criteria are as follows:

Criteria 1: All teachers will be evaluated using the TAP Instructional Rubric (in Appendix 2). Teachers will be observed a minimum of four times over the course of the year by annually certified evaluators. The scores will be weighted and averaged to give a teacher an overall score between 1 and 5. This score will then be used as a specific percentage based on the grade level and subject that the teachers teach (see Table 4).

Criteria 2: All teachers will have student achievement growth data to be used as a second portion of the teacher effectiveness score. Career teachers for grades K–3 and 9<sup>th</sup>- and 10<sup>th</sup>-grade math and English language arts will use NWEA MAP testing growth scores. This is a rigorous online benchmarking that is correlated to South Carolina Standards. Additionally, with using the RIT scores, the MAP test can be used to identify specific growth targets and match the students to the actual level of growth versus the anticipated level of growth. Core teachers in grades 4–8 will use the PASS (Palmetto Assessment of State Standards) exam. STEP will do a value-added analysis with these scale scores to create a growth score. All other teachers will use SLOs as the second criteria. These SLOs will be created in conjunction with NIET and serve all non-tested subject areas. The TIF advisory council will oversee this process, and the external evaluator will verify and validate the process as it is completed.

Criteria 3: As a teacher is a vital part of the school system and a system is only as good as its parts, a portion of each teacher's effectiveness score will be based on the overall school value-added score. As often stated, it takes a village to raise a child. It truly takes a faculty to educate a child; therefore, all teachers are responsible for the success of the school as a whole.

Criteria 4: The State Superintendent and the SCDE favor local control. For this reason, the final portion of a teacher's overall effectiveness score will be determined at the LEA level. This portion will be designed specifically for each LEA by using teachers, principals, LEA staff, and STEP personnel. It will be mandated that each LEA create a minimum of one other measure by the teachers for the teachers. These final criteria will be approved by the TIF advisory council no later than March 30, 2013, so that sufficient time can be given to train all teachers on the new teacher effectiveness score. Alternative criteria could include, but are not limited to, parent and teacher surveys, peer reviews, principal alternative scoring rubric, or professional development

responsibility scores. Each LEA will form a committee no later than one month following grant approval to begin selecting the final criteria.

The principal evaluation will also consist of four criteria to produce an overall effectiveness score. Criterion 1 will be the score on a 360-degree evaluation instrument, which is administered to the full faculty, the principal, and the principal’s immediate supervisor. Criterion 2 will be the score from observations completed using an approved implementation assessment. The schools implementing TAP will use the TAP Annual Review Document (Appendix 3), and other schools not implementing TAP will use a school review instrument with similar qualities. Criterion 3 will be the overall school value-added growth score. The final criteria will be designed by the LEA in conjunction with the principals. These final criteria will also be approved by the STEP advisory council no later than March 30, 2013, so that sufficient time can be given to train all principals on the new principal effectiveness score. Alternate criteria could include, but are not limited to, parent and teacher surveys, peer reviews, district alternative scoring rubric, or professional development responsibility scores. Each LEA will form a committee no later than one month following approval of this grant request to begin the process to select the final criteria.

**Table 5: Educator Evaluation Ratings to Determine Overall Effectiveness Rating**

<i><b>Educator</b></i>	<i><b>Criterion 1</b></i>	<i><b>Criterion 2</b></i>	<i><b>Criterion 3</b></i>	<i><b>Criterion 4</b></i>
<b>K–3 Teacher</b>	40% SKR*	40% class value-added on MAP	10% school value-added	10% LEA-based decision
<b>3–8 Teacher—tested subject area</b>	40% SKR	40% class value-added on state assessments	10% school value-added	10% LEA-based decision
<b>3–8 teacher—non-tested subject area</b>	40% SKR	30% based on SLOs	20% school value-added	10% LEA-based decision
<b>9–10 Teacher—ELA and Math</b>	40% SKR	35% class value-added on MAP	15% school value-added	10% LEA-based decision
<b>All 9–12</b>	40% SKR	30% based on	20% school	10% LEA-

<b>Teacher—not 9–10 math/ELA</b>		SLOs	value-added	based decision
<b>K–8 Principal</b>	20% 360-degree evaluation	20% fidelity of implementation	50% on school-wide value-added	10% LEA-based decision
<b>9–12 Principal</b>	20% 360-degree evaluation	20% fidelity of implementation	50% on school-wide value-added	10% LEA-based decision
*TAP <i>Teaching Skills, Knowledge, and Responsibilities (SKR) Standards</i> is a set of twenty-six research-based indicators of effective classroom instruction. (See page 24 and Appendix 2.)				

**C. Professional Development Systems to Support Needs Identified**

C.1. Use of Disaggregated Information to Identify Needs. Creating an all-encompassing HCMS system that can serve the needs of the LEA in real time requires an integrated data management solution. Use of data is the key to effective professional development. Information such as teacher evaluation, student-growth data, and best practices need to be merged to identify the strongest possible professional development. Comprehensive Online Data Entry System (CODE), a sole source provider to all national TAP schools, handles all of the teacher observational data for the TAP schools in South Carolina and is prepared to support STEP’s seven LEAs and 24 new schools. A secure, Web-based system, CODE offers features that will help LEAs 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. CODE will enable LEAs to enter and analyze data from day one.

Each time a formal observation is conducted, the scores are input into CODE and compiled, weighted according to the evaluator and teacher being evaluated, and then averaged. Real time corresponding charts and graphs are produced and used by the leadership team to diagnose school-wide pedagogical problems.

School leadership teams will use CODE to identify ongoing strengths and areas of potential growth that can then be immediately incorporated into the ongoing, applied

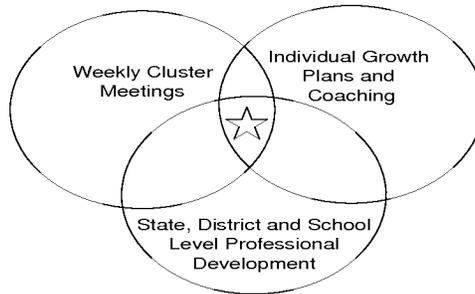
professional growth model implemented through TAP. Using CODE, the leadership teams can identify trend data that aggregates the teacher refinement areas. Once these general areas of refinement have been identified, the school leadership team will use the teachers IGP's to couple with individual refinement areas to identify the best strategies to enhance teacher efficacy.

C.2. Timely Professional Development. The ongoing, embedded, applied professional development model that SC TAP uses is critical to integrating all aspects of teacher development. The cluster meeting model of professional development allows the school leadership team to devise a professional development plan that is created based on the needs of teachers and students within a school building. This model allows teachers to be continually exposed to strategies that are necessary for their individual development based on a weekly examination of student work. The traditional model of professional development does not allow the differentiation of strategies and needs to ensure that both the teachers' and students' needs are addressed.

The SC TAP cluster model of professional development ensures the opportunity for growth of all teachers at individualized rates. In this model, the needs of highly effective teachers and less effective teachers, as measured using value-added growth and classroom observations, are met. And because of the partnership with the SCDE, this professional development also qualifies for recertification credit for continuing contract teachers.

Decisions regarding professional development, whether from the state and LEA level, or identified by teacher evaluation results or student data, can be integrated into the cluster model.

## High Quality Professional Development Model



The graphic above represents the total professional development model as created by SC TAP. All aspects of this professional development are necessary to increase the effectiveness of all instructors within the school building. It is when all three are aligned that one will see the greatest effect on teacher growth and, ultimately, student achievement.

C.3. School-Based, Job-Embedded Opportunities. Along with the teacher data, the STEP LEAs and schools will have access to the TAP Portal system, an online professional development library. The Portal provides web-based, state-of-the-art delivery of interactive, individual trainings and support. Designed to provide tiered access to users, based on roles, the Portal contains the most updated resources, videos, and materials for TAP leaders to download, review, and deliver to their target audiences to improve instruction. Real-time access to information linked to TAP models of instructional growth will be available to all schools in STEP LEAs.

Unlike the traditional model of professional development that is common in most schools, the Portal will provide teachers and leadership teams with a system of professional development that is ongoing, job-embedded, collaborative, student-centered, and led by expert instructors. The Portal also offers access to in-depth video and audio training on a variety of TAP

topics related to best practice, vetted strategies, and pedagogical practices based on the evaluation rubric. STEP school leadership teams will use these tools to create the weekly, ongoing, job-embedded professional learning communities known as clusters. Leadership teams create a support structure through these clusters to enable the cluster leaders, master or mentor teachers, to develop specified strategies that enhance the pedagogical knowledge of all participants and to create a strategy to enhance specified needs as identified through student data analysis. Cluster participants will immediately embed these strategies into their weekly plans.

The most effective part of this ongoing, job-embedded professional development is that it addresses the individualized needs of both teachers and students. By having the opportunity to evaluate data during the cluster, teachers are able to adapt the specific strategies to all subgroups of students. It is the job of the cluster leader to find and vet strategies that will allow the teachers to become experts at implementing across-content areas and student-ability levels. This allows all students to be able to use and become experts themselves, no matter what level or need they may have. This intense nature of professional development is truly the only way to enhance all students and teachers rather than to focus on the typical “bubble students.”

#### C.4. Professional Development Guided by Needs and Likely to Improve Practices.

Through STEP, we will customize the data storage and analytical capabilities of CODE and Portal Systems to accommodate changes to each LEA’s HCMS, including the individual criteria designed by the LEA. By incorporating these systems into the LEA-wide HCMS, all professional development provided will be based on teacher data and student-growth needs that the local STEP leadership teams identify. All professional development will be provided in house by resident experts who have been trained to deliver highly effective, realistic, job-embedded opportunities for growth.

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

The SCDE, through SC TAP, notified all LEAs by letter, inviting them to be partners in this STEP. Each LEA was given the opportunity to respond with interest and receive a TAP implementation presentation to decide if this model would meet the needs of the LEA and receive buy-in from stakeholders. A total of 83 schools and 17 LEAs asked to learn more, and 24 schools and seven LEAs committed to partnering with the SCDE in the STEP project.

Through the process of identifying and matching school needs to STEP, the participating LEAs identified recruiting and retaining effective teachers for these hard-to-staff schools as one of the highest priorities.

While the necessary groups to have on board may vary somewhat by local climate and circumstance, HCMS, performance pay, and value-added assessment measures cannot be imposed top down. Without exception, teachers must be involved at every step of the process. As a result, teachers are involved in the implementation from the start. We also invite stakeholder groups to visit operating SC TAP schools to garner broader support. Our work to ensure the involvement and support of teachers and principals for this reform is further described below.

The first step in South Carolina was between the Project Director and the superintendent or their designee. The superintendent or their designee then met with interested principals and the district board representatives. At that point, the superintendent signed an MOU stating that the LEA understands and is willing to participate in all aspects of the project. Due to the limited availability of school boards during the summer and limited timeframe between the release of the NIA and the application due date, the district school board chair will be required to sign this MOU prior to implementation. Next, the Project Director will explain the core tenants of TAP to leadership teams at the schools. Finally, the Project Director will present TAP to the entire

faculty of each identified TAP school. This presentation is designed to not only describe in detail how TAP is implemented, but how the HCMS will work, how the value-added assessment model works, and how it correlates to performance-based compensation. Based on this presentation, teachers will vote whether or not they want to join the SC TAP System through STEP.

Once schools have voted, the Project Director will represent STEP to the Board of Education for the specific LEAs once the final pieces of the HCMS is in place and receive their signature prior to allowing the LEA to begin implementation. Due to the summer release of the NIA, the schools listed as partners in STEP have received the initial presentation but still must vote with two thirds (66 2/3%) of their faculty and be verified by the principal and superintendent with approving SC TAP before implementation will begin.

Beginning in the fall of 2012, prior to the acceptance of the grant, the Project Director will begin to work with LEAs and their representative teachers and principal on the creation of the additional LEA-determined evaluation criteria 4. During these meetings, teachers, principals, district office staff, and board members will create rubrics to identify the final portion of the teacher evaluation that will be used to calculate the Teacher Effectiveness Rating. This “buy in” is vital to ensuring that all teachers and principals have a say in what the overall evaluation system will look like as it relates to their HCMS.

STEP schools will receive a series of trainings related to using the evaluation rubric, how to design and deliver effective professional development, and how to maintain inter-rater reliability within leadership teams, etc. as described previously in this proposal. The final presentation that the school receives at the beginning of the implementation year is a value-added bonus calculation presentation that explains in great detail the process involved in using a value-added model as well as how that ties to the performance compensation. The following summer,

the Project Director trains all school leadership teams on value-added calculations as well as the process they will follow to hold value-added conferences with all teachers to ensure complete understanding of measures of effectiveness.

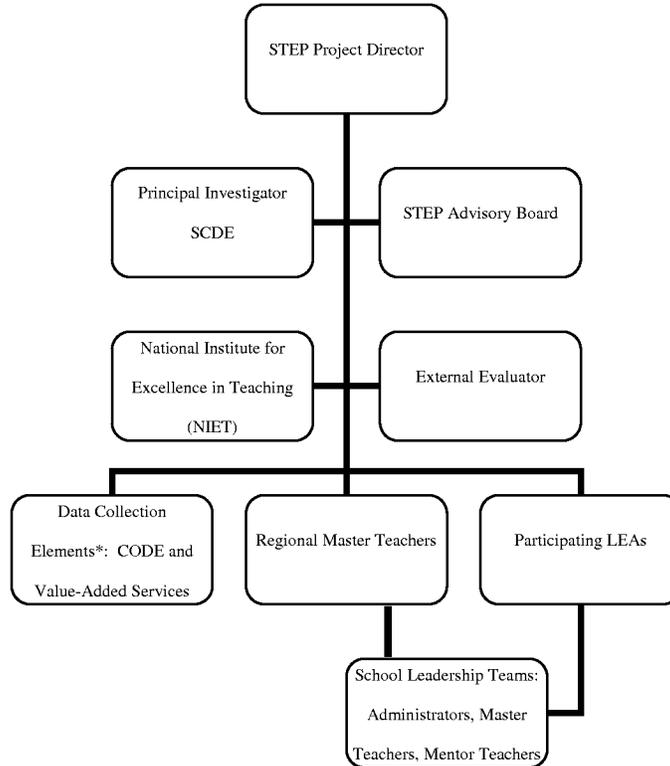
Additionally, South Carolina has developed and implemented a communications project, SC TAP Portal Forum. This web-based portal is an online teacher model to connect teachers from all locations across the state through the use of an interface similar to a “Facebook” design. SC TAP has created a page on this portal to allow TIF teachers to access the TAP neighborhood and have continual dialogue to serve multiple needs. Teachers will be able to communicate securely with each other regarding the implementation of STEP. This portal will serve as a forum to share practices proven effective with our students and as a catalyst to allow professional development to be shared across the state in an economical and effective manner. The portal will also serve as a STEP resource page to continually update information as it relates to performance-based payout structures as well as house multiple webinars if additional training is needed on all aspects of TAP, including value-added payout structures, implementation guidelines, etc. The page will also feature posted openings within TAP schools to allow for the career-ladder opportunities to stretch across the state.

With continual communication and buy in from teachers, principals, LEAs, and state-level educators, STEP will be able to inform, train, and enhance the understanding of the effects of a comprehensive, performance-based compensation system. As evidenced in the communication plan in Appendix 4, STEP will continually communicate with all stakeholders and evaluate the effectiveness of our communication to all publics, both internal and external.

**E. Project Management**

The SCDE will be the fiscal agent for the proposed STEM and TAP: Effective Practices (STEP). The roles/responsibilities of the participating LEAs are outlined in each formal memorandum of agreement with the SCDE that are included in the required attachments.

**Chart 3: STEP Management Structure**



Upon notification of funding, we will convene a STEP advisory board that will include the STEP Project Director, who is also the state TAP director; the SCDE’s Director of Teacher Certification; a regional master teacher (RMT); two representatives from each LEA at varying levels of the career ladder; and key personnel from NIET. The STEP advisory board will meet bi-annually in December and during the second semester to provide a consistent platform for ongoing, systematic review of the status and continuous improvement of STEP. Topics will include, but will not be limited to, implementation status; master teacher evaluations; recruitment

and retention results and plans; and school report card data, adequate yearly progress (AYP), and value-added growth.

Based on the advisory board's findings and with permission of the US Department of Education, changes or adaptations will be made in the program's implementation to ensure that all of the program's objectives will be met. Each LEA and school's leadership team will adopt the advisory board's recommendations and amend their implementation as needed.

**Benchmark Timeline:**

**July 2012:** Identification of all participating LEAs that will implement the HCMS and identification of schools that will implement TAP with MOUs put in place.

**September 2012**

- Present to all TAP implementing schools and produce vote results with a minimum of 66 2/3% in support of TAP.
- Receive official documentation of receipt of TIF grant award

**December 2012**

- Hire state- and school-level personnel to begin implementation in January 2013
- Train all necessary personnel with TAP and evaluation process for initial schools
- Meet with all participating districts and school boards describing process
- Hold first district evaluation meetings to identify criteria 4 for teacher effectiveness score
- Design a STEM management team to begin to design training for master teacher meetings in Spring and during the Summer TSI.

**May 2013**

- Implement TAP in identified schools

- Recruit master, mentor, and career teachers for year 2 implementation with primary focus on STEM
- Hold final LEA evaluation meetings to solidify criteria 4 for teacher effectiveness score
- LEA administration to present to local boards identifying final district-wide HCMS

### **August 2013**

- Train all master and mentor teachers and school administration with CORE
- Train all LEA principals and staff on new evaluation tool
- Train all LEA personnel on finalized version of HCMS
- Train all STEM master and mentor teachers on Common Core STEM implementation
- Begin implementation for all TAP schools
- Begin LEA-wide HCMS for all other non-identified schools

### **July 2017**

- Continue implementation of STEM, TAP, and HCMS through all participating schools
- Design LEA-wide salary schedule modifications to implement in all non-high-needs schools by the conclusion of the grant.

A more detailed STEP timeline in Appendix 5 outlines activities by quarter and indicates who is responsible for its implementation and completion, how that activity relates to at least one of the stated objectives, and when that activity will occur. This plan is designed to fulfill STEP's goals and objectives—on time and within budget.

Key duties and qualifications are summarized below, with resumes in the required attachments.

The current director of SC TAP, **Dennis Dotterer**, will serve as the Project Director for SC TIF, devoting 50% of his time to SC TIF implementation. He currently directs the

implementation, expansion, and sustainability of the state's only performance pay program, TAP. In this capacity, Dotterer has worked with LEAs across the state and directed multiple grants. He was an assistant principal in a TAP school and served as a principal at both the elementary and middle levels. Thus, he has first-hand experience with the common problems and issues school leadership teams will face and strategies that have been proven successful. Dotterer has an undergraduate degree in Elementary Education, a master's degree in Gifted and Talented Education, and an educational specialist degree in Administration and Supervision. He will

- help the LEAs market the participating TIF schools, via various forms of advertising, by publicizing the performance incentives and career ladder plan;
- supervise Regional Master Teachers (RMTs) and the program assistant;
- provide on-site technical assistance;
- lead advisory board meetings;
- provide initial and continuing training for school-based master and mentor teachers;
- consult with value-added services to generate a list of teachers who qualify for performance incentives based on value-added scores;
- provide coaching training for RMTs and LEA- and school-level master, mentor, teachers and administrators;
- attend fairs and conferences to recruit highly effective teachers to TIF schools; and
- work with the LEAs to help them attract high caliber teachers.

Principal Investigator: Dr. Allison Jacques, Director of the SCDE's Office of Certification, will devote 10% of her time (in-kind) to SC TIF. In addition to providing fiscal and administrative oversight of STEP, she will oversee the creation and maintenance of a new SCDE Web page listing specific openings at TAP schools and their potential performance incentives.

This Web site will provide principals with an effective means to attract master and mentor teacher candidates. Jacques is a former South Carolina Secondary School Principal of the Year and served on the board for the National Association of Secondary School Principals. She brings 16 years of educational experience of which thirteen are in administration. Her high school experienced improvement in academic performance, attendance, and graduation rate. Her school's state report card rating improved to an absolute rating of excellent, where it stayed during her tenure, and her school was the only high school in the state recognized for exemplary writing.

Regional Master Teachers (RMTs): Three educators will be hired to devote 100% of their time to assume responsibility for the daily implementation of TAP and the LEAs' HCMS in the LEA-based geographic regions in which the participating schools will be clustered. The RMT is responsible for implementation of TIF in an LEA or group of LEAs, depending on the size of the LEA. The RMTs will attend the national TAP trainings and help the STEP Project Director build capacity among the school-level master teachers. RMTs will spend 90% of their time in the schools providing ongoing support for the master and mentor teachers. The RMTs' salaries will be comparable to a principal in their region.

All RMTs will be housed in Laurens School District 56. RMT one will work with the partner schools in Laurens School District 56 and Beaufort. The second RMT will work with Florence 3 and Lee. The last RMT will support Barnwell, Jasper, and Orangeburg 4.

The RMT will

- support the LEA's implementation of the HCMS;
- evaluate and coach career, mentor, and master teachers;

- provide support for school-level data analysis, goal setting, professional development, coaching, and training for coaches using Cognitive Coaching;
- assist the Project Director in conducting the summer training; and
- participate in a weekly conference call with the Project Director.

Qualifications for these positions include a minimum of five years classroom and administrative experience and a minimum educational attainment of a master's degree.

Candidates with leadership experience and/or National Board Certification are preferred.

Master Teachers: The master teachers will devote 100% of their time in their individual schools to STEP and will provide significant leadership and share responsibilities regarding professional development with the principal. Master teachers will occupy the highest level teaching positions in the participating schools. The master teachers are highly skilled professional educators and will be recommended to have a minimum educational attainment of a master's degree and at least five years of successful teaching experience. Master teachers will spend the majority of their time focusing on the professional development of teachers. Each school will receive one master teacher for every 20 teachers and one STEM master teacher at the middle and high school as well as elementary schools with significant teacher populations. STEM master teachers will focus solely on STEM subjects while school-based master teachers focus on all curriculum across content areas.

Mentor Teachers: The mentors teach a regular schedule but are also responsible for sharing the professional development duties with the master teachers including cluster meetings, observations, and coaching. Each school will qualify for one mentor per 10 teachers.

The Career Teachers in a TAP school are teachers that teach a regular schedule of classes and are responsible for implementing the professional development with their students. These

teachers select weekly the type of support needed from the master or mentor teachers in their classrooms. Career teachers are responsible for constant analysis of student work.

Program Specialist: This person will devote 100% of time to STEP and will be responsible for providing clerical, fiscal, and administrative support to the project director and the RMTs. Responsibilities of this position include publishing and distributing an electronic monthly newsletter to STEP school leadership teams, featuring effective strategies, arranging meetings and trainings, preparing minutes of advisory board meetings, and completing routine functions such as copying, faxing, ordering supplies, and responding to inquiries. Additionally, this person will create and design webinars and trainings to disseminate to all STEP schools for instructional purposes. Minimum qualifications for this position include an associate's degree and two years of educational and clerical experience.

Local Evaluation: Upon notification of funding, the project will contract with an external evaluator. Using a utilization-focused evaluation process as described by Michael Quinn Patton (2008), the external evaluator will systematically examine evidence related to each objective within the five goals of STEP with the intent of continuously informing and responding to program development and implementation. Baseline data collected in Year 1 of the project along with the use of a comparison group of non-TIF schools will allow for the effective evaluation of progress. Approximately 24 comparison schools will be selected that match as closely as possible the participating schools in relation to Poverty Index, Absolute Rating, and Growth Rating. Poverty Index is a school-based measure that integrates student lunch status and Medicaid eligibility. Absolute and growth ratings are calculated annually for each school based on student performance on state-administered standardized tests or other factors related to student performance. Comparison schools will be used as appropriate to evaluate differences that

may be attributed to schools' STEP status. Data through the South Carolina Report Card system and student achievement data from the SCDE will be gathered for the comparison schools.

Four goals and related objectives that are aligned with the program's mission and purpose were developed to guide the evaluation process. Continuous information related to preliminary and final results will be communicated to the program director and other stakeholders to allow for use in program design and implementation and promote data-driven decision-making.

### **South Carolina STEP Goals & Objectives**

1. Attract and retain high quality teachers and principals in high-poverty, high-needs schools in SC.
  - a. STEP schools will begin each school year with 90% of teachers meeting highly qualified status.
  - b. Fifty percent of the STEP schools will demonstrate an increase on the Teacher Efficacy Scale (TES) each academic year.
  - c. Fifty percent of the STEP schools will demonstrate an increase on the Teacher Collegiality Scale (TCS) each academic year.
  - d. Seventy-five percent of teachers in STEP schools will receive a score of 2.75 on the evaluation rubric that is aligned with the *TAP Teaching Skills, Knowledge, and Responsibility Standards*.
  - e. The turnover rate of teachers in STEP schools will be 5% lower than that of the comparison schools by Year 3.
  - f. The average number of years of experience of principals in STEP schools will be a minimum of two years greater than principals in the comparison schools by Year 3.
  - g. Factors that impact teacher and principal retention and attrition will be determined.

2. Enhance leadership and career advancement opportunities for teachers in high-poverty, high-needs schools in SC.
  - a. Twenty percent of teachers in STEP schools will score a minimum of 3.5 to demonstrate the ability for career advancement of taking on additional responsibilities or accepting an advanced position.
  - b. Trends in performance evaluations of teachers and principals in STEP schools will be determined to assist in guiding professional development models and approaches and leadership development strategies.
3. Enhance the preparation and performance of principals in high-poverty, high-needs schools in SC.
  - a. Principal effectiveness scores will improve .25 each year while those above 3.5 will maintain their rating.
  - b. Seventy-five percent of principals in STEP schools will score at a 3.0 or higher on the 360-degree assessment tool by Year 3.
4. Maintain and improve student achievement in high-poverty, high-needs schools in SC.
  - a. Seventy-five percent of STEP schools will maintain growth projected during a one-year period using a value-added model.
  - b. Forty percent of STEP schools will demonstrate an improvement in student achievement above their projected growth.
  - c. Twenty percent of the STEP schools will demonstrate an improvement in absolute or growth rating by at least one level by Year 3 of the project.
  - d. The average absolute and growth ratings of STEP schools will be higher than the comparison schools.

A detailed evaluation plan is defined further in Appendix 6.

## **F. Sustainability**

Fiscal Sustainability. SC TAP has been financially viable for the previous eleven years. Overcoming significant state budget constraints, SC TAP has provided a vision with this proposed STEP project for an effective HCMS for high-need schools; however, making the financial changes necessary to begin this reform represent a significant hurdle for high-need schools. We seek TIF funding to extend SC TAP to an additional 24 schools, bringing this reform to almost 100 SC schools. By showing that the kind of results we were able to achieve through the initial TIF grant can be extended to these additional schools, we believe we will establish SC TAP as the leading model for addressing the need for improved educator effectiveness in high-need schools. In addition, during these eleven years, all necessary support structures have been developed including data systems; individualized teacher, school, district, and state support; and communication plans. These structures provide seamless benefits to all schools investing in a HCMS and illustrate how TAP is an integral part of South Carolina's structuring an LEA-wide HCMS using teacher effectiveness to support and grow educators in high-need schools.

To address fiscal sustainability, partner LEAs have jointly agreed to two sustainability terms as a condition of their STEP participation as noted in their MOU signed by the district superintendent: (1) barring complete financial disaster, the partner district is committed to provide the HCMS to teachers and principals at participating TAP schools during and after the end of the TIF grant, and (2) barring complete financial disaster, the partner LEA is committed to provide from non-TIF funds the following share of the HCMS: Incentives (Year Two, 10%;

Year Three, 20%; Year Four, 30%; Year Five, 40%; and beyond 100%) and Personnel (Year Two, 10%; Year Three, 20%; Year Four, 30%; and Year Five, 40%).

SC TAP has already provided partner LEA leadership with an LEA budget covering the five years of STEP to delineate all costs throughout the five-year grant period. Additionally, the state director will work with the LEAs to strategically reallocate existing federal, state, and local funds to support the sustainability and expansion of the HCMS. The partnering LEAs have agreed to identify Title I, Title II, and professional development funds as well as state monies and local funds to create a sustainability plan by the completion of the third year of STEP.

Over the previous five years, the SCDE has committed approximately \$600,000 per year of the state Title II allocation to implement SC TAP. These funds will continue to be available to enhance SC TAP. Because STEP is administered by the SCDE, all resources of the agency, including financial allocations such as Title II and state technical assistance monies, are available to reallocate to address sustainability. Based on a proviso passed by the state legislature, state technical assistance funds are designated funds from the state legislature to be used for the enhancement of schools identified as consistently underperforming. STEP schools have access to these funds.

Support continues to come from both the SCDE as well as state legislation. South Carolina State Superintendent of Education, Dr. Mick Zais, presented the following bulleted items in a presentation to the state legislature:

- Teachers and principals must be fairly evaluated and appropriately rewarded based on student learning—“value-added”—whenever possible.
- Ineffective teachers and principals must be given an appropriate, but not excessive, amount of time and support to improve.

- Continued failure to meet standards means they must be removed.
- Superintendents must have the authority to hire, evaluate, and fire principals.
- Principals must have authority over budgets, hiring, firing, and other school programs.
- Teachers must have the authority to maintain discipline in the classroom and award grades in accordance with student learning.

Coupled with the SCDE vision, recently the state of South Carolina demonstrated its support for performance-based compensation systems such as SC TAP with the passage of the general appropriations bill H.4657 which proposed cuts in recurring allocations to \$337.5 million, including reallocating state bonuses for National Board Certification to performance-pay models. Additionally, the chairman of the education subcommittee and the chairman of the State Board of Education offered significant support in multiple meetings. LEAs are beginning to follow this trend. For example, Beaufort County School District, a partner in STEP, formally voted to begin a performance-pay evaluation plan within two years.

Programmatic Sustainability. SC TAP's integration in the SCDE, through the Division of School Effectiveness, has allowed the SCDE to become significantly more knowledgeable regarding the benefits of the TAP system. SC TAP has been identified as a state comprehensive reform model as is evidenced by its selection and identification in state legislation as a model to support the persistently under achieving schools served through the SCDE's Office of School Transformation. Additionally, President Obama and State Superintendent Zais have highlighted SC TAP as a model that uses a value-added approach coupled with an intense, rigorous, transparent instructional evaluation system to obtain promising results.

As part of the SCDE, STEP will benefit the entire state. State resources, such as the longitudinal data system, state-wide assessment centers, state-wide coaching training, and

professional development centers have all been available for SC TAP schools. Through these regional delivery centers, STEP will be able to expand and integrate all state initiatives.

Similarly, SC TAP has been integrated with the state accountability system for teacher evaluation (ADEPT). The ADEPT system is undergoing a redesign to align with the TAP evaluation rubrics and use the successful mentoring and coaching model. The state has designed the evaluation system to allow TAP to fulfill all obligations for inducting new teachers and continuing professional development of continuing contract teachers. Due to this alignment with the state evaluation system, SC TAP evaluations and the newly formed HCMS, all provided in STEP, allows for local control while still enabling use in making tenure and retention decisions.

#### **G. Comprehensive Approach to Improving STEM Instruction**

South Carolina's economy and future depend upon our ability to encourage, motivate, and foster achievement and interest in subjects and careers related to science, technology, engineering, and math (STEM). As low-tech jobs have declined, especially in high poverty areas served in SC TIF, and new jobs require increasingly more STEM experience and education, our state must respond or lose its competitive viability.

Professional scientific and technical services (exclusive of manufacturing) in the state are projected to increase 31% by 2016. Manufacturing, the state's largest major industry sector (20% of employment), has been severely affected by the economic recession. These jobs are heavily and increasingly populated by STEM technicians and engineers, especially in the automated manufacturing, process control, mechatronics, and industrial maintenance technology disciplines. In addition, the state's diversified energy sector, which includes nuclear, fossil fuel, hydrogen cell, and biomass, is expected to add dramatically to the need for STEM technicians. Four more nuclear reactors are expected to be operational by 2015, and the demand for nuclear technicians

is predicted to grow by 31%. The demand for computer operators, instrumentation technicians, chemical process technicians, and programmers in the energy sector is predicted to grow 18%. The demand will exceed the state's current capability to attract, retain, and graduate qualified STEM technicians unless an aggressive recruitment, retention, and advancement plan is initiated across the state's education and workforce development agencies. Such a plan will need aggressive strategies to assist and support under-prepared students.

The data clearly show that the TAP system has been very successful in recruiting and retaining highly effective teachers for all subject areas, including STEM. When coupled with the opportunity for recruited teachers to receive an additional compensation as outlined in the recruitment and retention section, the ability to staff a school with proven, highly successful educators in the area of STEM will increase significantly. When additional compensation is added for the growth of students as identified in the performance compensation section, STEM teachers could feasibly earn an additional \$35,000 over three years and stay at a TAP school.

STEP will expand the work of the Committee to Increase the Math and Science Teaching Force (established in 2009), which includes deans, department heads, professors, and P-12 math and science educators, to focus on recruiting, distributing, and retaining effective math and science teachers. STEP will partner with the University of South Carolina at Aiken (USC-Aiken), the Ruth Patrick Science Education Center (RPSEC), and Savannah River Nuclear Solutions to accelerate this effort (see letters of support in Part 6: Required Attachments).

An additional incentive for these teachers will be the support structure and knowledge they will be given to perform through ongoing, embedded professional development. A large body of research shows that as in all organizations, the workplace environment significantly influences the quality and quantity of teachers by impacting the size of the applicant pools from

which to attract qualified new and experienced teachers (Georgia Teacher Retention Study). In STEP schools, teachers will be given the tools that are necessary to be successful, and the support and professional development to understand and use these tools in their classroom.

Most of the STEP schools lack the equipment necessary to teach STEM subjects or make STEM learning interesting or applicable. STEP will provide equipment, curriculum materials, and assessment materials for STEM laboratories in middle and high schools. Laboratories will support engineering, advanced manufacturing, green engineering, and renewable energies.

In addition to the support that the teachers receive within the school specific to their individual needs, each LEA will create a STEM support Professional Learning Community (PLC) comprised of STEM leaders throughout the LEA as well as district office curriculum and learning support and other outside entities such as colleges of education and local engineering businesses. This PLC will work with LEA-level curriculum and pedagogical strategies to enhance the flexibility of teaching to best meet the needs of the STEM teachers' students.

STEP will enhance STEM using a continuum (Table 6) designed to assist teachers with integrating the facts, concepts, skills, understandings, and dispositions that connect both teachers and students to STEM disciplines. This builds on the recognition that effective instructional practice requires continuous and embedded opportunities to plan, enact, gather data, reflect on the data, and adjust the work. STEM is a special case as it is content rich and the interactions are complex.

**Table 6: Continuum for Integrating STEM**

<b>Title &amp; Grade Level</b>	<b>Goal</b>	<b>Description</b>
Preparatory Academy Grades P–2	Ensure that early learners have opportunities to interact with facts, concepts, and processes that focus on science, techno-	Schools will have the opportunity to participate in clusters on the implementation of model early learning curriculum that focuses on the STEM content.

	logy, engineering, and mathematics	
Accelerating Schools Grades 3–5	Provide elementary students with a school environment and curriculum that is STEM targeted and provides a rich curriculum that includes the arts.	The intermediate elementary schools will have an emphasis on providing high quality instruction in mathematics and science connected to the entire curriculum. Emphasis will be placed on developing a solid academic foundation matched with extended investigations, projects, and inquiries.
STEM Summer Learning Grades 6–8	Provide middle school teachers with both content and pedagogical knowledge and using this knowledge to enact high-quality curriculum in their schools.	Middle school mathematics and science teachers will be exposed, through cluster experiences, to SC standards-based units in mathematics and science, will work with content expert professors as well as education professors, and enact units with actual students as part of directed follow up.
Middle-High School Project Mathematics and Science Grades 6–12	Develop TIF schools where grades 6–8 and 9–12 math and science teachers are in the same cluster.	The cluster provides support as middle and high school teachers improve the articulation of mathematics and science in their schools and work to improve student performance. A master and mentor teacher works with each cluster during the school year.
South Carolina Algebra Project Grades 6–12	Improve performance in algebra by enhancing teachers’ understanding of both content and appropriate pedagogy.	Middle and high school algebra teachers receive ongoing professional development through clusters and access to model algebra curriculum during a school year and then over multiple years.
Physical Science Companion Grades 10–12	Improve student performance in physical science.	High school physical science teachers attend clusters which will develop, implement, and enhance access to model physical science units.
Biology Companion Grades 10-12	Improve student performance in biology.	High school biology teachers attend clusters that will develop, implement, and enhance access to model biology science units.

Through STEP, we propose to structure the ongoing, applied, job-embedded professional development (described in section C) to deliver college-level STEM skills and content knowledge to all STEM teachers. To do this, the SCDE will partner with the Ruth Patrick Science Education Center (RPSEC), which has planned and implemented STEM professional development for teachers and administrators in the state since 1987. Also, STEP will provide

each school a specific STEM master and mentor teacher whose sole responsibility will be to work with the school's STEM teachers to deliver the highest quality professional development.

STEM teachers will receive weekly professional development designed by the school leadership team specific to the needs of teachers and students, the current curriculum, and model units so the professional development is the most relevant. This can only be replicated in TAP schools because of the professional development structure with leadership team support. The master and mentor teachers will be highly trained through many outside entities including, but not limited to, RPSEC, USC Aiken, Savannah River Nuclear Solutions, other engineering businesses, and specific national STEM-supported professional development opportunities such as national conferences and SCDE initiatives.

These master and mentor teachers will then use a train-the-trainer model to take the college-level skills and content gained through this professional development and embed it into the weekly cluster meetings. Following each cluster meeting, each STEM teacher will receive follow up in the form of modeling, co-teaching, team teaching, or co-planning by the master and mentor teachers to ensure a level of expertise that cannot otherwise be developed. Through this follow up, teachers will take identified effective pedagogy and specific STEM skills and put them into practice while being coached by trained experts. By building on specific needs of both the teachers and students, a scenario is created where the teachers' expertise continues to grow at the same time that they are meeting their students' needs.

When coupled with the efforts of our STEM partners— RPSEC, USC Aiken, and Savannah River Nuclear Solutions, the STEM teachers will have a multitude of opportunities available to them to grow professionally.

Along with pedagogy, cluster meetings, led by STEM experts, will also ensure that curriculum mapping is instituted to ensure proper leveling and alignment of standards. This will be capable based on the significant training the STEM master and mentor teachers are given related to curriculum and curriculum mapping. Because the grant is a state-level grant, the STEP STEM master teachers will have access to examples of effective coursework and strategies through the aforementioned TAP Portal system. Additionally, they will also have access to the statewide support structures through the SCDE, such as the standards and curriculum department. These masters and mentors will be given significant advantages and free professional development on grade-level curriculum mapping through the standards and curriculum department. This training, coupled with national trainings regarding Common Core Standards and the TAP training they will receive as it relates to rigor of teaching required to meet sustained growth in specific targeted areas, will allow the immediate implementation of rigorous and engaging STEM coursework.

Because of the rigorous evaluation process, STEM teachers will be constantly monitored to ensure highly effective practice. Master and mentor teachers as well as school administration will be consistently following up with each STEM teacher. Because of the cluster structure, the follow-up observations will be specifically designed to enhance the current practice. This will ensure that all STEM teachers maintain the proper alignment to the curriculum map as well as follow through with the highest level of rigor for the students.

Procurement of funding will be significantly more comprehensive than could be created in any other fashion. The SCDE already maintains a STEM initiative as well as other similar initiatives. As the SCDE coordinates STEP, it will enable participating schools and LEAs to leverage these funds to continue to upgrade and involve more STEM initiatives into this model.

The vision of STEP is to work with individual colleges of education to use existing math and science professional development funding to advance this grant.

Many math and science centers statewide receive additional funding as well as participate in multiple state and federal grants and initiatives funded by local corporations such as Boeing, Lockheed Martin, and BMW. Through STEP, we will create an avenue to extend our reach to these partnerships which will enable us to leverage outside funding to ensure the stability of STEM as a model to be replicated in the participating LEAs and shared with other LEAs.

### **Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness**

As presented in both the HCMS (section A) and the Educator Evaluation System (section B), STEP proposes to use educator effectiveness scores to create a Performance-Based Compensation System (PBCS) salary structure using all the aspects in the teacher effectiveness ratings. To develop this salary structure, we will use research that SC TAP has completed over the previous 10 years and research compiled by the SCDE over the previous five years.

Because the structure already exists in South Carolina, this design is created to allow any proposed district salary structure changes to match the set statutes of the state with the minimum salary structure. Each LEA has the capacity to add to the state salary structure, and all current LEAs are involved in this practice. STEP will propose that the state salary structure currently used at each LEA be the basis for the new salary structure; hence, we will maintain the state system while adding performance-based compensation to this base salary. The goal will be to use both the teacher SKR score and principal evaluation results (overall observation ratings) and student-growth scores to identify additional compensation for each teacher. This structure will allow teachers to budget based on a set salary but also receive the benefits of significant success.

The STEP design will allow for this implementation to start with the identified schools using PBCS structure built around \$2,000 and \$8,000 per administrative school team. By using a set amount for each teacher and administrative team, an LEA is able to use a set figure to budget with and therefore can never under budget and cause a financial hardship. Teachers and principals will then be rewarded with an increase in the form of a one-time adjustment based on the evaluation and student-growth ratings. This increase is differentiated by giving teachers and principals with highly successful ratings a significantly greater increase than those with a comparatively low rating. The incentive-based structure is further explained in the TAP Evaluation and Compensation Guide (Appendix 7) that will be the basis for how the LEA changes its salary structure to allow achievement driven teacher and principal salaries.

Below is an example of the individual CODE school or LEA report that can be created to calculate each individual teachers' and principals' salary augmentation. STEP will have the functionality to complete these reports at both the school and LEA level.

(b)(4)

At the onset of the grant project, the identified STEP high-needs schools will immediately implement this PBCS salary structure augmentation. SC TAP currently has the resources with CODE to gather data into a virtual warehouse and use this data, SKR, and student-growth data to calculate the individual teacher and principal salary augmentation. As

identified in the PBCS details listed in Section 3, \$2,000 per teacher and \$8,000 per administrative team will be used to create a pool from which this augmentation will occur.

Through STEP, we will use TIF funds to begin the implementation of this salary structure change. During the first year of implementation, TIF funds will be used to completely cover all salary adjustment changes. In each subsequent year, the LEA will pick up 10% of the salary augmentation, thus supplying 40% of the salary augmentation to all identified schools by the conclusion of this grant. This was designed specifically to allow high-needs schools to use a differentiated salary structure to recruit and retain teachers and use this grant to demonstrate the benefits to allow for LEA-wide implementation. TIF funds will not be used on salary augmentation for non-identified high-needs schools within the LEA.

Each LEA will work with the newly created change in the HCMS to design its preferred district-level salary structure. STEP does not propose to mandate an LEA structure; rather, it sets up the allowance for each LEA to use this differentiated PBCS in many ways. This will allow for each LEA to involve all stakeholders, teachers, principals, and community and local boards to be an active part in finalizing the overall district salary structure. For example, an LEA, working with the local community stakeholder, will determine the differences within schools as to the creation of teacher pools. In many cases, high-needs schools will receive a salary augmentation pool based on significantly greater than \$2,000 per teacher while non-high-needs, highly effective schools may have an augmentation pool of significantly less than \$2,000.

As teacher salaries are determined by local LEAs and voted on by local boards, this final decision will solely be that of the LEA. The project director and supporting RMTs will work with each LEA and board to ensure that all general knowledge is understood so they can determine the decision which will work best.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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

# STEM and TAP: Effective Practices (STEP)

South Carolina Department of Education

## 6. Required Other Attachments

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# 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.**

<b>Absolute Priority 1</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Absolute Priority 1: HCMS</b> To meet this priority, the applicant must include, in its application, a description of its LEA-wide HCMS, as it exists currently and with any modifications proposed for implementation during the project period of the grant.</p>	<p>Current structure of South Carolina LEA Human Capital Management Systems (HCMS)</p> <p>A.2: Proposed Human Capital Management System (HCMS)</p>	<p>pp. 8–9 – current HCMS</p> <p>pp. 9–23</p>	<p>Appendix 1– current HCMS</p>
<p>(1) How the HCMS is or will be aligned with the LEA’s vision of instructional improvement;</p>	<p>A.1 Aligned to Instructional Improvement Vision</p>	<p>pp. 2–3</p>	
<p>(2) How the LEA uses or will use the information generated by the evaluation systems it describes in its application to</p>	<p>A.2: Proposed Human Capital Management System (HCMS)</p>	<p>pp. 9–23</p>	

<p>inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;</p>	<p>Table 2 Table 3 Table 4 Table 5</p>	<p>pp. 10–12 – Table 2 page 20 – Table 3 pp. 21–22 – Table 4 pp. 32–33 – Table 5</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>A.2: Proposed Human Capital Management System (HCMS), specifically - Recruitment and Retention  Table 2  G: Comprehensive approach to improving STEM instruction</p>	<p>pp. 13–15  pp. 10–12 – Table 2  pp. 53–54</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>A.2: Proposed Human Capital Management System (HCMS).</p> <p>Timeline for implementing: “Benchmark Timeline”</p> <p>C.1: Use of Disaggregated Information to Identify Needs</p> <p>H: An Educator Salary Structure based on Effectiveness.</p>	<p>pp. 9–23</p> <p>pp. 41–42</p> <p>pp. 33–34</p> <p>pp. 58–60</p>	<p>Part 6: Other Required Attachments – item 2 High Need Documentation</p> <p>Appendix 5 – STEP Timeline</p>
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<p style="text-align: center;"><b>Absolute Priority 2</b></p>			
<p style="text-align: center;"><b>Requirement or Priority</b></p>	<p style="text-align: center;"><b>Title of Section or Subsection in which this priority or requirement is discussed</b></p>	<p style="text-align: center;"><b>Page Number(s) on which this requirement or priority is discussed</b></p>	<p style="text-align: center;"><b>Attachment on which this priority or requirement is discussed</b></p>
<p><b>Absolute Priority 2: Educator Evaluation Systems</b></p> <p>To meet this priority, an applicant must include, as part of its application, a plan describing how it will develop and implement its proposed LEA-wide educator evaluation systems. The</p>	<p>B. Rigorous, Valid, and Reliable Educator Evaluation Systems</p>	<p>pp. 23–33</p>	

plan must describe-			
(1) The frequency of evaluations, which must be at least annually;	B.3– Multiple Observations  B5 and B6 - Teacher and Principal Evaluation Criteria.	pp. 25–27  pp. 30–23	Appendix 7: TAP Evaluation and Compensation Guide  Appendix 3: Annual Review Document
(2) The evaluation rubric for educators that includes at least three performance levels and the following--	B.1 – High Quality Evaluation Rubric	pp. 23–24	Appendix 2: TAP <i>Teaching Skills, Knowledge and Responsibilities (SKR) Standards</i>  Appendix 7: TAP Evaluation and Compensation Guide
(i) Two or more observations during each evaluation period;	B.3– Multiple Observations	pp. 25–27	
(ii) Student growth, which for the evaluation of teachers with regular instructional responsibilities must be growth at the classroom level; and	B4 – Value-Added Growth Model and Student Learning Objectives (SLOs)	pp. 27–30	
(iii) Additional factors determined by the LEA;	Criteria 4  D: Involvement of Educators	pp. 31–32  Page 38	
(3) How the evaluation systems will generate an overall evaluation rating that is based, in	B5 and B6: Teacher and Principal Evaluation	pp. 30–33	

significant part, on student growth; and	Criteria		
(4) The applicant’s timeline for implementing its proposed LEA-wide educator evaluation systems.	Timeline for implementing: Benchmark Timeline	pp. 41–42	Appendix 5 – STEP Timeline

<b>Absolute Priority 3</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<b>Absolute Priority 3: STEM Plan</b> (if applicable) To meet this priority, an applicant must include a plan in its application that describes the applicant’s strategies for improving instruction in STEM subjects through various components of each participating LEA’s HCMS, including its professional development, evaluation systems, and PBCS. At a minimum, the plan must describe—	G. Comprehensive Approach to Improving STEM Instruction	pp. 52–58	Part 6: Other Required Attachments – item 4 Letters of Support
(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—  (i) Receive an overall evaluation rating of effective or higher under the evaluation system described in the application;	Table 2: Proposed TIF Human Capital Management System (HCMS) Design  Placement and Career Advancement  Table 3: Effectiveness Rating Scale and	pp. 10–13  pp. 17–19  pp. 20–21	

<p>(ii) Are selected based on criteria that are predictive of the ability to lead other teachers;</p> <p>(iii) Demonstrate effectiveness in one or more STEM subjects; and</p> <p>(iv) Accept STEM-focused career ladder positions;</p>	<p>Determined Eligibility</p> <p>F: Project Management: Key Personnel</p>	<p>page 45</p>	
<p>(2) How each LEA will identify and develop the unique competencies that, based on evaluation information or other evidence, characterize effective STEM teachers;</p>	<p>G. Comprehensive Approach to Improving STEM Instruction</p>	<p>pp. 52–58</p>	<p>Part 6: Other Required Attachments – item 4 Letters of Support</p> <p>Appendix 5: STEP timeline</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>A.2: Proposed Human Capital Management System (HCMS), specifically - Recruitment and Retention</p> <p>Table 2</p> <p>G: Comprehensive approach to improving STEM instruction</p>	<p>pp. 13–15</p> <p>pp. 10–12 – Table 2</p> <p>pp. 53–54</p>	
<p>(4) How each LEA will leverage community support, resources, and expertise to inform the implementation of its plan;</p>	<p>G: Comprehensive Approach to Improving STEM Instruction</p>	<p>pp. 57–58</p>	<p>Part 6: Other Required Attachments – item 4 Letters of Support</p>
<p>(5) How each LEA will ensure that financial and nonfinancial incentives, including</p>	<p>A.2: Proposed Human Capital Management</p>		

<p>performance-based compensation, offered to reward or promote effective STEM teachers are adequate to attract and retain persons with strong STEM skills in high-need schools; and</p>	<p>System (HCMS), specifically – Recruitment and Retention.</p> <p>G: Comprehensive Approach to Improving STEM Instruction</p>	<p>pp. 13–15</p> <p>pp. 52–58</p>	
<p>(6) How each LEA will ensure that students have access to and participate in rigorous and engaging STEM coursework.</p>	<p>G: Comprehensive Approach to Improving STEM Instruction</p>	<p>pp. 52–58</p>	<p>Part 6: Other Required Attachments – item 4 Letters of Support</p>

**Competitive Preference Priority 4**

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

**Competitive Preference Priority 5**

<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Competitive Preference Priority 5:</b> An Educator Salary Structure Based on Effectiveness (if applicable)  To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for</p>	<p>“Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness”</p>	<p>pp. 58–60</p>	<p>Appendix 7: TAP Evaluation and Compensation Guide</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;	Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness  Table 2  Teacher and Principal Compensation	pp. 58–60  page 12  pp. 21–23	Appendix 7: TAP Evaluation and Compensation Guide
(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	Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness	pp. 58–60	Appendix 7: TAP Evaluation and Compensation Guide
(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness	pp. 58–60	Appendix 7: TAP Evaluation and Compensation Guide

<b>Requirement 1</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<b>Requirement 1:</b> Performance-Based Compensation for Teachers, Principals, and Other Personnel. In its application, an applicant must describe, for	Teacher and Principal Performance Based Compensation	pp. 21–23	Appendix 7: TAP Evaluation and Compensation Guide

<p>each participating LEA, how its proposed PBCS will meet the definition of a PBCS set forth in the NIA.</p>	<p>Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness</p>	<p>pp. 58–60</p>	
<ul style="list-style-type: none"> <li>• Design Model 1</li> </ul>	<p>Teacher and Principal Performance Based Compensation</p> <p>“Competitive Preference Priority 5: An Educator Salary Structure Based on Effectiveness”</p> <p>Table 2: Proposed TIF Human Capital Management System (HCMS) Design</p> <p>Placement and Career Advancement</p>	<p>pp. 21–23</p> <p>pp. 58–60</p> <p>pp. 10–13</p> <p>pp. 17–19</p>	<p>Appendix 7: TAP Evaluation and Compensation Guide</p>
<ul style="list-style-type: none"> <li>• PBCS Optional Features: Compensation for teaches who Transfers to High-Need Schools</li> </ul>	<p>A:2: Proposed Human Capital Management System (HCMS), specifically – Recruitment and Retention</p>	<p>pp. 13–15</p>	

<b>Requirement 2</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<b>Requirement 2:</b> Involvement and Support of Teachers and Principals In its application, the applicant must include-- (a) Evidence that educators in each participating LEA have been involved, and will continue to be involved, in the development and implementation of the PBCS and evaluation systems described in the application;	B5 and B6: Teacher and Principal Evaluation Criteria	pp. 31–32	
	D. Involvement of Educators	pp. 37–39	
	(b) A description of the extent to which the applicant has educator support for the proposed PBCS and educator evaluation systems; and	D. Involvement of Educators	pp. 37–39
(c) A statement indicating whether a union is the exclusive representative of either teachers or principals in each participating LEA.	Not Applicable: South Carolina is a “right to work” state and does not have teacher or administrator unions.		

<b>Requirement 3</b>			
<b>Requirement or Priority</b>	<b>Title of Section or Subsection in which this priority or requirement is discussed</b>	<b>Page Number(s) on which this requirement or priority is discussed</b>	<b>Attachment on which this priority or requirement is discussed</b>
<p><b>Requirement 3:</b> Documentation of High-Need Schools 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>	A. A Coherent and Comprehensive Human Capital Management System (HCMS)	pp. 1–2	Part 6: Other Required Attachments – item 2. High Need Documentation
<p>(a) A list of high-need schools in which the proposed TIF-supported PBCS would be implemented;</p>	A. A Coherent and Comprehensive Human Capital Management System (HCMS)	pp. 1–2	Part 6: Other Required Attachments – item 2. High Need Documentation
<p>(b) For each high-poverty school listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6313(a)(5))). <i>[Data provided to</i></p>	A. A Coherent and Comprehensive Human Capital Management System (HCMS)	pp. 1–2	Part 6: Other Required Attachments – item 2. High Need Documentation

<p><i>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</i></p>			
<p>(c) For any priority schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.</p>			<p>Part 6: Other Required Attachments – High Need Documentation</p>

### High Need Documentation: STEP Participating Schools

LEA/DISTRICT	SCHOOL	Poverty Index*	Additional Criteria		# of students	Turnover rate
			Persistently Lowest Achieving?	Priority Schools?***		
Barnwell 19	Blackville-Hilda High	90.35		**	245	13.7
	Macedonia Elementary	96.35		**	483	13.2
	Blackville-Hilda Junior High	94.12		**	121	16.7
Beaufort	Whale Branch Early College	80.85		**	401	
	M C Riley Elementary	78.37		**	766	14.6
	Bluffton Middle	68.36		**	867	
	H E McCracken Middle	54.3		**	796	27.8
	Beaufort High	57.91		**	1,594	13.6
	Bluffton Elementary	57.91		**	594	22.9
	Hilton Head Island Middle	53.16		**	857	17
	Pritchardville Elementary	63.84		**	515	
Florence 03	Ronald E. McNair Middle	93.81		**	413	35.6
	Lake City Elementary	98.56		**	479	19.3
	Main Street Elementary	97.51		**	375	36
	J.Paul Truluck Middle	91.75		**	304	33.1
Jasper 01	Hardeeville Middle/High	84.49	Yes - SIG	**	526	17.9
Laurens 56	Clinton Elementary	78.04		**	614	15.6
Lee	Bishopville Primary	99.39		**	463	15.9
	Lower Lee Elementary	97.46		**	285	20.5
	West Lee Elementary	99.04		**	206	34.8
	Lee Central Middle	97.37	Former SIG	**	633	35.4
Orangeburg 4	Edisto High	78.99		**	763	15.7

	Carver-Edisto Middle	83.22		**	594	21.9
	Edisto Elementary	84.5		**	573	8.9
<b>Total (average and cumulative)</b>		<b>82.5</b>			<b>13,467</b>	<b>21.4</b>

\*2011 Poverty Index as determined based on free and reduced-price lunch data and Medicaid eligibility data.

\*\*The US Department of Education **approved** South Carolina’s request for the ESEA Flexibility **on July 19, 2012**. We are unable to confirm designation of any of these schools as priority at this time because analysis of 2011–12 school data is ongoing as of the application submission deadline of July 27, 2012. As evidence of approval, we provide a copy of Secretary Duncan’s Approval Letter below. Other information is at <http://www.ed.gov/esea/flexibility/requests>.

July 19, 2012

Honorable Mick Zais  
State Superintendent of Education  
South Carolina State Department of Education  
1429 Senate Street, Suite 1006  
Columbia, SC 29201

Dear Superintendent Zais:

I am pleased to approve South Carolina’s request for ESEA flexibility. I congratulate you on submitting a request that demonstrates South Carolina’s commitment to improving academic achievement and the quality of instruction for all of the State’s elementary and secondary school students.

Last fall, the U.S. Department of Education (Department) offered States the opportunity to request flexibility from certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001, in exchange for rigorous and comprehensive plans designed to improve educational outcomes for all students, close achievement gaps,

increase equity, and improve the quality of instruction. This flexibility is intended to support the groundbreaking reforms already taking place in many States and districts that we believe hold promise for improving outcomes for students. We are encouraged by the innovative thinking and strong commitment to improving achievement for all students that is evident in South Carolina's request.

Our decision to approve South Carolina's request for ESEA flexibility is based on our determination that the request meets the four principles articulated in the Department's September 23, 2011, document titled *ESEA Flexibility*. In particular, South Carolina has: (1) demonstrated that it has college- and career-ready expectations for all students; (2) developed, and has a high-quality plan to implement, a system of differentiated recognition, accountability, and support for all Title I districts and schools in the State; (3) committed to developing, adopting, piloting, and implementing teacher and principal evaluation and support systems that support student achievement; and (4) provided an assurance that it will evaluate and, based on that evaluation, revise its administrative requirements to reduce duplication and unnecessary burden on districts and schools. Our decision is also based on South Carolina's assurance that it will meet these four principles by implementing the high-quality plans and other elements as described in its request and in accordance with the required timelines. In approving South Carolina's request, we have taken into consideration the feedback we received from the panel of peer experts and Department staff who reviewed South Carolina's request, as well as South Carolina's revisions to its request in response to that feedback.

Although South Carolina submitted a strong request that met all four principles of ESEA flexibility, we are concerned by the lack of local educational agency (LEA) support for South Carolina's proposed accountability system and the potential impact of that lack of support on the effective implementation of South Carolina's request. The Department expects that South Carolina will conduct robust outreach to all LEAs to ensure that school and LEA leaders are informed about the State's new accountability system, including how the metrics are designed, how the system will be implemented, and how the State educational agency (SEA) will work with LEAs to support continuous improvement in all schools. We expect that this outreach will be proactive and will be designed to result in a clear understanding by stakeholders of the impact of the new system on South Carolina's LEAs and schools. Additionally, as South Carolina implements its ESEA flexibility request, the Department expects that the SEA will meaningfully engage and solicit input from stakeholders and meet regularly with LEA superintendents.

The waivers that comprise ESEA flexibility are being granted to South Carolina pursuant to my authority in section 9401 of the ESEA. A complete list of the statutory provisions being waived is set forth in the table enclosed with this letter. Please note that the waiver granted to South Carolina regarding the funds available under section 1003(a) of the ESEA allows the South Carolina Department of Education to allocate those funds to certain low-achieving Title I schools that are not identified as priority or focus schools, as set forth in South Carolina's ESEA flexibility request. Consistent with section 9401(d)(1) of the ESEA, I am granting these waivers through the end of the 2013–2014 school year. At that time, South Carolina may request an extension of these waivers.

In the coming days, you will receive a letter from Deborah Delisle, Assistant Secretary for Elementary and Secondary Education, containing additional information regarding South Carolina's implementation of ESEA flexibility, as well as information regarding monitoring and reporting. Please note that the Department will closely monitor South Carolina's implementation of the plans, systems, and interventions detailed in its request in order to ensure that all students continue to receive the assistance and supports needed to improve their academic achievement. The monitoring process may include contact with LEAs and schools to ensure full and effective implementation. During our monitoring of South Carolina, we will expect the SEA to provide specific information regarding the outreach conducted with LEAs following approval.

South Carolina continues to have an affirmative responsibility to ensure that it and its districts are in compliance with Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age in their implementation of ESEA flexibility as well as their implementation of all other Federal education programs. These laws include Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, the Age Discrimination Act of 1975, and requirements under the Individuals with Disabilities Education Act.

A copy of South Carolina's approved request for ESEA flexibility will be posted on the Department's Web site at: <http://www.ed.gov/esea/flexibility/requests>. Again, I congratulate you on the approval of South Carolina's request for ESEA flexibility and thank you for the work that you and your staff have done. I look forward to continuing to support you as you implement South Carolina's ESEA flexibility request and work to improve the quality of instruction and academic achievement for all students.

Sincerely,

/s/

Arne Duncan

Enclosure

cc: Governor Nikki Haley  
Charmeka Bosket, Deputy Superintendent for Policy and Research

## **Teacher Incentive Fund 4 Grant Partnership Memorandum of Understanding**

This is a memorandum of understanding (MOU) between the State Department of Education, specifically SC TAP, and Barnwell District #19 (hereafter referred to as “the local education agency, or LEA).

The purpose of this partnership is to develop and implement goals for SC TAP: The System for Teacher and Student Advancement, a project that will be funded through the federal Teacher Incentive Fund (TIF 4) grant. The primary purpose of this project is to implement a comprehensive Human Capital Management System, which incorporates a performance- based compensation system for teachers and principals to help increase educator effectiveness and ultimately improve student achievement in high-need schools. SC TAP accomplishes this goal by implementing TAP, a systemic reform to identify, recruit, develop, place, reward and retain highly effective teachers and principals. SC TAP will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina
2. Enhance leadership and career advancement opportunities among teachers in high-poverty, high needs schools in South Carolina
3. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina
4. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina
5. Design and incorporate a district wide Human Capital Management System in all schools
6. Enhance statewide SC TAP system

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (October, 2012 – July, 2017).

### **The Partner LEA agrees to perform the following activities:**

1. Intentionally implement the four TAP elements in selected schools as outlined in the TAP *Implementation Guide* and SC TAPs *Policies and Procedures* which are consistent with State and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by SC TAP;
2. Commit to hiring effective candidates to participate in all grant activities as outlined in the created LEA-wide Human Capital Management System;

3. Implement the TIF Human Capital Management System no later than year three of the grant in all schools across the district;
4. Implement the TAP System within selected high needs schools with fidelity to the model as measured annually SC TAP Annual Reviews;

(b)(4)

7. Barring any unforeseen economic setbacks, allocate district resources to ensure sustainability after the life of the grant;
8. Appoint a person in a leadership position who will serve as the primary liaison to SC TAP for TIF grant responsibilities;
9. Promote and participate all of the specific district activities listed in the TIF grant;
10. Work in collaboration with SC TAP on all grant activities;
11. Give priority to accomplishing the activities in collaboration with SC TAP;
12. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
13. Adopt consistent policies across participating SC TAP schools.

**SC TAP agrees to the following:**

1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to State groups, districts and other interested parties as requested.

**TERMS**

This MOU binds SC TAP and the partner LEA to every statement and assurance made in the Teacher Incentive Fund 4 grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon notification that the grant is not funded.

**COSTS**

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, or statewide economic disaster, any party may terminate this contract upon giving the other parties thirty days notice.

  
\_\_\_\_\_  
**Lead Partner (LEA Superintendent)**

7/10/12  
\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Project Director for Grant Project**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Chair of the Board of Education (Required prior to implementation)**

\_\_\_\_\_  
**Date**

## **Teacher Incentive Fund 4 Grant Partnership Memorandum of Understanding**

This is a memorandum of understanding (MOU) between the State Department of Education, specifically SC TAP, and Beaufort County School District (hereafter referred to as “the local education agency, or LEA).

The purpose of this partnership is to develop and implement goals for SC TAP: The System for Teacher and Student Advancement, a project that will be funded through the federal Teacher Incentive Fund (TIF 4) grant. The primary purpose of this project is to implement a comprehensive Human Capital Management System, which incorporates a performance- based compensation system for teachers and principals to help increase educator effectiveness and ultimately improve student achievement in high-need schools. SC TAP accomplishes this goal by implementing TAP, a systemic reform to identify, recruit, develop, place, reward and retain highly effective teachers and principals. SC TAP will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina
2. Enhance leadership and career advancement opportunities among teachers in high-poverty, high needs schools in South Carolina
3. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina
4. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina
5. Design and incorporate a district-wide Human Capital Management System in all schools
6. Enhance statewide SC TAP system

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (October, 2012 – July, 2017).

### **The Partner LEA agrees to perform the following activities:**

1. Intentionally implement the four TAP elements in selected schools as outlined in the TAP *Implementation Guide* and SC TAPs *Policies and Procedures* which are consistent with State and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by SC TAP;
2. Commit to hiring effective candidates to participate in all grant activities as outlined in the created LEA-wide Human Capital Management System;

3. Implement the TIF Human Capital Management System no later than year three of the grant in all schools across the district;
4. Implement the TAP System within selected high needs schools with fidelity to the model as measured annually SC TAP Annual Reviews;

(b)(4)

7. Barring any unforeseen economic setbacks, allocate district resources to ensure sustainability after the life of the grant;
8. Appoint a person in a leadership position who will serve as the primary liaison to SC TAP for TIF grant responsibilities;
9. Promote and participate all of the specific district activities listed in the TIF grant;
10. Work in collaboration with SC TAP on all grant activities;
11. Give priority to accomplishing the activities in collaboration with SC TAP;
12. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
13. Adopt consistent policies across participating SC TAP schools.

**SC TAP agrees to the following:**

1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to State groups, districts and other interested parties as requested.

**TERMS**

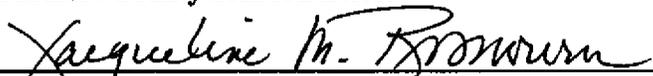
This MOU binds SC TAP and the partner LEA to every statement and assurance made in the Teacher Incentive Fund 4 grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon notification that the grant is not funded.

**COSTS**

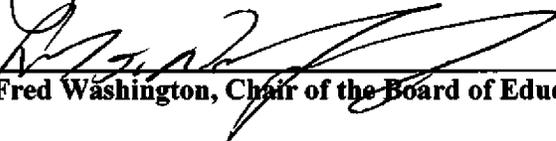
It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, or statewide economic disaster, any party may terminate this contract upon giving the other parties thirty days notice.

  
\_\_\_\_\_  
**Valerie P. Truesdale, Superintendent**  
**Beaufort County School District**

7.19.12  
Date

  
\_\_\_\_\_  
**Jacqueline Rosswurm,**  
**Chief Administrative and Human Resources Services Officer**

7/19/12  
Date

  
\_\_\_\_\_  
**Fred Washington, Chair of the Board of Education**

7/19/12  
Date

## **Teacher Incentive Fund 4 Grant Partnership Memorandum of Understanding**

This is a memorandum of understanding (MOU) between the State Department of Education, specifically SC TAP, and FLORENCE COUNTY SCHOOL DISTRICT THREE (hereafter referred to as “the local education agency, or LEA).

The purpose of this partnership is to develop and implement goals for SC TAP: The System for Teacher and Student Advancement, a project that will be funded through the federal Teacher Incentive Fund (TIF 4) grant. The primary purpose of this project is to implement a comprehensive Human Capital Management System, which incorporates a performance-based compensation system for teachers and principals to help increase educator effectiveness and ultimately improve student achievement in high-need schools. SC TAP accomplishes this goal by implementing TAP, a systemic reform to identify, recruit, develop, place, reward and retain highly effective teachers and principals. SC TAP will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina
2. Enhance leadership and career advancement opportunities among teachers in high-poverty, high needs schools in South Carolina
3. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina
4. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina
5. Design and incorporate a district wide Human Capital Management System in all schools
6. Enhance statewide SC TAP system

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (October, 2012 – July, 2017).

### **The Partner LEA agrees to perform the following activities:**

1. Intentionally implement the four TAP elements in selected schools as outlined in the TAP *Implementation Guide* and SC TAPs *Policies and Procedures* which are consistent with State and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by SC TAP;
2. Commit to hiring effective candidates to participate in all grant activities as outlined in the created LEA-wide Human Capital Management System;

3. Implement the TIF Human Capital Management System no later than year three of the grant in all schools across the district;
4. Implement the TAP System within selected high needs schools with fidelity to the model as measured annually SC TAP Annual Reviews;

(b)(4)

7. Barring any unforeseen economic setbacks, allocate district resources to ensure sustainability after the life of the grant;
8. Appoint a person in a leadership position who will serve as the primary liaison to SC TAP for TIF grant responsibilities;
9. Promote and participate all of the specific district activities listed in the TIF grant;
10. Work in collaboration with SC TAP on all grant activities;
11. Give priority to accomplishing the activities in collaboration with SC TAP;
12. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
13. Adopt consistent policies across participating SC TAP schools.

**SC TAP agrees to the following:**

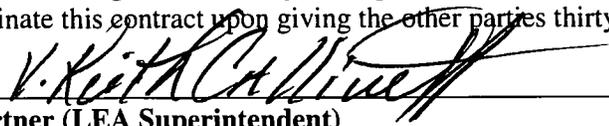
1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to State groups, districts and other interested parties as requested.

**TERMS**

This MOU binds SC TAP and the partner LEA to every statement and assurance made in the Teacher Incentive Fund 4 grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon notification that the grant is not funded.

**COSTS**

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, or statewide economic disaster, any party may terminate this contract upon giving the other parties thirty days notice.

  
\_\_\_\_\_  
**Lead Partner (LEA Superintendent)**

  
\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Project Director for Grant Project**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Chair of the Board of Education (Required prior to implementation)**

\_\_\_\_\_  
**Date**

## **Teacher Incentive Fund 4 Grant Partnership Memorandum of Understanding**

This is a memorandum of understanding (MOU) between the State Department of Education, specifically SC TAP, and JASPER COUNTY SCHOOL DISTRICT (hereafter referred to as “the local education agency, or LEA).

The purpose of this partnership is to develop and implement goals for SC TAP: The System for Teacher and Student Advancement, a project that will be funded through the federal Teacher Incentive Fund (TIF 4) grant. The primary purpose of this project is to implement a comprehensive Human Capital Management System, which incorporates a performance- based compensation system for teachers and principals to help increase educator effectiveness and ultimately improve student achievement in high-need schools. SC TAP accomplishes this goal by implementing TAP, a systemic reform to identify, recruit, develop, place, reward and retain highly effective teachers and principals. SC TAP will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina
2. Enhance leadership and career advancement opportunities among teachers in high-poverty, high needs schools in South Carolina
3. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina
4. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina
5. Design and incorporate a district wide Human Capital Management System in all schools
6. Enhance statewide SC TAP system

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (October, 2012 – July, 2017).

### **The Partner LEA agrees to perform the following activities:**

1. Intentionally implement the four TAP elements in selected schools as outlined in the TAP *Implementation Guide* and SC TAPs *Policies and Procedures* which are consistent with State and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by SC TAP;
2. Commit to hiring effective candidates to participate in all grant activities as outlined in the created LEA-wide Human Capital Management System;

3. Implement the TIF Human Capital Management System no later than year three of the grant in all schools across the district;
4. Implement the TAP System within selected high needs schools with fidelity to the model as measured annually SC TAP Annual Reviews;

(b)(4)

7. Barring any unforeseen economic setbacks, allocate district resources to ensure sustainability after the life of the grant;
8. Appoint a person in a leadership position who will serve as the primary liaison to SC TAP for TIF grant responsibilities;
9. Promote and participate all of the specific district activities listed in the TIF grant;
10. Work in collaboration with SC TAP on all grant activities;
11. Give priority to accomplishing the activities in collaboration with SC TAP;
12. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
13. Adopt consistent policies across participating SC TAP schools.

**SC TAP agrees to the following:**

1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to State groups, districts and other interested parties as requested.

**TERMS**

This MOU binds SC TAP and the partner LEA to every statement and assurance made in the Teacher Incentive Fund 4 grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon notification that the grant is not funded.

**COSTS**

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, or statewide economic disaster, any party may terminate this contract upon giving the other parties thirty days notice.

*Vashti Ki Washington*  
**Lead Partner (LEA Superintendent)**

*7-17-12*  
**Date**

*Maria J. Janyer*  
**Project Director for Grant Project**

*7-17-12*  
**Date**

*Kathleen Spoot*  
**Chair of the Board of Education (Required prior to implementation)**

*7/18/12*  
**Date**

## **Teacher Incentive Fund 4 Grant Partnership Memorandum of Understanding**

This is a memorandum of understanding (MOU) between the State Department of Education, specifically SC TAP, and Laurens School District 56 (hereafter referred to as “the local education agency, or LEA).

The purpose of this partnership is to develop and implement goals for SC TAP: The System for Teacher and Student Advancement, a project that will be funded through the federal Teacher Incentive Fund (TIF 4) grant. The primary purpose of this project is to implement a comprehensive Human Capital Management System, which incorporates a performance- based compensation system for teachers and principals to help increase educator effectiveness and ultimately improve student achievement in high-need schools. SC TAP accomplishes this goal by implementing TAP, a systemic reform to identify, recruit, develop, place, reward and retain highly effective teachers and principals. SC TAP will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina
2. Enhance leadership and career advancement opportunities among teachers in high-poverty, high needs schools in South Carolina
3. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina
4. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina
5. Design and incorporate a district wide Human Capital Management System in all schools
6. Enhance statewide SC TAP system

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (October, 2012 – July, 2017).

### **The Partner LEA agrees to perform the following activities:**

1. Intentionally implement the four TAP elements in selected schools as outlined in the TAP Implementation Guide and SC TAPs Policies and Procedures which are consistent with State and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by SC TAP;
2. Commit to hiring effective candidates to participate in all grant activities as outlined in the created LEA-wide Human Capital Management System;

3. Implement the TIF Human Capital Management System no later than year three of the grant in all schools across the district;
4. Implement the TAP System within selected high needs schools with fidelity to the model as measured annually SC TAP Annual Reviews;
5. Ensure adequate funding in matching as it relates to all personnel matches in the amounts of 10% in year 2, 20% in year 3, 30% in year 4 and 40% in year 5.
6. Ensure adequate funding in matching as it relates to all incentive matches, including both recruitment and retention incentives as well as performance based incentives in the amounts of 10% in year 2, 20% in year 3, 30% in year 4 and 40% in year 5;
7. Barring any unforeseen economic setbacks, allocate district resources to ensure sustainability after the life of the grant;
8. Appoint a person in a leadership position who will serve as the primary liaison to SC TAP for TIF grant responsibilities;
9. Promote and participate all of the specific district activities listed in the TIF grant;
10. Work in collaboration with SC TAP on all grant activities;
11. Give priority to accomplishing the activities in collaboration with SC TAP;
12. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
13. Adopt consistent policies across participating SC TAP schools.

**SC TAP agrees to the following:**

1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to State groups, districts and other interested parties as requested.

**TERMS**

This MOU binds SC TAP and the partner LEA to every statement and assurance made in the Teacher Incentive Fund 4 grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon notification that the grant is not funded.

**COSTS**

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, or statewide economic disaster, any party may terminate this contract upon giving the other parties thirty days notice.

David C. O'Sullivan \_\_\_\_\_ 7.16.16  
Lead Partner (LEA Superintendent) \_\_\_\_\_ Date

\_\_\_\_\_  
Project Director for Grant Project \_\_\_\_\_ Date

\_\_\_\_\_  
Chair of the Board of Education (Required prior to implementation) \_\_\_\_\_ Date

## **Teacher Incentive Fund 4 Grant Partnership Memorandum of Understanding**

This is a memorandum of understanding (MOU) between the State Department of Education, specifically SC TAP, and **Lee County School District** (hereafter referred to as “the local education agency, or LEA”).

The purpose of this partnership is to develop and implement goals for SC TAP: The System for Teacher and Student Advancement, a project that will be funded through the federal Teacher Incentive Fund (TIF 4) grant. The primary purpose of this project is to implement a comprehensive Human Capital Management System, which incorporates a performance-based compensation system for teachers and principals to help increase educator effectiveness and ultimately improve student achievement in high-need schools. SC TAP accomplishes this goal by implementing TAP, a systemic reform to identify, recruit, develop, place, reward and retain highly effective teachers and principals. SC TAP will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina
2. Enhance leadership and career advancement opportunities among teachers in high-poverty, high needs schools in South Carolina
3. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina
4. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina
5. Design and incorporate a district wide Human Capital Management System in all schools
6. Enhance statewide SC TAP system

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (October, 2012 – July, 2017).

### **The Partner LEA agrees to perform the following activities:**

1. Intentionally implement the four TAP elements in selected schools as outlined in the TAP *Implementation Guide* and SC TAPs *Policies and Procedures* which are consistent with State and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by SC TAP;
2. Commit to hiring effective candidates to participate in all grant activities as outlined in the created LEA-wide Human Capital Management System;

3. Implement the TIF Human Capital Management System no later than year three of the grant in all schools across the district;
4. Implement the TAP System within selected high needs schools with fidelity to the model as measured annually SC TAP Annual Reviews;

(b)(4)

7. Barring any unforeseen economic setbacks, allocate district resources to ensure sustainability after the life of the grant;
8. Appoint a person in a leadership position who will serve as the primary liaison to SC TAP for TIF grant responsibilities;
9. Promote and participate all of the specific district activities listed in the TIF grant;
10. Work in collaboration with SC TAP on all grant activities;
11. Give priority to accomplishing the activities in collaboration with SC TAP;
12. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
13. Adopt consistent policies across participating SC TAP schools.

**SC TAP agrees to the following:**

1. Assign specific staff to serve as a liaison to partner LEA;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to State groups, districts and other interested parties as requested.

**TERMS**

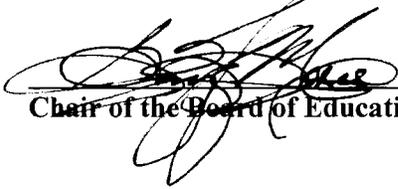
This MOU binds SC TAP and the partner LEA to every statement and assurance made in the Teacher Incentive Fund 4 grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon notification that the grant is not funded.

**COSTS**

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, or statewide economic disaster, any party may terminate this contract upon giving the other parties thirty days notice.

  
\_\_\_\_\_  
Lead Partner (LEA Superintendent) 7/10/12  
Date

  
\_\_\_\_\_  
Project Director for Grant Project 7/17/12  
Date

  
\_\_\_\_\_  
Chair of the Board of Education (Required prior to implementation) 07/16/2012  
Date

## **Teacher Incentive Fund 4 Grant Partnership Memorandum of Understanding**

This is a memorandum of understanding (MOU) between the State Department of Education, specifically SC TAP, and Orangeburg Consolidated School District Four (hereafter referred to as "the local education agency, or LEA).

The purpose of this partnership is to develop and implement goals for SC TAP: The System for Teacher and Student Advancement, a project that will be funded through the federal Teacher Incentive Fund (TIF 4) grant. The primary purpose of this project is to implement a comprehensive Human Capital Management System, which incorporates a performance-based compensation system for teachers and principals to help increase educator effectiveness and ultimately improve student achievement in high-need schools. SC TAP accomplishes this goal by implementing TAP, a systemic reform to identify, recruit, develop, place, reward and retain highly effective teachers and principals. SC TAP will work with the partner LEA to fulfill the activities that are listed in the TIF grant application to accomplish the following goals:

1. Attract and retain high quality teachers and principals in high-poverty, high needs schools in South Carolina
2. Enhance leadership and career advancement opportunities among teachers in high-poverty, high needs schools in South Carolina
3. Maintain and improve student achievement in high-poverty, high needs schools in South Carolina
4. Enhance the preparation and performance of principals in high-poverty, high needs schools in South Carolina
5. Design and incorporate a district wide Human Capital Management System in all schools
6. Enhance statewide SC TAP system

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (October, 2012 – July, 2017).

### **The Partner LEA agrees to perform the following activities:**

1. Intentionally implement the four TAP elements in selected schools as outlined in the TAP *Implementation Guide* and SC TAPs *Policies and Procedures* which are consistent with State and federal laws, and the respective district policies, procedures and regulations. The partner will carry out each of these elements simultaneously using the TAP planning and implementation materials, resources and workshops provided by SC TAP:
2. Commit to hiring effective candidates to participate in all grant activities as outlined in the created LEA-wide Human Capital Management System:

3. Implement the TIF Human Capital Management System no later than year three of the grant in all schools across the district;
4. Implement the TAP System within selected high needs schools with fidelity to the model as measured annually SC TAP Annual Reviews;

(b)(4)

7. Barring any unforeseen economic setbacks, allocate district resources to ensure sustainability after the life of the grant;
8. Appoint a person in a leadership position who will serve as the primary liaison to SC TAP for TIF grant responsibilities;
9. Promote and participate all of the specific district activities listed in the TIF grant;
10. Work in collaboration with SC TAP on all grant activities;
11. Give priority to accomplishing the activities in collaboration with SC TAP;
12. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;
13. Adopt consistent policies across participating SC TAP schools.

**SC TAP agrees to the following:**

1. Assign specific staff to serve as a liaison to partner I.E.A.;
2. Promote and participate in the specific activities listed in the TIF grant;
3. Work in collaboration with partner LEA on all activities;
4. Disseminate reports on accomplished work to State groups, districts and other interested parties as requested.

**TERMS**

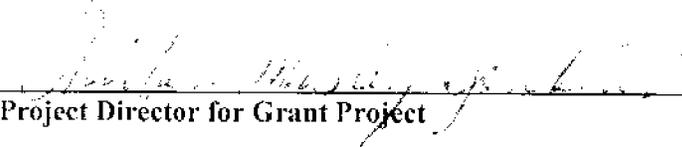
This MOU binds SC TAP and the partner LEA to every statement and assurance made in the Teacher Incentive Fund 4 grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon notification that the grant is not funded.

**COSTS**

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, or statewide economic disaster, any party may terminate this contract upon giving the other parties thirty days notice.

\_\_\_\_\_  
**Lead Partner (LEA Superintendent)**

\_\_\_\_\_  
**Date**

  
\_\_\_\_\_  
**Project Director for Grant Project**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Chair of the Board of Education (Required prior to implementation)**

\_\_\_\_\_  
**Date**

# NIET

July 25, 2012

The Honorable Arne Duncan  
Secretary of Education  
United States Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-5900

Dear Secretary Duncan,

As President of the National Institute for Excellence in Teaching (NIET), I write to express my strong support of the partnership between South Carolina Department of Education and NIET in the submission of South Carolina Department of Education's Teacher Incentive Fund (TIF) proposal. NIET is the developer and ongoing support provider of TAP™: The System for Teacher and Student Advancement (TAP). This performance based compensation system will be utilized in the South Carolina Department of Education to guide their comprehensive Human Capital Management System (HCMS). NIET is pleased to be involved in working with South Carolina Department of Education to support systems that develop and implement performance-based teacher and principal compensation systems, with the goal of increasing student achievement in high-need schools.

In South Carolina, TAP has grown into a statewide effort involving more than 50 schools after initially being implemented in only a handful of pilot schools. NIET works closely with our colleagues in the South Carolina Department of Education to ensure consistent and high-quality implementation of TAP across all schools and districts. For each of the past four years, more than 80% of SC TAP schools have achieved a year or more of growth, despite more than doubling the number of schools served in this time period. In 2010-11, 84% of SC TAP schools with data achieved a year's growth or more. Nationally, TAP has helped high-need schools achieve similar success. In the 2010-11 school year, 84% of TAP schools across the country achieved a year or more of student growth.

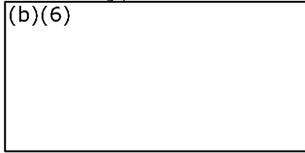
TAP was developed over a decade ago with the support of the Milken Family Foundation. In May 2006, we launched as an independent 501(c)3 public charity focusing on the improvement of teacher quality leading to improved student achievement growth for all children. Evidence of TAP's success in South Carolina Department of Education demonstrates their ability to meet the goals of TIF.

We know that the underlying premise of the South Carolina Department of Education proposal – the expansion and enhancement of the TAP system across the state – will create a culture of greater professionalism for teachers and principals, integrated into a comprehensive HCMS. We also know that professionalism is a key to building a strong teaching core. We believe that the performance-based compensation, instructionally focused accountability, multiple career paths and ongoing professional development that are integral to TAP can be cornerstones in the building of the teaching profession.

I am personally committed to working with South Carolina Department of Education and intend to provide support and guidance for the expansion of TAP. I look forward to working with you in this endeavor.

Sincerely,

(b)(6)

A rectangular box with a black border, used to redact the signature of Gary Stark. The text "(b)(6)" is written in the top-left corner of the box.

Gary Stark

President, National Institute for Excellence in Teaching



Executive Vice Chancellor for Academic Affairs

July 24, 2012

Dr. Mick Zais  
South Carolina Superintendent of Education  
1429 Senate Street  
Columbia, SC 29201

Dear Dr. Zais:

I am writing in support of the SC System for Teacher and Student Advancement (TAP) grant proposal titled Teacher Incentive Funds with a focus on Science, Mathematics, Engineering, and Technology (STEM) education. The University of South Carolina Aiken (USCA) believes the implementation of this initiative will allow schools in South Carolina to lead the rest of the nation in providing high quality STEM education resulting in significant increases in student achievement in the highest need schools in the state. This project will ensure accelerated progress toward graduating all students in South Carolina either college ready or career ready.

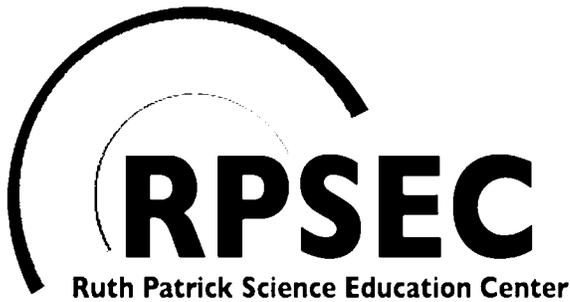
USCA supports the involvement of staff at the Ruth Patrick Science Education Center (RPSEC) in planning and implementing STEM professional development for teachers and administrators. The RPSEC was established in 1987 to assist schools and districts in a diverse, eighteen county region of South Carolina and Georgia with improving science and mathematics education. The RPSEC provides high quality K-12 student programs and professional development opportunities for educators. Since its inception, hundreds of thousands of students, teachers, administrators, and local citizens have participated in RPSEC sponsored programs.

The commitment of USCA to enhancing local STEM education remains a top priority. The RPSEC will work with the USCA School of Education and Arts and Sciences faculty to provide on-site and statewide STEM training for TAP Master Teachers as supported by the grant. The STEM sessions will target specific course and grade-level appropriate Common Core State Standards in Science and Mathematics. The primary objective will be to increase the capacity of teachers in the TIF school districts to deliver focused and coherent STEM instruction resulting in improved student achievement.

We look forward to partnering with the SC TAP STEM Education Initiative. Please let me know how I might be of further assistance.

Sincerely,  
(b)(6)

Jeffrey M. Priest, Ph.D.  
Interim Executive Vice Chancellor for Academic Affairs



University of South Carolina Aiken  
471 University Parkway  
Aiken, South Carolina 29801  
803-641-3313  
<http://rpsec.usca.edu/>

*Infusing a Love for Science, Technology, Engineering and Mathematics*

July 24, 2012

Dennis Dotterer  
Executive Director, SC TAP System  
South Carolina Department of Education

Dear Mr. Dotterer,

The Ruth Patrick Science Education Center (RPSEC) seeks to “Infuse a Love for Science, Technology, Engineering and Mathematics (STEM)” in people of all ages. The RPSEC is a cooperative community effort involving the University of South Carolina Aiken (USCA), local school districts, and the private sector.

The RPSEC emphasizes innovative, hands-on approaches that provide engaging learning opportunities for teachers and students. The RPSEC offers educational institutes, courses, and workshops for P-12 teachers that are designed to increase content knowledge and to enhance teaching skills. Programs are also offered for P-12 students to encourage their interest in STEM content and careers. Faculty from the RPSEC teach USCA classes and provide opportunities for service learning experiences for USCA students.

The goals and aspirations of RPSEC are consistent with the SC TAP System proposal for the 2012 TIF Competition with a Focus on STEM. We are dedicated to supporting professional learning of area teachers and see the SC TAP System as a way to support our ongoing efforts. Therefore, I write to establish my strong support for the SC TAP System and look forward to working together to improve STEM education in South Carolina.

Sincerely,

Gary J. Senn, PhD  
Director



Savannah River  
**NUCLEAR SOLUTIONS**

FLUOR - NEWPORT NEWS NUCLEAR - HONEYWELL

July 24, 2012

Dennis Dotterer  
Executive Director, SC TAP System  
South Carolina Department of Education

We are very interested in supporting STEM education as a way to build and sustain our future STEM workforce. We are involved in a number of educational activities including Future City Competition, Central Savannah River Area Science and Engineering Fair, and Science Bowl. We work closely with the Ruth Patrick Science Education Center (RPSEC) at the University of South Carolina Aiken to support the Science and Technology Enrichment Program, which is conducted at the Savannah River Site and the Silver Bluff Audubon Center. We also work with the Travelling Science and Mathematics Demonstration Program at RPSEC by connecting our scientists and engineers to teachers in order to bring engaging experiences to students in our area.

The SC TAP System is consistent with our goals of improving education opportunities for young people. We support this project and look forward to exploring new ways to inspire students to investigate careers in STEM.

Sincerely,

Candice Dermody  
Savannah River Nuclear Solutions

6996

JIM DEMINT  
SOUTH CAROLINA

COMMITTEES  
SENATE RANKING MEMBER, JOINT ECONOMIC  
COMMERCE, SCIENCE, AND TRANSPORTATION  
BANKING, HOUSING, AND URBAN AFFAIRS  
FOREIGN RELATIONS

# United States Senate

July 25, 2012

Mr. Dennis Dotterer  
Executive Director  
SC TAP System  
South Carolina Department of Education  
1429 Senate Street  
Suite 605  
Columbia, SC 29201

Dear Mr. Dotterer,

Thank you for taking the time to explain to my staff the projects you are working on at the South Carolina Department of Education. I am aware of your efforts to seek competitive funding so that South Carolina can continue to produce effective educators and prepared students.

Projects, like yours, that leverage important partnerships are to be commended. I understand you plan to work with 24 high need schools around the state as well as institutions of higher education and the local business community in order to retain quality teachers and principals, enhance leadership and career advancement, and maintain and improve student achievement. I also understand you plan to implement science, technology, engineering, and mathematics learning with an end goal of affecting more than 50,000 students and 5,000 teachers and principals.

Thank you for your diligent work in these areas. I am confident that your efforts will help South Carolina take the next steps forward. It is an honor to serve you in the United States Senate. If I may ever be of future assistance, please do not hesitate to contact me.

Sincerely,



Jim DeMint  
United States Senator

## INDIRECT COST RATE AGREEMENT STATE EDUCATION AGENCY

ORGANIZATION:

South Carolina Department  
Of Education  
1429 Senate Street  
Columbia, SC 29201

DATE: MAY 20 2011  
 AGREEMENT NO. 2011-025  
 FILING REFERENCE: This replaces  
 previous Agreement No. 2008-109  
 dated October 20, 2008

The purpose of this Agreement is to establish indirect cost rates for use in award and management of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The U.S. Department of Education negotiated the rates pursuant to the authority cited in Attachment A of OMB Circular A-87.

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

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

TYPE	Effective Period		Rate	Base	Coverage	
	From	To			Location	Applicability
Predetermined	07-01-11	06-30-14	3.00%	<u>1/</u>	All	All Programs

1/ Total direct costs less items of equipment, alterations and renovations, flow through funds, and each sub-contract in excess of \$25,000.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87-Attachment B, Paragraph 8.d. (3), terminal leave payments for separating employees will be allocated as an indirect cost and will not be charged as a direct cost to Federal programs.

Capitalization Policy: Items of equipment with a cost of \$5,000 or more, and a useful life in excess of three years are capitalized.

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the **South Carolina Department of Education** and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the **South Carolina Department of Education** were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and applicable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or Predetermined rates contained in this Agreement are based on the accounting system in effect at the time the Agreement was negotiated. When changes to the method of accounting for costs affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

Section III - Special Remarks

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

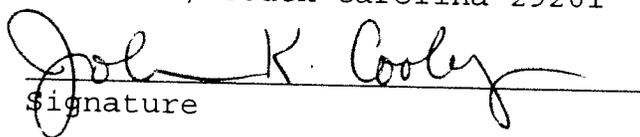
Section IV - Approvals

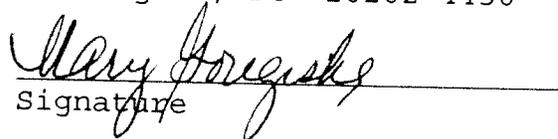
For the State Education Agency:

For the Federal Government:

South Carolina Department  
 Of Education  
 1429 Senate Street  
 Columbia, South Carolina 29201

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

  
 Signature

  
 Signature

John K. Cooley  
 Name

Mary Gougisha  
 Name

Deputy Superintendent  
 Title

Director, Indirect Cost Group  
 Title

31 MAY 2011  
 Date

MAY 20 2011  
 Date

Nelda V. Barnes  
 Negotiator

(202) 245-8005  
 Telephone Number

**Dennis Dotterer**  
South Carolina Department of Education  
3700 Forest Drive  
Columbia, South Carolina 29204  
[dadotterer@scteachers.org](mailto:dadotterer@scteachers.org)

**Academic Degrees:**

**Ed. S.**

Converse College  
July, 2001  
Major: Administration and Supervision

**M. Ed.**

Converse College; Spartanburg, SC  
July, 1999  
Major: Gifted and Talented Education

**B.A**

Clemson University; Clemson, SC  
December, 1996  
Major: Elementary Education

**Professional Experience:**

July 2009 – Present – *South Carolina Department of Education – South Carolina TAP, Executive Director*

June 2008 – July 2009 – *South Carolina Department of Education – South Carolina Teacher Advancement Program (SCTAP), Associate State Director*

June 2006 – June 2008 – *Greenville County Schools – Tanglewood Middle School, Principal*

June 2005 – June 2006 – *Laurens School District 56 – Clinton Elementary School, Principal*

July 2002 – June 2005 - *Laurens School District 56 - Bell Street Middle School, Assistant Principal*

November 2000 –June 2002– *Greenville County – Paris Elementary School, Assistant Principal.*

December 1996 – November 2000 - *Greenville County– Mitchell Road Elementary School, Sans Souci Elementary School, Northwood Middle School, 5<sup>th</sup> and 6<sup>th</sup> grade teacher*

**Leadership/Awards/Grants:**

- Graduate of School District of Greenville County's Leadership Academy
- State of SC Progress Energy School Leadership Executive Institute
- Treasurer of Assistant Principal's Association
- Palmetto's Finest Award, National Blue Ribbon Award, Exemplary Writing, and Red Carpet with two separate schools
- Recipient of The Middle School Award of Excellence in Curriculum and Instruction
- District Chairman of Elementary School Steering Committee and School Improvement Councils
- Village Green Grant Recipient
- Lead member in Greenville Interchange Foreign Language studies Grant
- Recipient of 21<sup>st</sup> Century Learning Center Grant
- Math and Science Hub Middle Level Grant
- Co-wrote numerous EIA grants
- ADEPT evaluator certification
- TAP Evaluator certification
- Higher Education Assessment of Teachers lead designer

**Professionals Organizations:**

- National Association of Secondary School Principals
- National Middle School Association
- Piedmont Consortium for the Gifted
- Association for Supervision and Curriculum Development
- South Carolina Association of School Administrators
- South Carolina Middle School Association
- South Carolina International Reading Association
- South Carolina Council for Teachers of Mathematics
- South Carolina Council for Social Studies

**Professional Development Presentations and Seminars:**

- Cognitive Coaching professional agency trainer
- "Scheduling for TAP" presenter
- National TAP conference multi-session presenter
- National TAP professional development trainer
- SCASA summer leadership school and state presentations
- SCMSA presenter
- SCIRA presenter and award winner
- NUFSaid middle school presenter
- Statewide Value Added Assessment trainer
- Louisiana Blue Ribbon commission on Education, Nov., 2009

***ALLISON BATTEN JACQUES, Ph. D.***

*South Carolina Department of Education*

*3700 Forest Drive, Suite 500*

*Columbia, SC 29204*

*(803)734-4065 [ajacques@ed.sc.gov](mailto:ajacques@ed.sc.gov)*

***EXPERIENCE***

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**DIRECTOR, OFFICE OF EDUCATOR PREPARATION, SUPPORT AND ASSESSMENT, DIVISION OF SCHOOL EFFECTIVENESS, South Carolina Department of Education, Columbia, SC 2005-Present**

Responsibilities include: Overseeing the development, implementation and evaluation of systems for educator preparation programs in accordance with state statutes, State Board of Education regulation and State Department policies including the program approval and accreditation process for teacher education, overseeing the development, implementation, monitoring and evaluation of the Title II, Part A, Teacher Quality section of the No Child Left Behind Act and the Title II Higher Education Act Report, overseeing the development, implementation and evaluation of the South Carolina Teacher Advancement Program and overseeing the development, implementation and evaluation of teacher recruitment and retention programs.

**PRINCIPAL, BROOKLAND-CAYCE HIGH SCHOOL, Lexington District Two, Cayce, SC 2001-2005**

Responsibilities included: Supervision of the school program and staff, creating a vision for the school and carrying out the plan of action within the school and community

**ADJUNCT PROFESSOR, UNIVERSITY OF SOUTH CAROLINA, Department of Educational Leadership, Columbia, SC 2003-Present**

Responsibilities include: Teaching the principalship practicum, a two semester course that serves as the culmination of the Masters' degree program in Educational Administration

**ASSISTANT PRINCIPAL FOR INSTRUCTION, BROOKLAND-CAYCE HIGH SCHOOL, Lexington District Two, Cayce, SC 1999-2001**

Responsibilities included: Curriculum and Instruction, scheduling, testing, attendance, student activities, staff development, supervision of students, and teacher evaluation

**ASSISTANT PRINCIPAL FOR CURRICULUM AND INSTRUCTION, CROSSROADS MIDDLE SCHOOL, District Five of Lexington and Richland Counties, Irmo, SC 1998-1999**

Duties included: Assisting with the opening of a new school, constructing master schedule, allocating budgets to departments and teachers, developing a curricular vision, teacher assignments, interviewing teachers, meshing the skills of teachers from two faculties, assessing building needs, working with contractors responsible for renovations, textbooks, and discipline

**ASSISTANT PRINCIPAL FOR CURRICULUM AND INSTRUCTION, IRMO MIDDLE SCHOOL-CAMPUS I, District Five of Lexington and Richland Counties, Irmo, South Carolina 1997-98**

Responsibilities included: Curriculum and instruction, teacher supervision and evaluation, orientation and mentoring for first year teachers, textbooks, supervision of departments, discipline, staff development and in-service training, maintaining budgets for staff development and continuous improvement, approval and disbursement of professional leave, program improvement committee coordination, and coordination of standardized testing

**EDUCATION**

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**UNIVERSITY OF SOUTH CAROLINA**

- *Doctor of Philosophy in Educational Administration*, August 2002
- *Educational Specialist*, May 1999
- *Masters in Educational Administration*, May 1997
- *Bachelor of Fine Arts in Art Education*, May 1994

**PROFESSIONAL ACCOMPLISHMENTS**

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- Appointed to the Education Oversight Committee's, South Carolina Teacher Recruitment and Retention Task Force, 2007
- Wrote and received a \$34 million grant from the United States Department of Education, 2006
- National Association of Secondary School Principals/Met Life Secondary Principal of the Year for South Carolina, 2005
- Executive Board Member, NASSP's National Association of Student Councils, 2004-05
- Joseph B. Whitehead National Educator of Distinction Award Recipient, Presented by the Coca-Cola Scholars Foundation for exemplary dedication to the field of education, 2005, 2003
- NASSP LEAD Conference, Facilitator and Featured Presenter: Keys to Positive Communication, Dallas, TX, 2005
- Principal of the Year, South Carolina Athletic Administrators Association, 2004
- South Carolina Department of Education, Conducted Seminar for Principal Leaders, 2004
- Southern Association of Student Councils, Presented: Principal Insights for Student Leaders, New Orleans, LA, 2004
- President, South Carolina High School League, AAA Classification, 2003
- Phi Delta Kappa International Conference, Presentation of SCDE Red Carpet Award, St. Louis, MO, 2003
- Phi Delta Kappa International Outstanding Dissertation Award, 2002
- South Carolina Department of Education's External Review Team, 2002-Present
- Area Coordinator, Phi Delta Kappa International, serving Southern Region, 2002-Present
- University of South Carolina, Department of Educational Leadership Facilitator, Supervision course on-site sessions, 2003-Present

**PUBLICATIONS**

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Batten, A., Semsar, J. and Kessel, I. "Ask the experts," *Leadership for Student Activities*, vol. 33:3, November 2004, p.46.

Batten, A. and Jacobs, J. Relationships between experiences and attrition for induction year teachers. (2003). National Council of Professors of Educational Administration. Sedona, AZ.

Batten, Allison M. (2002) Induction year teachers in South Carolina high schools: Relationships between their assessments of experiences and attrition. Columbia: University of South Carolina, College of Education.

Batten, et al. (2001) Needs of induction year teachers in South Carolina's professional development schools. Columbia: University of South Carolina, College of Education.

## **Program Specialist**

### **SCTAP**

The Program Specialist will devote his/her time to the SCDE SC TIF Project. The major responsibilities of this position will be to

- Design training and technology to enhance implementation of TAP in SC TIF schools
- Provide administrative/secretarial support to the office as it relates to SC TIF
- Complete administrative tasks and projects related to the project
- Answer questions, direct requests to appropriate staff and work with others in the department to resolve issues related to the project activities
- Create and monitor participant data base
- Assist in the coordination of development sessions
- Make business travel arrangements for Project Director
- Order and track supplies for the project, and
- Other duties as assigned

The preferred qualifications for this position are an educational and three or more years of administrative experience in a fast-paced environment. A preference will be given to individuals who have experience working at a state level. This position requires exceptional organizational skills as well as excellent written and verbal skills and the ability to multitask and handle confidential and delicate situations. The individual must possess advanced skills in Microsoft Office and computer applications.





















## Budget Narrative File(s)

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\* Mandatory Budget Narrative Filename:

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

**Section 7: Budget Narrative**

**STEM and TAP: Effective Practices (STEP)  
South Carolina Department of Education**

**PROJECT-YEAR BUDGET NARRATIVE: YEAR ONE**

<b>Budget Year Summary: Year 1</b>	
<b>Budget Categories</b>	<b>Total</b>
(b)(4)	
3. Travel	<b>\$269,513</b>
4. Equipment	<b>\$0</b>
5. Supplies	<b>\$300,000</b>
6. Contractual	<b>\$605,884</b>
7. Construction	<b>\$0</b>
8. Other	<b>\$25,000</b>
9. Total Direct Costs (lines 1-8)	<b>\$8,020,437</b>
10. Indirect Costs*	<b>\$229,085</b>
11. Training Stipends	<b>\$0</b>
12. Total Costs (lines 9-11)	<b>\$8,249,522</b>

**1) Personnel**

SC TIF will employ all state-level TAP staff: the TIF Project Director, program assistant, and Regional Master Teachers (RMTs). Personnel costs will ensure that all schools participating in SC TIF will receive all of the necessary support to implement TAP with fidelity. The TIF Project Director’s salary will be (b)(4) and will spend (b)(4) of his time on the SC TIF project. (b)(4) of his time will be funded through the TIF grant and the remaining (b)(4) will be in-kind using funds from NIET through a state contract. The Principal Investigator will oversee the TAP Director and will contribute up to (b)(4) of her time to the grant. This represents an in-kind contribution of up to (b)(4). These positions

are primarily responsible for fiscal grant management and overall implementation of the TAP System.

The TAP program specialist will earn a salary of \$35,000, and will be paid from the TIF grant. RMTs will each be paid \$75,000.

<b>Personnel: The following requested personnel will all be hired as employees of the project.</b>	<b>FTE %</b>	<b>Base Salary</b>	<b>Total</b>
<p>TIF Project Director: Dennis Dotterer will be responsible for TAP and TIF implementation in South Carolina TIF schools. Responsibilities include convening the TAP Network and working with TIF schools through implementation, supervising RMTs and program specialist, providing on-site technical assistance, leading quarterly advisory board meetings, and assisting in data management to ensure validity for incentive bonuses. Position description and qualifications are defined further in TIF proposal narrative.</p>	(b)(4)		
<p>Program Assistant: (To be hired) This position will assist the Project Director with TIF implementation and will spend 100% of time on TIF activities. Responsibilities will include designing initial and ongoing training for school-based master and mentor teachers, to attract highly qualified and effective teachers, providing administrative, clerical, and fiscal support, preparing minutes from TAP network meetings, scheduling and preparing materials for TAP Network meetings, and managing data to ensure quality data collection and validate performance incentives.</p>			
<p>Regional Master Teachers (3): Each RMT will devote 100% of time to TIF grant work and will work with up to 8 local schools. RMTs will attend TAP trainings and build capacity of Master and Mentor teachers. Other duties will include evaluating and supporting career, mentor and master teachers; assisting in school-level data analysis, goal setting and cluster groups; assisting the TAP Project Director in providing training sessions; and participating in TAP Network and other meetings necessary with TIF and TAP Directors.</p>			
<p>School Based Master teachers: Master teachers will design and lead embedded professional development for individual teachers as well as cluster groups. Each school (25) will have one master teacher with the exception of one high school who will require 2 due to the size of the school but districts will increase cost share throughout the life of the grant.</p>			
<p>Master Teacher Salary augmentation: Each Master teacher (25) earns \$10,000 per year above their previous salary in return for additional job responsibilities.</p>			
<p>STEM Master Teachers: STEM Master Teachers (19) will be responsible for data collection and professional development, evaluating and coaching individual STEM content teachers, and coordinating with the other school based Master Teachers to ensure that professional development is aligned to the</p>			

specific needs of both the students and the teachers within STEM. These positions will only be in middle and highschools or elementary schools with significantly large populations.	(b)(4)
STEM Master Teacher augmentation: Each STEM Master Teacher (19) earns \$10,000 per year above their previous salary in return for additional job responsibilities.	
Mentor Teacher salary augmentation: each Mentor Teacher (116) earns \$5000 per year above their previous salary in return for additional job responsibilities.	
Teacher performance incentives: All teachers in TAP schools are eligible for performance incentives, based on classroom observation scores and student growth data. \$2,000/teacher	
Administrator performance incentives: All principals and assistant principals in TAP schools are eligible for performance incentives based on evaluations and student growth data. \$8,000 per administrative team.	
<b>Total Personnel Cost:</b>	

## 2) Fringe Benefits

Fringe Benefits are calculated at 31% to cover FICA, retirement, worker's compensation, unemployment, health and dental insurance.

<b>Fringe:</b>	<b>FTE %</b>	<b>Base Salary</b>	<b>Total</b>
TIF Project Director: Denis Dotterer	(b)(4)		
Program Assistant: To Be Hired	100%	\$35,000 x 31%	\$10,850
Regional Master Teachers (3)	100%	\$75,000 x 31% x 3	\$69,750
School Based Master teachers (25)	100%	\$50,000 x 31% x 25	\$387,500
Master Teacher Salary augmentation (25)	100%	\$10,000 x 31% x 25	\$77,500
STEM Master Teachers (19)	100%	\$50,000 x 31% x 19	\$294,500
STEM Master Teachers augmentation (19)	100%	\$10,000 x 31% x 19	\$58,900
Mentor Teacher salary augmentation (116)	100%	\$5,000 x 31% x 116	\$179,800
Teacher performance incentives fringe. State fringe rate for performance compensation is 9%.		\$1,796,000 x 9%	\$161,640
Principal performance incentives fringe. State fringe rate for performance compensation is 9%.		\$192,000 x 9%	\$17,280
<b>Total Fringe Cost:</b>			(b)(4)

## 3) Travel

Travel costs for Year 1 consists of implementation meetings, startup trainings, annual conferences, site visits, meetings, and summer institute as outlined below.

<b>Travel</b>	<b># of Trips</b>	<b>Cost per Trip</b>	<b>Total</b>
TAP Director travel for school based implementation meetings. Each school will	48	24 trips x \$186 for overnight travel = \$4,464	\$6,312

receive 2 implementation meetings. The first meeting will be to discuss the TAP System and design for that school and the second meeting will be a presentation on value-added with the performance incentive structure to ensure complete understanding. Approximately half of these meetings will require an overnight stay and per diem.		<ul style="list-style-type: none"> <li>• 150 miles round trip x mileage rate of .515/mile = \$77</li> <li>• \$77/night for lodging</li> <li>• \$32 per diem</li> </ul> <p>24 trips x \$77/trip (150 miles round trip x .515 = \$77) = \$1,848</p>	
Regional Master Teacher Startup training 1: This 3 day/3 night training, located in Arkansas is delivered by NIET as the second step toward a school's adoption of TAP. All regional master teachers and Project director will attend.	4	<p>\$719 per person</p> <ul style="list-style-type: none"> <li>• \$77 per night out of state lodging x 3 = \$231</li> <li>• \$350 flight cost</li> <li>• \$46/day per diem x 3 = \$138</li> </ul>	\$2,876
NIET Startup training 2: This 2 day/2 night training located in Arkansas delivered by NIET as the final step toward a school's adoption of TAP. All Regional Master Teachers and Project Director will attend.	4	<p>\$568 per person</p> <ul style="list-style-type: none"> <li>• \$77 per night out of state lodging x 2 days = \$154</li> <li>• \$350 flight cost</li> <li>• \$46/day per diem x 2 = \$64</li> </ul>	\$2,272
Annual National TAP Conference in Los Angeles, California: This 3 day/3 night conference will be attended by TAP state leadership (4) and 4 members from each TAP leadership team from each TIF school (24 schools x 4 members = 96) in order to receive essential TAP training. 2 additional people will attend from each district (2/district x 7 districts = 14). 2 additional state personnel such as the office of School Transformation director as well as the principal investigator will attend.	116	<p>\$1,155/trip x 116 persons =</p> <ul style="list-style-type: none"> <li>• \$125/night out of state lodging x 4 nights (due to length of trip) = \$500</li> <li>• \$500 flight cost</li> <li>• \$50 baggage fee</li> <li>• \$50 parking fee</li> <li>• \$32 per diem x 4 days = \$128</li> <li>• \$23/day transportation x 4 = \$92</li> </ul>	\$133,980
In-state travel for 3 regional master teachers.	3	<p>\$10,000</p> <p>Mileage Rate @ \$0.50 Lodging rate @ \$77 per day</p>	\$30,000
Project Director grant monitoring: Project Director will visit each school to assess implementation of TAP to ensure fidelity and assist in problem solving.	24	<p>\$77.25 x 24 schools = \$1,854</p> <p>150 miles average round trip x \$0.515/mile = \$77.25</p>	\$1,854
Site visits to TAP schools: Regional master teachers will visit each school at least once every two weeks in the initial year to aide with implementation of TAP and coach master and mentor teachers and principals on effective practice. (24 schools x 3 visits/month x 12 months)	864	<p>\$75</p> <p>Mileage rate of \$0.50 with average trip to schools @ 150 miles</p>	\$64,800
Statewide Principal meetings: Meeting is designed for ongoing training for administrators on implementation practices	2	<p>2 trips x \$1,854 = \$3,708</p> <p>24 principals x \$0.515/mile x 150</p>	\$3,708

and leadership skills training. A meeting will be held in the fall and spring.		round trip miles = \$1,854	
Statewide Master Teacher meetings: Master Teachers (25) will meet twice a year for ongoing training on vital implementation aspects, such as value-added and implementation topics to ensure ongoing fidelity to the model.	2	2 trips x \$1,931 = \$3,863  25 master teachers x \$0.515/mile x 150 round trip miles = \$1,931	\$3,863
Annual TIF 3 day Summer Implementation Institute: All schools will send leadership teams to a summer institute for continual statewide structural updates. Approximately 4 individuals per school (Principal, Assistant Principal, Master Teacher and a Mentor Teacher) will attend yearly. The TIF conference will typically be held either in Charleston or Hilton Head.	24	24 schools x \$697 = \$16,728  <ul style="list-style-type: none"> <li>• \$105 per night conference rate x 2 x 2 nights = \$420</li> <li>• \$0.515/mile x 150 miles round trip = \$77.25</li> <li>• Per diem of \$25 per day x 4 people x 2 days = \$200</li> </ul>	\$16,728
TIF Grantee Meeting: Required meeting for all TIF grantees for 2 days/1 night. The Project Director and two state-level staff members will attend this annual meeting on managing and implementing the TIG grant.	3	\$624 x 3 people = \$1,872  <ul style="list-style-type: none"> <li>• \$150 lodging</li> <li>• Transportation \$30 per day x 2 days = \$60</li> <li>• Per diem of \$32 per day x 2 = \$64</li> <li>• Flight \$350</li> </ul>	\$1,872
TIF Topical Meeting: Required meeting for all TIF grantees for 2 days/1 night. The Project Director and one state-level staff member will attend this annual meeting to receive in depth information on a topic related to implementing PBCSs.	2	\$624 x 2 people = \$1,248  <ul style="list-style-type: none"> <li>• \$150 lodging</li> <li>• Transportation \$30/day x 2 days = \$60</li> <li>• Per diem of \$32 per day x 2 days = \$64</li> <li>• Flight \$350</li> </ul>	\$1,248
<b>Total:</b>			<b>\$269,513</b>

**4) Equipment**

N/A

**5) Supplies**

Computer and electronics equipment will be provided as an in-kind contribution from SCDE for the Principal Investigator, as well as any other staff who assist with the grant. The TIF grant will contribute computers and wireless internet access for the TAP Director and RMTs, as well as an LCD projector and printer for the TAP Director, the program specialist, and one for each RMT. TAP staff housed at the SCDE will be provided with office supplies and equipment as an in-kind contribution from

SCDE. Computers are valued at \$2,000 per computer, printers at \$500 per printer or LCD projector, and communication/internet access and other technical equipment at \$150 per person per month.

<b>Item Description</b>	<b>Cost of Item</b>	<b>Number of Items</b>	<b>Total Amount</b>
Computers	\$2,000	4	\$8,000
LCD Projector	\$500	4	\$2,000
Printers	\$500	4	\$2,000
Wireless Access	\$150/month x 12 months	4	\$7,200
<b>Total:</b>			<b>\$19,200</b>

Basic training supplies for statewide trainings will include, but are not limited to, statewide master teacher meetings, statewide administrator meetings, and the TIF Summer Implementation Institute. Assuming an annual cost of \$100 per school for the 24 schools directly involved with the implementation of TAP, the total value for training supplies in the first year is \$2,400. This cost will include printing and binding materials for each participant for each session. Additionally, each school will require 2 tablets as well as a scripting and evaluating application for the tablet to use CODE, Portal and allow direct evaluations of teachers. Additionally, all indentified schools will need additional STEM supplies based on trainings to implement a college ready curriculum in STEM subjects. Each school will be given \$10,000 for specified STEM materials. The SCDE will provide all office supplies for the TAP Director, Principal Investigator and policy staff during Year 1. The budget breakdown for training supplies is summarized in the following table.

<b>Item</b>	<b>Cost per school</b>	<b>Total Amount</b>	<b>Total Cost</b>
Supplies	\$100	24	<b>\$2,400</b>
2 Tablets for School Leadership team (\$750 ea.)	\$1,500	24	<b>\$36,000</b>
TAP Application for Tablet	\$50	48	<b>\$2,400</b>
STEM Materials	\$10,000	24	<b>\$240,000</b>
<b>TOTAL</b>			<b>\$280,800</b>

#### 6) Contractual

<b>Contractual</b>	<b>Number of trainings or schools</b>	<b>Total</b>
Startup workshop training: SC TAP will contract with NIET to train SC TAP Personnel in conducting annual startup workshops to take place prior to the school year in TAP schools that need assistance. Each training will cost \$1250 to conduct.	4	\$5,000
Annual access to TAP Training Portal (NIET): All TAP	24 schools	\$36,000

schools must have a subscription to the TAP training portal where videos of best classroom practices can be viewed, and other documents and information are shared. Access costs \$1500 per school.		
NIET School Review Process: SC TAP will contract with NIET to conduct a review of each TAP school annually to ensure fidelity to the TAP model. \$2,500/review.	24 schools	\$60,000
Comprehensive Online Data Entry (CODE): Data management system with payout process costs \$2,000/school with an additional \$10,000 required each year for programmatic upgrades to system.	24 schools	\$58,000
360 degree administrative evaluation model for valid and reliable assessment of administration. \$360 per administrator	60 administrators	\$21,600
Data Linkage System to allow for verification and validation of student/teacher linkage to ensure reliability of the data for value-added calculations. \$1500/school.	24 schools	\$36,000
Value Added calculations: Contract with a company to complete value-added calculations for all students and schools. \$10,000 base cost + \$1.25 per student + \$25 per teacher.	13,467 students 898 teachers	\$49,284
Student Learning Outcome validation contract: SC TIF will work with an SLO provider or agency to build and validate reliable SLOs. Estimated at \$10,000/school.	24 schools	\$240,000
Grant Evaluation: Will contract with an external evaluator to conduct the TIF evaluation of the program. See management section for details of the evaluation component.		\$80,000
Communications: Will communicate success and create district level brochures, etc.		\$20,000
<b>Total:</b>		<b>\$605,884</b>

## 7) Training Stipends

N/A

## 8) Other

Other costs in South Carolina's TIF grant during the planning year consist primarily of registration fees for conferences to provide greater professional development in the TAP System.

Item	Timing of Cost	Total Cost
SC TAP TIF Summer Implementation Institute: Includes location rental, necessary presentation equipment, and training materials.	Summer 2013	\$25,000
Recruitment bonuses: Bonuses used for hard-to-staff subjects in high need schools that are hard to serve. Each first year bonus will be \$7,500.	0	\$0
Retention Bonuses: Bonuses used to retain quality teachers in the subject area that they were hired	0	\$0

for. Year two and three bonuses are \$3,750 respectively		
<b>Total:</b>		<b>\$25,000</b>

**9) Total Direct Costs**

Total direct costs represent the sum of all budget line items discussed above. The total direct cost is **\$8,020,437**.

**10) Indirect Costs**

An indirect cost rate of 3.0% is charged to all applicable costs through an indirect cost agreement through the South Carolina Department of Education. The amount of applicable costs is found by subtracting the all equipment and contractual cost, less up to \$25,000 per contract, from the total direct cost which totals **\$7,636,153**. The amount of indirect costs equals **\$229,085**.

**11) Total Costs**

Total cost is the sum of total direct costs and total indirect costs. The total cost of the first year is **\$8,249,522**.

**PROJECT-YEAR BUDGET NARRATIVE: YEAR TWO**

<b>Budget Year Summary: Year 2</b>	
<b>Budget Categories</b>	<b>Total</b>
1. Personnel	<b>\$5,019,200</b>
2. Fringe Benefits	(b)(4)
3. Travel	<b>\$269,513</b>
4. Equipment	<b>\$0</b>
5. Supplies	<b>\$249,600</b>
6. Contractual	<b>\$605,884</b>
7. Construction	<b>\$0</b>
8. Other	<b>\$625,000</b>
9. Total Direct Costs (lines 1-8)	<b>\$7,931,525</b>
10. Indirect Costs*	<b>\$225,769</b>
11. Training Stipends	<b>\$0</b>
12. Total Costs (lines 9-11)	(b)(4)

**1) Personnel**

SC TIF will employ all state-level TAP staff: the TIF Project Director, program assistant, and Regional Master Teachers (RMTs). Personnel costs will ensure that all schools participating in SC TIF will receive all of the necessary support to implement TAP with fidelity. The TIF Project Director's salary will be \$ (b)(4) and will spend 100% of his time on the SC TIF project. (b)(4) of his time will be funded through the TIF grant and the remaining (b)(4) will be in-kind using funds from NIET through a state contract. The Principal Investigator will oversee the TAP Director and will contribute up to (b)(4) her time to the grant. This represents an in-kind contribution of up to (b)(4) These positions are primarily responsible for fiscal grant management and overall implementation of the TAP System.

The TAP program specialist will earn a salary of \$35,000, and will be paid from the TIF grant. RMTs will each be paid \$75,000.

<b>Personnel: The following requested personnel will all be hired as employees of the project.</b>	<b>FTE %</b>	<b>Base Salary</b>	<b>Total</b>
<p>TIF Project Director: Dennis Dotterer will be responsible for TAP and TIF implementation in South Carolina TIF schools. Responsibilities include convening the TAP Network and working with TIF schools through implementation, supervising RMTs and program specialist, providing on-site technical assistance, leading quarterly advisory board meetings, and assisting in data management to ensure validity for incentive bonuses. Position description and qualifications are defined further in TIF proposal narrative.</p>	(b)(4)		
<p>Program Assistant: (To be hired) This position will assist the Project Director with TIF implementation and will spend 100% of time on TIF activities. Responsibilities will include designing initial and ongoing training for school-based master and mentor teachers, to attract highly qualified and effective teachers, providing administrative, clerical, and fiscal support, preparing minutes from TAP network meetings, scheduling and preparing materials for TAP Network meetings, and managing data to ensure quality data collection and validate performance incentives.</p>			
<p>Regional Master Teachers (3): Each RMT will devote 100% of time to TIF grant work and will work with up to 8 local schools. RMTs will attend TAP trainings and build capacity of Master and Mentor teachers. Other duties will include evaluating and supporting career, mentor and master teachers; assisting in school-level data analysis, goal setting and cluster groups; assisting the TAP Project Director in providing training sessions; and participating in TAP Network and other meetings necessary with TIF and TAP Directors.</p>			
<p>School Based Master teachers: Master teachers will design and lead embedded professional development for individual teachers as well as cluster groups. Each school (25) will have one master teacher with the exception of one high school who will require 2 due to the size of the school but districts will increase cost share throughout the life of the grant.</p>			
<p>Master Teacher Salary augmentation: Each Master teacher (25) earns \$10,000 per year above their previous salary in return for additional job responsibilities.</p>			
<p>STEM Master Teachers: STEM Master Teachers (19) will be responsible for data collection and professional development, evaluating and coaching individual STEM content teachers, and coordinating with the other school based Master Teachers to ensure that professional development is aligned to the specific needs of both the students and the teachers within STEM. These positions will only be in middle and high</p>			

schools or elementary schools with significantly large populations.			
STEM Master Teacher augmentation: Each STEM Master Teacher (19) earns \$10,000 per year above their previous salary in return for additional job responsibilities.	(b)(4)		
Mentor Teacher salary augmentation: each Mentor Teacher (116) earns \$5000 per year above their previous salary in return for additional job responsibilities.			
Teacher performance incentives: All teachers in TAP schools are eligible for performance incentives, based on classroom observation scores and student growth data. \$2,000/teacher			
Administrator performance incentives: All principals and assistant principals in TAP schools are eligible for performance incentives based on evaluations and student growth data. \$8,000 per administrative team.			
<b>Total Personnel Cost:</b>			

## 2) Fringe Benefits

Fringe Benefits are calculated at 31% to cover FICA, retirement, worker's compensation, unemployment, health and dental insurance.

<b>Fringe:</b>	<b>FTE%</b>	<b>Base Salary</b>	<b>Total</b>
TIF Project Director: Denis Dotterer	(b)(4)		
Program Assistant: To Be Hired			
Regional Master Teachers (3)			
School Based Master teachers (25)			
Master Teacher Salary augmentation (25)			
STEM Master Teachers (19)			
STEM Master Teachers augmentation (19)			
Mentor Teacher salary augmentation (116)			
Teacher performance incentives fringe. State fringe rate for performance compensation is 9%.			
Principal performance incentives fringe. State fringe rate for performance compensation is 9%.			
<b>Total Fringe Cost:</b>			

## 3) Travel

Travel costs for Year 2 consists of implementation meetings, continuation trainings, annual conferences, site visits, meetings, and summer institute as outlined below.

<b>Travel</b>	<b># of Trips</b>	<b>Cost per Trip</b>	<b>Total</b>
TAP Director travel for school based	48	24 trips x \$186 for overnight travel =	\$6,312

implementation meetings. Each school will receive 2 continuation meetings. The first meeting will be to discuss the TAP System and design for that school and the second meeting will be focused on observing and working with School Leadership Teams. Approximately half of these meetings will require an overnight stay and per diem.		\$4,464 <ul style="list-style-type: none"> <li>• 150 miles round trip x mileage rate of .515/mile = \$77</li> <li>• \$77/night for lodging</li> <li>• \$32 per diem</li> </ul> 24 trips x \$77/trip (150 miles round trip x .515 = \$77) = \$1,848	
Regional Master Teacher continuation training 1: This 3 day/3 night training, located in Arkansas is delivered by NIET as the second step toward a school's continuation of TAP. All regional master teachers and Project director will attend.	4	\$719 per person <ul style="list-style-type: none"> <li>• \$77 per night out of state lodging x 3 = \$231</li> <li>• \$350 flight cost</li> <li>• \$46/day per diem x 3 = \$138</li> </ul>	\$2,876
NIET continuation training 2: This 2 day/2 night training located in Arkansas delivered by NIET as a step toward a continual school's adoption of TAP. All Regional Master Teachers and Project Director will attend.	4	\$568 per person <ul style="list-style-type: none"> <li>• \$77 per night out of state lodging x 2 days = \$154</li> <li>• \$350 flight cost</li> <li>• \$46/day per diem x 2 = \$92</li> </ul>	\$2,272
Annual National TAP Conference in Los Angeles, California: This 3 day/3 night conference will be attended by TAP state leadership (5) and 4 members from each TAP leadership team from each TIF school (29 schools x 4 members = 116) in order to receive essential TAP training. 2 additional people will attend from each district (2 per district x 8 districts = 16). 2 additional state personnel such as the office of School Transformation director as well as the principal investigator will attend.	116	\$1,155/trip x 116 persons = <ul style="list-style-type: none"> <li>• \$125/night out of state lodging x 4 nights (due to length of trip) = \$500</li> <li>• \$500 flight cost</li> <li>• \$50 baggage fee</li> <li>• \$50 parking fee</li> <li>• \$32 per diem x 4 days = \$128</li> <li>• \$23/day transportation x 4 = \$92</li> </ul>	\$133,980
In-state travel for 3 regional master teachers	3	\$10,000  Mileage Rate @ \$0.50 Lodging rate @ \$77 per day	\$30,000
Project Director grant monitoring: Project Director will visit each school to assess implementation of TAP to ensure fidelity and assist in problem solving.	24	\$77.25 x 24 schools = \$1,854  150 miles average round trip x \$0.515/mile = \$77.25	\$1,854
Site visits to TAP schools: Regional master teachers will visit each school at least once every two weeks in the initial year to aide with implementation of TAP and coach master and mentor teachers and principals on effective practice. (24 schools x 3 visits/month x 12 months)	864	\$75  Mileage rate of \$0.50 with average trip to schools @ 150 miles	\$64,800
Statewide Principal meetings: Meeting is designed for ongoing training for administrators on implementation practices	2	2 trips x \$1,854 = \$3,708  24 principals x \$0.515/mile x 150	\$3,708

and leadership skills training. A meeting will be held in the fall and spring.		round trip miles = \$1,854	
Statewide Master Teacher meetings: Master Teachers (25) will meet twice a year for ongoing training on vital implementation aspects, such as value-added and implementation topics to ensure ongoing fidelity to the model.	(b)(4)		
Annual TIF 3 day Summer Implementation Institute: All schools will send leadership teams to a summer institute for continual statewide structural updates. Approximately 4 individuals per school (Principal, Assistant Principal, Master Teacher and a Mentor Teacher) will attend yearly. The TIF conference will typically be held either in Charleston or Hilton Head.			
TIF Grantee Meeting: Required meeting for all TIF grantees for 2 days/1 night. The Project Director and two state-level staff members will attend this annual meeting on managing and implementing the TIG grant.			
TIF Topical Meeting: Required meeting for all TIF grantees for 2 days/1 night. The Project Director and one state-level staff member will attend this annual meeting to receive in depth information on a topic related to implementing PBCSs.			
<b>Total:</b>			

**4) Equipment**

N/A

**5) Supplies**

Computer and electronics equipment will be provided as an in-kind contribution from SCDE for the Principal Investigator, as well as any other staff who assist with the grant. The TIF grant will contribute computers and wireless internet access for the TAP Director and RMTs, as well as an LCD projector and printer for the TAP Director, the program specialist, and one for each RMT. TAP staff housed at the SCDE will be provided with office supplies and equipment as an in-kind contribution from SCDE. Computers are valued at \$2,000 per computer, printers at \$500 per printer or LCD projector were

provided in Year 1. Communication/internet access and other technical equipment is valued at \$150 per person per month.

<b>Item Description</b>	<b>Cost of Item</b>	<b>Number of Items</b>	<b>Total Amount</b>
Wireless Access	\$150 per month	4	\$7,200
<b>Total:</b>			<b>\$7,200</b>

Basic training supplies for statewide trainings will include, but are not limited to, statewide master teacher meetings, statewide administrator meetings, and the TIF Summer Implementation Institute. Assuming an annual cost of \$100 per school for the 24 schools directly involved with the implementation of TAP, the total value for training supplies in the first year is \$2,400. This cost will include printing and binding materials for each participant for each session. Additionally, all identified schools will need additional STEM supplies based on trainings to implement a college ready curriculum in STEM subjects. Each school will be given \$10,000 for specified STEM materials. The SCDE will provide all office supplies for the TAP Director, Principal Investigator and policy staff during Year 2. The budget breakdown for training supplies is summarized in the following table.

<b>Item</b>	<b>Cost per school</b>	<b>Total Amount</b>	<b>Total Cost</b>
Supplies	\$100	24	<b>\$2,400</b>
STEM Materials	\$10,000	24	<b>\$240,000</b>
<b>Total:</b>			<b>\$242,400</b>

#### 6) Contractual

<b>Contractual</b>	<b>Number of trainings or schools</b>	<b>Total</b>
Startup workshop training: SC TAP will contract with NIET to train SC TAP Personnel in conducting annual startup workshops to take place prior to the school year in TAP schools that need assistance. Each training will cost \$1250 to conduct.	4	\$5,000
Annual access to TAP Training Portal (NIET): All TAP schools must have a subscription to the TAP training portal where videos of best classroom practices can be viewed, and other documents and information are shared. Access costs \$1500 per school.	24 schools	\$36,000
NIET School Review Process: SC TAP will contract with NIET to conduct a review of each TAP school annually to ensure fidelity to the TAP model. \$2,500/review.	24 schools	\$60,000
Comprehensive Online Data Entry (CODE): Data management system with payout process costs \$2,000/school with an additional \$10,000 required each year for programmatic	24 schools	\$58,000

upgrades to system.		
360 degree administrative evaluation model for valid and reliable assessment of administration. \$360 per administrator	60 administrators	\$21,600
Data Linkage System to allow for verification and validation of student/teacher linkage to ensure reliability of the data for value-added calculations. \$1500/school.	24 schools	\$36,000
Value Added calculations: Contract with a company to complete value-added calculations for all students and schools. \$10,000 base cost + \$1.25 per student + \$25 per teacher.	13,467 students 898 teachers	\$49,284
Student Learning Outcome validation contract: SC TIF will work with an SLO provider or agency to build and validate reliable SLOs. Estimated at \$10,000/school.	24 schools	\$240,000
Grant Evaluation: Will contract with an external evaluator to conduct the TIF evaluation of the program. See management section for details of the evaluation component.		\$80,000
Communications: Will communicate success and create district level brochures, etc.		\$20,000
<b>Total:</b>		<b>\$605,884</b>

#### 7) Training Stipends

N/A

#### 8) Other

Other costs in South Carolina's TIF grant during Year 2 consist primarily of registration fees for conferences to provide greater professional development in the TAP System.

Item	Timing of Cost	Total Cost
SC TAP TIF Summer Implementation Institute: Includes location rental, necessary presentation equipment, and training materials.	Summer 2014	\$25,000
Recruitment bonuses: Bonuses used for hard-to-staff subjects in high need schools that are hard to serve. Each first year bonus will be \$7,500.	80	\$600,000
Retention Bonuses: Bonuses used to retain quality teachers in the subject area that they were hired for. Year two and three bonuses are \$3,750 respectively	0	\$0
<b>Total:</b>		<b>\$625,000</b>

#### 9) Total Direct Costs

Total direct costs represent the sum of all budget line items discussed above. The total direct cost is **\$7,931,525**.

#### 10) Indirect Costs

An indirect cost rate of 3.0% is charged to all applicable costs through an indirect cost agreement through the South Carolina Department of Education. The amount of applicable costs is found by subtracting the all equipment and contractual cost, less up to \$25,000 per contract, from the total direct cost which totals **\$7,525,641**. The amount of indirect costs equals **\$225,769**.

**11) Total Costs**

Total cost is the sum of total direct costs and total indirect costs. The total cost of the second year is **\$8,157,294.**

**PROJECT-YEAR BUDGET NARRATIVE: YEAR THREE**

<b>Budget Year Summary: Year 3</b>	
<b>Budget Categories</b>	<b>Total</b>
1. Personnel	<b>\$4,498,400</b>
2. Fringe Benefits	(b)(4)
3. Travel	<b>\$269,513</b>
4. Equipment	<b>\$0</b>
5. Supplies	<b>\$249,600</b>
6. Contractual	<b>\$605,884</b>
7. Construction	<b>\$0</b>
8. Other	<b>\$625,000</b>
9. Total Direct Costs (lines 1-8)	<b>\$7,293,013</b>
10. Indirect Costs*	<b>\$199,774</b>
11. Training Stipends	<b>\$0</b>
12. Total Costs (lines 9-11)	(b)(4)

**1) Personnel**

SC TIF will employ all state-level TAP staff: the TIF Project Director, program assistant, and Regional Master Teachers (RMTs). Personnel costs will ensure that all schools participating in SC TIF will receive all of the necessary support to implement TAP with fidelity. The TIF Project Director’s salary will be (b)(4) and will spend (b)(4) of his time on the SC TIF project. (b)(4) percent of his time will be funded through the TIF grant and the remaining (b)(4) will be in-kind using funds from NIET through a state contract. The Principal Investigator will oversee the TAP Director and will contribute up to (b)(4) of her time to the grant. This represents an in-kind contribution of up to (b)(4). These positions are primarily responsible for fiscal grant management and overall implementation of the TAP System.

The TAP program specialist will earn a salary of \$35,000, and will be paid from the TIF grant. RMTs will each be paid \$75,000.

<b>Personnel: The following requested personnel will all be hired as employees of the project.</b>	<b>FTE %</b>	<b>Base Salary</b>	<b>Total</b>
<p>TIF Project Director: Dennis Dotterer will be responsible for TAP and TIF implementation in South Carolina TIF schools. Responsibilities include convening the TAP Network and working with TIF schools through implementation, supervising RMTs and program specialist, providing on-site technical assistance, leading quarterly advisory board meetings, and assisting in data management to ensure validity for incentive bonuses. Position description and qualifications are defined further in TIF proposal narrative.</p>	(b)(4)		
<p>Program Assistant: (To be hired) This position will assist the Project Director with TIF implementation and will spend 100% of time on TIF activities. Responsibilities will include designing initial and ongoing training for school-based master and mentor teachers, to attract highly qualified and effective teachers, providing administrative, clerical, and fiscal support, preparing minutes from TAP network meetings, scheduling and preparing materials for TAP Network meetings, and managing data to ensure quality data collection and validate performance incentives.</p>			
<p>Regional Master Teachers (3): Each RMT will devote 100% of time to TIF grant work and will work with up to 8 local schools. RMTs will attend TAP trainings and build capacity of Master and Mentor teachers. Other duties will include evaluating and supporting career, mentor and master teachers; assisting in school-level data analysis, goal setting and cluster groups; assisting the TAP Project Director in providing training sessions; and participating in TAP Network and other meetings necessary with TIF and TAP Directors.</p>			
<p>School Based Master teachers: Master teachers will design and lead embedded professional development for individual teachers as well as cluster groups. Each school (25) will have one master teacher with the exception of one high school who will require 2 due to the size of the school but districts will increase cost share throughout the life of the grant.</p>			
<p>Master Teacher Salary augmentation: Each Master teacher (25) earns \$10,000 per year above their previous salary in return for additional job responsibilities.</p>			
<p>STEM Master Teachers: STEM Master Teachers (19) will be responsible for data collection and professional development, evaluating and coaching individual STEM content teachers, and coordinating with the other school based Master Teachers to ensure that professional development is aligned to the specific needs of both the students and the teachers within STEM. These positions will only be in middle and highschoools or elementary</p>			

schools with significantly large populations.			
STEM Master Teacher augmentation: Each STEM Master Teacher (19) earns \$10,000 per year above their previous salary in return for additional job responsibilities.	(b)(4)		
Mentor Teacher salary augmentation: each Mentor Teacher (116) earns \$5000 per year above their previous salary in return for additional job responsibilities.			
Teacher performance incentives: All teachers in TAP schools are eligible for performance incentives, based on classroom observation scores and student growth data. \$2,000/teacher			
Administrator performance incentives: All principals and assistant principals in TAP schools are eligible for performance incentives based on evaluations and student growth data. \$8,000 per administrative team.			
<b>Total Personnel Cost:</b>			

## 2) Fringe Benefits

Fringe Benefits are calculated at (b)  
(4) to cover FICA, retirement, worker's compensation, unemployment, health and dental insurance.

<b>Fringe:</b>	<b>FTE%</b>	<b>Base Salary</b>	<b>Total</b>
TIF Project Director: Denis Dotterer	(b)(4)		
Program Assistant: To Be Hired			
Regional Master Teachers (3)			
School Based Master teachers (25)			
Master Teacher Salary augmentation (25)			
STEM Master Teachers (19)			
STEM Master Teachers augmentation (19)			
Mentor Teacher salary augmentation (116)			
Teacher performance incentives fringe. State fringe rate for performance compensation is 9%.			
Principal performance incentives fringe. State fringe rate for performance compensation is 9%.			
<b>Total Fringe Cost:</b>			

## 3) Travel

Travel costs for Year 3 consists of implementation meetings, startup trainings, annual conferences, site visits, meetings, and summer institute as outlined below.

<b>Travel</b>	<b># of Trips</b>	<b>Cost per Trip</b>	<b>Total</b>
TAP Director travel for school based implementation meetings. Each school will receive 2 continuation meetings. The first meeting will be to discuss the	48	24 trips x \$186 for overnight travel = \$4,464 • 150 miles round trip x mileage rate of .515/mile = \$77	\$6,312

TAP System and design for that school and the second meeting will be focused on observing and working with School Leadership Teams. Approximately half of these meetings will require an overnight stay and per diem.		<ul style="list-style-type: none"> <li>• \$77/night for lodging</li> <li>• \$32 per diem</li> </ul> <p>24 trips x \$77/trip (150 miles round trip x .515 = \$77) = \$1,848</p>	
Regional Master Teacher continuation training 1: This 3 day/3 night training, located in Arkansas is delivered by NIET as the second step toward a school's continuation of TAP. All regional master teachers and Project director will attend.	4	<p>\$719 per person</p> <ul style="list-style-type: none"> <li>• \$77 per night out of state lodging x 3 = \$231</li> <li>• \$350 flight cost</li> <li>• \$46/day per diem x 3 = \$138</li> </ul>	\$2,876
NIET continuation training 2: This 2 day/2 night training located in Arkansas delivered by NIET as a step toward a continual school's adoption of TAP. All Regional Master Teachers and Project Director will attend.	4	<p>\$568 per person</p> <ul style="list-style-type: none"> <li>• \$77 per night out of state lodging x 2 days = \$154</li> <li>• \$350 flight cost</li> <li>• \$46/day per diem x 2 = \$64</li> </ul>	\$2,272
Annual National TAP Conference in Los Angeles, California: This 3 day/3 night conference will be attended by TAP state leadership (5) and 4 members from each TAP leadership team from each TIF school (29 schools x 4 members = 116) in order to receive essential TAP training. 2 additional people will attend from each district (2 per district x 8 districts = 16). 2 additional state personnel such as the office of School Transformation director as well as the principal investigator will attend.	116	<p>\$1,155/trip x 120 persons =</p> <ul style="list-style-type: none"> <li>• \$125/night out of state lodging x 4 nights (due to length of trip) = \$500</li> <li>• \$500 flight cost</li> <li>• \$50 baggage fee</li> <li>• \$50 parking fee</li> <li>• \$32 per diem x 4 days = \$128</li> <li>• \$23/day transportation x 4 = \$92</li> </ul>	\$133,980
In-state travel for 3 regional master teachers	3	<p>\$10,000</p> <p>Mileage Rate @ \$0.50 Lodging rate @ \$77 per day</p>	\$30,000
Project Director grant monitoring: Project Director will visit each school to assess implementation of TAP to ensure fidelity and assist in problem solving.	24	<p>\$77.25 x 24 schools = \$1,854</p> <p>150 miles average round trip x \$0.515/mile = \$77.25</p>	\$1,854
Site visits to TAP schools: Regional master teachers will visit each school at least once every two weeks in the initial year to aide with implementation of TAP and coach master and mentor teachers and principals on effective practice. (24 schools x 3 visits/month x 12 months)	864	<p>\$75</p> <p>Mileage rate of \$0.50 with average trip to schools @ 150 miles</p>	\$64,800
Statewide Principal meetings: Meeting	2	2 trips x \$1,854 = \$3,708	\$3,708

is designed for ongoing training for administrators on implementation practices and leadership skills training. A meeting will be held in the fall and spring.		24 principals x \$0.515/mile x 150 round trip miles = \$1,854	
Statewide Master Teacher meetings: Master Teachers (25) will meet twice a year for ongoing training on vital implementation aspects, such as value-added and implementation topics to ensure ongoing fidelity to the model.	2	2 trips x \$1,854 = \$3,708  25 master teachers x \$0.515/mile x 150 round trip miles = \$1,854	\$3,863
Annual TIF 3 day Summer Implementation Institute: All schools will send leadership teams to a summer institute for continual statewide structural updates. Approximately 4 individuals per school (Principal, Assistant Principal, Master Teacher and a Mentor Teacher) will attend yearly. The TIF conference will typically be held either in Charleston or Hilton Head.	24	24 schools x \$697 = \$16,728  <ul style="list-style-type: none"> <li>• \$105 per night conference rate x 2 x 2 nights = \$420</li> <li>• \$0.515/mile x 150 miles round trip = \$77.25</li> <li>• Per diem of \$25 per day x 4 people x 2 days = \$200</li> </ul>	\$16,728
TIF Grantee Meeting: Required meeting for all TIF grantees for 2 days/1 night. The Project Director and two state-level staff members will attend this annual meeting on managing and implementing the TIG grant.	3	\$624 x 3 people = \$1,872  <ul style="list-style-type: none"> <li>• \$150 lodging</li> <li>• Transportation \$30 per day x 2 days = \$60</li> <li>• Per diem of \$32 per day x 2 = \$64</li> <li>• Flight \$350</li> </ul>	\$1,872
TIF Topical Meeting: Required meeting for all TIF grantees for 2 days/1 night. The Project Director and one state-level staff member will attend this annual meeting to receive in depth information on a topic related to implementing PBCSs.	2	\$624 x 2 people = \$1,248  <ul style="list-style-type: none"> <li>• \$150 lodging</li> <li>• Transportation \$30/day x 2 days = \$60</li> <li>• Per diem of \$32 per day x 2 days = \$64</li> <li>• Flight \$350</li> </ul>	\$1,248
<b>Total:</b>			<b>\$269,513</b>

#### 4) Equipment

N/A

#### 5) Supplies

Computer and electronics equipment will be provided as an in-kind contribution from SCDE for the Principal Investigator, as well as any other staff who assist with the grant. The TIF grant will contribute computers and wireless internet access for the TAP Director and RMTs, as well as an LCD

projector and printer for the TAP Director, the program specialist, and one for each RMT. TAP staff housed at the SCDE will be provided with office supplies and equipment as an in-kind contribution from SCDE. Communication/internet access and other technical equipment at \$150 per person per month.

<b>Item Description</b>	<b>Cost of Item</b>	<b>Number of Items</b>	<b>Total Amount</b>
Wireless Access	\$150 per month	4	\$7,200
<b>Total:</b>			<b>\$7,200</b>

Basic training supplies for statewide trainings will include, but are not limited to, statewide master teacher meetings, statewide administrator meetings, and the TIF Summer Implementation Institute. Assuming an annual cost of \$100 per school for the 24 schools directly involved with the implementation of TAP, the total value for training supplies in the first year is \$2,400. This cost will include printing and binding materials for each participant for each session. Additionally, all identified schools will need additional STEM supplies based on trainings to implement a college ready curriculum in STEM subjects. Each school will be given \$10,000 for specified STEM materials. The SCDE will provide all office supplies for the TAP Director, Principal Investigator and policy staff during Year 3. The budget breakdown for training supplies is summarized in the following table.

<b>Item</b>	<b>Cost per school</b>	<b>Total Amount</b>	<b>Total Cost</b>
Supplies	\$100	24	<b>\$2,400</b>
STEM Materials	\$10,000	24	<b>\$240,000</b>
<b>Total:</b>			<b>\$242,400</b>

#### 6) Contractual

<b>Contractual</b>	<b>Number of trainings or schools</b>	<b>Total</b>
Startup workshop training: SC TAP will contract with NIET to train SC TAP Personnel in conducting annual startup workshops to take place prior to the school year in TAP schools that need assistance. Each training will cost \$1250 to conduct.	4	\$5,000
Annual access to TAP Training Portal (NIET): All TAP schools must have a subscription to the TAP training portal where videos of best classroom practices can be viewed, and other documents and information are shared. Access costs \$1500 per school.	24 schools	\$36,000
NIET School Review Process: SC TAP will contract with NIET to conduct a review of each TAP school annually to ensure fidelity to the TAP model. \$2,500/review.	24 schools	\$60,000
Comprehensive Online Data Entry (CODE): Data management system with payout process costs \$2,000/school with an	24 schools	\$58,000

additional \$10,000 required each year for programmatic upgrades to system.		
360 degree administrative evaluation model for valid and reliable assessment of administration. \$360 per administrator	60 administrators	\$21,600
Data Linkage System to allow for verification and validation of student/teacher linkage to ensure reliability of the data for value-added calculations. \$1500/school.	24 schools	\$36,000
Value Added calculations: Contract with a company to complete value-added calculations for all students and schools. \$10,000 base cost + \$1.25 per student + \$25 per teacher.	13,467 students 898 teachers	\$49,284
Student Learning Outcome validation contract: SC TIF will work with an SLO provider or agency to build and validate reliable SLOs. Estimated at \$10,000/school.	24 schools	\$240,000
Grant Evaluation: Will contract with an external evaluator to conduct the TIF evaluation of the program. See management section for details of the evaluation component.		\$80,000
Communications: Will communicate success and create district level brochures, etc.		\$20,000
<b>Total:</b>		<b>\$605,884</b>

#### 7) Training Stipends

N/A

#### 8) Other

Other costs in South Carolina's TIF grant during the planning year consist primarily of registration fees for conferences to provide greater professional development in the TAP System.

Item	Timing of Cost	Total Cost
SC TAP TIF Summer Implementation Institute: Includes location rental, necessary presentation equipment, and training materials.	Summer 2015	\$25,000
Recruitment bonuses: Bonuses used for hard-to-staff subjects in high need schools that are hard to serve. Each first year bonus will be \$7,500.	40	\$300,000
Retention Bonuses: Bonuses used to retain quality teachers in the subject area that they were hired for. Year two and three bonuses are \$3,750 respectively	80	\$300,000
<b>Total:</b>		<b>\$625,000</b>

#### 9) Total Direct Costs

Total direct costs represent the sum of all budget line items discussed above. The total direct cost is **\$7,293,013**.

#### 10) Indirect Costs

An indirect cost rate of 3.0% is charged to all applicable costs through an indirect cost agreement through the South Carolina Department of Education. The amount of applicable costs is found by subtracting the all equipment and contractual cost, less up to \$25,000 per contract, from the total direct cost which totals **\$6,659,129**. The amount of indirect costs equals **\$199,774**.

**11) Total Costs**

Total cost is the sum of total direct costs and total indirect costs. The total cost of the year 3 is **\$7,492,787.**

**PROJECT-YEAR BUDGET NARRATIVE: YEAR FOUR**

<b>Budget Year Summary: Year 4</b>	
<b>Budget Categories</b>	<b>Total</b>
1. Personnel	<b>\$3,977,600</b>
2. Fringe Benefits	<b>\$926,554</b>
3. Travel	<b>\$269,513</b>
4. Equipment	<b>\$0</b>
5. Supplies	<b>\$300,000</b>
6. Contractual	<b>\$605,884</b>
7. Construction	<b>\$0</b>
8. Other	<b>\$625,000</b>
9. Total Direct Costs (lines 1-8)	<b>\$6,704,551</b>
10. Indirect Costs*	<b>\$189,608</b>
11. Training Stipends	<b>\$0</b>
12. Total Costs (lines 9-11)	<b>\$6,894,159</b>

**1) Personnel**

SC TIF will employ all state-level TAP staff: the TIF Project Director, program assistant, and Regional Master Teachers (RMTs). Personnel costs will ensure that all schools participating in SC TIF will receive all of the necessary support to implement TAP with fidelity. The TIF Project Director’s salary will be \$90,000 and will spend 100% of his time on the SC TIF project. Eighty percent of his time will be funded through the TIF grant and the remaining 20% will be in-kind using funds from NIET through a state contract. The Principal Investigator will oversee the TAP Director and will contribute up to 10% of her time to the grant. This represents an in-kind contribution of up to \$9,200. These positions are primarily responsible for fiscal grant management and overall implementation of the TAP System.

The TAP program specialist will earn a salary of \$35,000, and will be paid from the TIF grant. RMTs will each be paid \$75,000.

<b>Personnel: The following requested personnel will all be hired as employees of the project.</b>	<b>FTE %</b>	<b>Base Salary</b>	<b>Total</b>
TIF Project Director: Dennis Dotterer will be responsible for TAP and TIF implementation in South Carolina TIF schools. Responsibilities include convening the TAP Network and working with TIF schools through implementation, supervising RMTs and program specialist, providing on-site technical assistance, leading quarterly advisory board meetings, and assisting in data management to ensure validity for incentive bonuses. Position description and qualifications are defined further in TIF proposal narrative.	(b)(4)		
Program Assistant: (To be hired) This position will assist the Project Director with TIF implementation and will spend 100% of time on TIF activities. Responsibilities will include designing initial and ongoing training for school-based master and mentor teachers, to attract highly qualified and effective teachers, providing administrative, clerical, and fiscal support, preparing minutes from TAP network meetings, scheduling and preparing materials for TAP Network meetings, and managing data to ensure quality data collection and validate performance incentives.			
Regional Master Teachers (3): Each RMT will devote 100% of time to TIF grant work and will work with up to 8 local schools. RMTs will attend TAP trainings and build capacity of Master and Mentor teachers. Other duties will include evaluating and supporting career, mentor and master teachers; assisting in school-level data analysis, goal setting and cluster groups; assisting the TAP Project Director in providing training sessions; and participating in TAP Network and other meetings necessary with TIF and TAP Directors.			
School Based Master teachers: Master teachers will design and lead embedded professional development for individual teachers as well as cluster groups. Each school (25) will have one master teacher with the exception of one high school who will require 2 due to the size of the school but districts will increase cost share throughout the life of the grant.			
Master Teacher Salary augmentation: Each Master teacher (25) earns \$10,000 per year above their previous salary in return for additional job responsibilities.			
STEM Master Teachers: STEM Master Teachers (19) will be responsible for data collection and professional development, evaluating and coaching individual STEM content teachers, and coordinating with the other school based Master Teachers to ensure that professional development is aligned to the specific needs of both the students and the teachers within STEM. These positions will only be in middle and highschools			

or elementary schools with significantly large populations.			
STEM Master Teacher augmentation: Each STEM Master Teacher (19) earns \$10,000 per year above their previous salary in return for additional job responsibilities.	(b)(4)		
Mentor Teacher salary augmentation: each Mentor Teacher (116) earns \$5000 per year above their previous salary in return for additional job responsibilities.			
Teacher performance incentives: All teachers in TAP schools are eligible for performance incentives, based on classroom observation scores and student growth data. \$2,000/teacher			
Administrator performance incentives: All principals and assistant principals in TAP schools are eligible for performance incentives based on evaluations and student growth data. \$8,000 per administrative team.			
<b>Total Personnel Cost:</b>			

## 2) Fringe Benefits

Fringe Benefits are calculated at 31% to cover FICA, retirement, worker's compensation, unemployment, health and dental insurance.

<b>Fringe:</b>	<b>FTE %</b>	<b>Base Salary</b>	<b>Total</b>
TIF Project Director: Dennis Dotterer	(b)(4)		
Program Assistant: To Be Hired			
Regional Master Teachers (3)			
School Based Master teachers (25)			
Master Teacher Salary augmentation (25)			
STEM Master Teachers (19)			
STEM Master Teachers augmentation (19)			
Mentor Teacher salary augmentation (116)			
Teacher performance incentives fringe. State fringe rate for performance compensation is 9%.			
Principal performance incentives fringe. State fringe rate for performance compensation is 9%.			
<b>Total Fringe Cost:</b>			

## 3) Travel

Travel costs for Year 4 consists of implementation meetings, continuation trainings, annual conferences, site visits, meetings, and summer institute as outlined below.

<b>Travel</b>	<b># of Trips</b>	<b>Cost per Trip</b>	<b>Total</b>
TAP Director travel for school based implementation meetings. Each school will receive 2 continuation meetings. The first meeting will be to discuss the TAP System and design for that school and	48	24 trips x \$186 for overnight travel = \$4,464 <ul style="list-style-type: none"> <li>• 150 miles round trip x mileage rate of .515/mile = \$77</li> <li>• \$77/night for lodging</li> </ul>	\$6,312

the second meeting will be focused on observing and working with School Leadership Teams. Approximately half of these meetings will require an overnight stay and per diem.		<ul style="list-style-type: none"> <li>\$32 per diem</li> </ul> 24 trips x \$77/trip (150 miles round trip x .515 = \$77) = \$1,848	
Regional Master Teacher continuation training 1: This 3 day/3 night training, located in Arkansas is delivered by NIET as the second step toward a school's continuation of TAP. All regional master teachers and Project director will attend.	4	\$719 per person <ul style="list-style-type: none"> <li>\$77 per night out of state lodging x 3 = \$231</li> <li>\$350 flight cost</li> <li>\$46/day per diem x 3 = \$138</li> </ul>	\$2,876
NIET continuation training 2: This 2 day/2 night training located in Arkansas delivered by NIET as a step toward a continual school's adoption of TAP. All Regional Master Teachers and Project Director will attend.	4	\$568 per person <ul style="list-style-type: none"> <li>\$77 per night out of state lodging x 2 days = \$154</li> <li>\$350 flight cost</li> <li>\$46/day per diem x 2 = \$64</li> </ul>	\$2,272
Annual National TAP Conference in Los Angeles, California: This 3 day/3 night conference will be attended by TAP state leadership (5) and 4 members from each TAP leadership team from each TIF school (29 schools x 4 members = 116) in order to receive essential TAP training. 2 additional people will attend from each district (2 per district x 8 districts = 16). 2 additional state personnel such as the office of School Transformation director as well as the principal investigator will attend.	116	\$1,155/trip x 120 persons = <ul style="list-style-type: none"> <li>\$125/night out of state lodging x 4 nights (due to length of trip) = \$500</li> <li>\$500 flight cost</li> <li>\$50 baggage fee</li> <li>\$50 parking fee</li> <li>\$32 per diem x 4 days = \$128</li> <li>\$23/day transportation x 4 = \$92</li> </ul>	\$133,980
In-state travel for 4 regional master teachers	3	\$10,000  Mileage Rate @ \$0.50 Lodging rate @ \$77 per day	\$30,000
Project Director grant monitoring: Project Director will visit each school to assess implementation of TAP to ensure fidelity and assist in problem solving.	24	\$77.25 x 24 schools = \$1,854  150 miles average round trip x \$0.515/mile = \$77.25	\$1,854
Site visits to TAP schools: Regional master teachers will visit each school at least once every two weeks in the initial year to aide with implementation of TAP and coach master and mentor teachers and principals on effective practice. (4 regionals x 3 visits per month x 12 months)	864	\$75  Mileage rate of \$0.50 with average trip to schools @ 150 miles	\$64,800
Statewide Principal meetings: Meeting is designed for ongoing training for administrators on implementation practices and leadership skills training. A	2	2 trips x \$1,854 = \$3,708  24 principals x \$0.515/mile x 150 round trip miles = \$1,854	\$3,708

meeting will be held in the fall and spring.			
Statewide Master Teacher meetings: Master Teachers (24) will meet twice a year for ongoing training on vital implementation aspects, such as value-added and implementation topics to ensure ongoing fidelity to the model.	2	2 trips x \$1,854 = \$3,708  25 mentor teachers x \$0.515/mile x 150 round trip miles = \$1,854	\$3,863
Annual TIF 3 day Summer Implementation Institute: All schools will send leadership teams to a summer institute for continual statewide structural updates. Approximately 4 individuals per school (Principal, Assistant Principal, Master Teacher and a Mentor Teacher) will attend yearly. The TIF conference will typically be held either in Charleston or Hilton Head.	24	24 schools x \$697 = \$16,728  <ul style="list-style-type: none"> <li>• \$105 per night conference rate x 2 x 2 nights = \$420</li> <li>• \$0.515/mile x 150 miles round trip = \$77.25</li> <li>• Per diem of \$25 per day x 4 people x 2 days = \$200</li> </ul>	\$16,728
TIF Grantee Meeting: Required meeting for all TIF grantees for 2 days/1 night. The Project Director and two state-level staff members will attend this annual meeting on managing and implementing the TIG grant.	3	\$624 x 3 people = \$1,872  <ul style="list-style-type: none"> <li>• \$150 lodging</li> <li>• Transportation \$30 per day x 2 days = \$60</li> <li>• Per diem of \$32 per day x 2 = \$64</li> <li>• Flight \$350</li> </ul>	\$1,872
TIF Topical Meeting: Required meeting for all TIF grantees for 2 days/1 night. The Project Director and one state-level staff member will attend this annual meeting to receive in depth information on a topic related to implementing PBCSs.	2	\$624 x 2 people = \$1,248  <ul style="list-style-type: none"> <li>• \$150 lodging</li> <li>• Transportation \$30/day x 2 days = \$60</li> <li>• Per diem of \$32 per day x 2 days = \$64</li> <li>• Flight \$350</li> </ul>	\$1,248
<b>Total:</b>			<b>\$272,058</b>

#### 4) Equipment

N/A

#### 5) Supplies

Computer and electronics equipment will be provided as an in-kind contribution from SCDE for the Principal Investigator, as well as any other staff who assist with the grant. The TIF grant will contribute computers and wireless internet access for the TAP Director and RMTs, as well as an LCD projector and printer for the TAP Director, the program specialist, and one for each RMT. TAP staff housed at the SCDE will be provided with office supplies and equipment as an in-kind contribution from

SCDE. Computers are valued at \$2,000 per computer, printers at \$500 per printer or LCD projector, and communication/internet access and other technical equipment at \$150 per person.

<b>Item Description</b>	<b>Cost of Item</b>	<b>Number of Items</b>	<b>Total Amount</b>
Computers	\$2,000	4	\$8,000
LCD Projector	\$500	4	\$2,000
Printers	\$500	4	\$2,000
Wireless Access	\$150 per month	4	\$7,200
<b>Total:</b>			<b>\$19,200</b>

Basic training supplies for statewide trainings will include, but are not limited to, statewide master teacher meetings, statewide administrator meetings, and the TIF Summer Implementation Institute. Assuming an annual cost of \$100 per school for the 24 schools directly involved with the implementation of TAP, the total value for training supplies in the first year is \$2,400. This cost will include printing and binding materials for each participant for each session. Additionally, each school will require 2 tablets as well as a scripting and evaluating application for the tablet to use CODE, Portal and allow direct evaluations of teachers. Additionally, all indentified schools will need additional STEM supplies based on trainings to implement a college ready curriculum in STEM subjects. Each school will be given \$10,000 for specified STEM materials. The SCDE will provide all office supplies for the TAP Director, Principal Investigator and policy staff during Year 4. The budget breakdown for training supplies is summarized in the following table.

<b>Item</b>	<b>Cost per school</b>	<b>Total Amount</b>	<b>Total Cost</b>
Supplies	\$100	24	<b>\$2,400</b>
2 Tablets for School Leadership team (\$750 ea.)	\$1,500	24	<b>\$36,000</b>
TAP Application for Tablet	\$50	48	<b>\$2,400</b>
STEM Materials	\$10,000	24	<b>\$240,000</b>
<b>Total:</b>			<b>\$280,800</b>

#### 6) Contractual

<b>Contractual</b>	<b>Number of trainings or schools</b>	<b>Total</b>
Startup workshop training: SC TAP will contract with NIET to train SC TAP Personnel in conducting annual startup workshops to take place prior to the school year in TAP schools that need assistance. Each training will cost \$1250 to conduct.	4	\$5,000

Annual access to TAP Training Portal (NIET): All TAP schools must have a subscription to the TAP training portal where videos of best classroom practices can be viewed, and other documents and information are shared. Access costs \$1500 per school.	24 schools	\$36,000
NIET School Review Process: SC TAP will contract with NIET to conduct a review of each TAP school annually to ensure fidelity to the TAP model. \$2,500/review.	24 schools	\$60,000
Comprehensive Online Data Entry (CODE): Data management system with payout process costs \$2,000/school with an additional \$10,000 required each year for programmatic upgrades to system.	24 schools	\$58,000
360 degree administrative evaluation model for valid and reliable assessment of administration. \$360 per administrator	60 administrators	\$21,600
Data Linkage System to allow for verification and validation of student/teacher linkage to ensure reliability of the data for value-added calculations. \$1500/school.	24 schools	\$36,000
Value Added calculations: Contract with a company to complete value-added calculations for all students and schools. \$10,000 base cost + \$1.25 per student + \$25 per teacher.	13,467 students 898 teachers	\$49,284
Student Learning Outcome validation contract: SC TIF will work with an SLO provider or agency to build and validate reliable SLOs. Estimated at \$10,000/school.	24 schools	\$240,000
Grant Evaluation: Will contract with an external evaluator to conduct the TIF evaluation of the program. See management section for details of the evaluation component.		\$80,000
Communications:		\$20,000
<b>Total:</b>		<b>\$605,884</b>

## 7) Training Stipends

N/A

## 8) Other

Other costs in South Carolina's TIF grant during year 4 consist primarily of registration fees for conferences to provide greater professional development in the TAP System.

Item	Timing of Cost	Total Cost
SC TAP TIF Summer Implementation Institute: Includes location rental, necessary presentation equipment, and training materials.	Summer 2015	\$25,000
Recruitment bonuses: Bonuses used for hard-to-staff subjects in high need schools that are hard to serve. Each first year bonus will be \$7,500.	20	\$150,000
Retention Bonuses: Bonuses used to retain quality teachers in the subject area that they were hired	120	\$450,000

for. Year two and three bonuses are \$3,750 respectively		
<b>Total:</b>		<b>\$625,000</b>

**9) Total Direct Costs**

Total direct costs represent the sum of all budget line items discussed above. The total direct cost is **\$6,704,551**.

**10) Indirect Costs**

An indirect cost rate of 3.0% is charged to all applicable costs through an indirect cost agreement through the South Carolina Department of Education. The amount of applicable costs is found by subtracting the all equipment and contractual cost, less up to \$25,000 per contract, from the total direct cost which totals **\$6,329,267**. The amount of indirect costs equals **\$189,608**.

**11) Total Costs**

Total cost is the sum of total direct costs and total indirect costs. The total cost of the year 4 is **\$6,894,159**.

**PROJECT-YEAR BUDGET NARRATIVE: YEAR FIVE**

<b>Budget Year Summary: Year 5</b>	
<b>Budget Categories</b>	<b>Total</b>
1. Personnel	<b>\$3,456,800</b>
2. Fringe Benefits	(b)(4)
3. Travel	<b>\$269,513</b>
4. Equipment	<b>\$0</b>
5. Supplies	<b>\$249,600</b>
6. Contractual	<b>\$605,884</b>
7. Construction	<b>\$0</b>
8. Other	<b>\$475,000</b>
9. Total Direct Costs (lines 1-8)	<b>\$5,865,989</b>
10. Indirect Costs*	<b>\$164,451</b>
11. Training Stipends	<b>\$0</b>
12. Total Costs (lines 9-11)	(b)(4)

**1) Personnel**

SC TIF will employ all state-level TAP staff: the TIF Project Director, program assistant, and Regional Master Teachers (RMTs). Personnel costs will ensure that all schools participating in SC TIF will receive all of the necessary support to implement TAP with fidelity. The TIF Project Director’s salary will be (b)(4) and will spend (b)(4) of his time on the SC TIF project. (b)(4) of his time will be funded through the TIF grant and the remaining (b)(4) will be in-kind using funds from NIET through a state contract. The Principal Investigator will oversee the TAP Director and will contribute up to (b)(4) of her time to the grant. This represents an in-kind contribution of up to (b)(4). These positions are primarily responsible for fiscal grant management and overall implementation of the TAP System.

The TAP program specialist will earn a salary of \$35,000, and will be paid from the TIF grant. RMTs will each be paid \$75,000.

<b>Personnel: The following requested personnel will all be hired as employees of the project.</b>	<b>FTE %</b>	<b>Base Salary</b>	<b>Total</b>
<p>TIF Project Director: Dennis Dotterer will be responsible for TAP and TIF implementation in South Carolina TIF schools. Responsibilities include convening the TAP Network and working with TIF schools through implementation, supervising RMTs and program specialist, providing on-site technical assistance, leading quarterly advisory board meetings, and assisting in data management to ensure validity for incentive bonuses. Position description and qualifications are defined further in TIF proposal narrative.</p>	(b)(4)		
<p>Program Assistant: (To be hired) This position will assist the Project Director with TIF implementation and will spend 100% of time on TIF activities. Responsibilities will include designing initial and ongoing training for school-based master and mentor teachers, to attract highly qualified and effective teachers, providing administrative, clerical, and fiscal support, preparing minutes from TAP network meetings, scheduling and preparing materials for TAP Network meetings, and managing data to ensure quality data collection and validate performance incentives.</p>			
<p>Regional Master Teachers (3): Each RMT will devote 100% of time to TIF grant work and will work with up to 8 local schools. RMTs will attend TAP trainings and build capacity of Master and Mentor teachers. Other duties will include evaluating and supporting career, mentor and master teachers; assisting in school-level data analysis, goal setting and cluster groups; assisting the TAP Project Director in providing training sessions; and participating in TAP Network and other meetings necessary with TIF and TAP Directors.</p>			
<p>School Based Master teachers: Master teachers will design and lead embedded professional development for individual teachers as well as cluster groups. Each school (25) will have one master teacher with the exception of one high school who will require 2 due to the size of the school but districts will increase cost share throughout the life of the grant.</p>			
<p>Master Teacher Salary augmentation: Each Master teacher (25) earns \$10,000 per year above their previous salary in return for additional job responsibilities.</p>			
<p>STEM Master Teachers: STEM Master Teachers (19) will be responsible for data collection and professional development, evaluating and coaching individual STEM content teachers, and coordinating with the other school based Master Teachers to ensure that professional development is aligned to the specific needs of both the students and the teachers within STEM. These positions will only be in middle and high schools or elementary</p>			

schools with significantly large populations.			
STEM Master Teacher augmentation: Each STEM Master Teacher (19) earns \$10,000 per year above their previous salary in return for additional job responsibilities.	(b)(4)		
Mentor Teacher salary augmentation: each Mentor Teacher (116) earns \$5000 per year above their previous salary in return for additional job responsibilities.			
Teacher performance incentives: All teachers in TAP schools are eligible for performance incentives, based on classroom observation scores and student growth data. \$2,000/teacher			
Administrator performance incentives: All principals and assistant principals in TAP schools are eligible for performance incentives based on evaluations and student growth data. \$8,000 per administrative team.			
<b>Total Personnel Cost:</b>			

## 2) Fringe Benefits

Fringe Benefits are calculated at 31% to cover FICA, retirement, worker's compensation, unemployment, health and dental insurance.

<b><i>Fringe:</i></b>	<b>FTE%</b>	<b>Base Salary</b>	<b>Total</b>
TIF Project Director: Denis Dotterer	(b)(4)		
Program Assistant: To Be Hired			
Regional Master Teachers (3)			
School Based Master teachers (25)			
Master Teacher Salary augmentation (25)			
STEM Master Teachers (19)			
STEM Master Teachers augmentation (19)			
Mentor Teacher salary augmentation (116)			
Teacher performance incentives fringe. State fringe rate for performance compensation is 9%.			
Principal performance incentives fringe. State fringe rate for performance compensation is 9%.			
<b>Total Fringe Cost:</b>			

## 3) Travel

Travel costs for Year 5 consists of implementation meetings, continuation trainings, annual conferences, site visits, meetings, and summer institute as outlined below.

<b>Travel</b>	<b># of Trips</b>	<b>Cost per Trip</b>	<b>Total</b>
TAP Director travel for school based	48	24 trips x \$186 for overnight travel =	\$6,312

implementation meetings. Each school will receive 2 continuation meetings. The first meeting will be to discuss the TAP System and design for that school and the second meeting will be focused on observing and working with School Leadership Teams. Approximately half of these meetings will require an overnight stay and per diem.		\$4,464 <ul style="list-style-type: none"> <li>• 150 miles round trip x mileage rate of .515/mile = \$77</li> <li>• \$77/night for lodging</li> <li>• \$32 per diem</li> </ul> 24 trips x \$77/trip (150 miles round trip x .515 = \$77) = \$1,848	
Regional Master Teacher continuation training 1: This 3 day/3 night training, located in Arkansas is delivered by NIET as the second step toward a school's continuation of TAP. All regional master teachers and Project director will attend.	4	\$719 per person <ul style="list-style-type: none"> <li>• \$77 per night out of state lodging x 3 = \$231</li> <li>• \$350 flight cost</li> <li>• \$46/day per diem x 3 = \$138</li> </ul>	\$2,876
NIET continuation training 2: This 2 day/2 night training located in Arkansas delivered by NIET as a step toward a continual school's adoption of TAP. All Regional Master Teachers and Project Director will attend.	4	\$568 per person <ul style="list-style-type: none"> <li>• \$77 per night out of state lodging x 2 days = \$154</li> <li>• \$350 flight cost</li> <li>• \$46/day per diem x 2 = \$92</li> </ul>	\$2,272
Annual National TAP Conference in Los Angeles, California: This 3 day/3 night conference will be attended by TAP state leadership (5) and 4 members from each TAP leadership team from each TIF school (29 schools x 4 members = 116) in order to receive essential TAP training. 2 additional people will attend from each district (2 per district x 8 districts = 16). 2 additional state personnel such as the office of School Transformation director as well as the principal investigator will attend.	116	\$1,155/trip x 120 persons = <ul style="list-style-type: none"> <li>• \$125/night out of state lodging x 4 nights (due to length of trip) = \$500</li> <li>• \$500 flight cost</li> <li>• \$50 baggage fee</li> <li>• \$50 parking fee</li> <li>• \$32 per diem x 4 days = \$128</li> <li>• \$23/day transportation x 4 = \$92</li> </ul>	\$133,980
In-state travel for 4 regional master teachers	3	\$10,000  Mileage Rate @ \$0.50 Lodging rate @ \$77 per day	\$30,000
Project Director grant monitoring: Project Director will visit each school to assess implementation of TAP to ensure fidelity and assist in problem solving.	24	\$77.25 x 24 schools = \$1,854  150 miles average round trip x \$0.515/mile = \$77.25	\$1,854
Site visits to TAP schools: Regional master teachers will visit each school at least once every two weeks in the initial year to aide with implementation of TAP and coach master and mentor teachers and principals on effective	864	\$75  Mileage rate of \$0.50 with average trip to schools @ 150 miles	\$64,800

practice. (4 regionals x 3 visits per month x 12 months)			
Statewide Principal meetings: Meeting is designed for ongoing training for administrators on implementation practices and leadership skills training. A meeting will be held in the fall and spring.	2	2 trips x \$1,854 = \$3,708  24 principals x \$0.515/mile x 150 round trip miles = \$1,854	\$3,708
Statewide Master Teacher meetings: Master Teachers (24) will meet twice a year for ongoing training on vital implementation aspects, such as value-added and implementation topics to ensure ongoing fidelity to the model.	2	2 trips x \$1,854 = \$3,708  25 mentor teachers x \$0.515/mile x 150 round trip miles = \$1,854	\$3,863
Annual TIF 3 day Summer Implementation Institute: All schools will send leadership teams to a summer institute for continual statewide structural updates. Approximately 4 individuals per school (Principal, Assistant Principal, Master Teacher and a Mentor Teacher) will attend yearly. The TIF conference will typically be held either in Charleston or Hilton Head.	24	24 schools x \$697 = \$16,728  <ul style="list-style-type: none"> <li>• \$105 per night conference rate x 2 x 2 nights = \$420</li> <li>• \$0.515/mile x 150 miles round trip = \$77.25</li> <li>• Per diem of \$25 per day x 4 people x 2 days = \$200</li> </ul>	\$16,728
TIF Grantee Meeting: Required meeting for all TIF grantees for 2 days/1 night. The Project Director and two state-level staff members will attend this annual meeting on managing and implementing the TIG grant.	3	\$624 x 3 people = \$1,872  <ul style="list-style-type: none"> <li>• \$150 lodging</li> <li>• Transportation \$30 per day x 2 days = \$60</li> <li>• Per diem of \$32 per day x 2 = \$64</li> <li>• Flight \$350</li> </ul>	\$1,872
TIF Topical Meeting: Required meeting for all TIF grantees for 2 days/1 night. The Project Director and one state-level staff member will attend this annual meeting to receive in depth information on a topic related to implementing PBCSs.	2	\$624 x 2 people = \$1,248  <ul style="list-style-type: none"> <li>• \$150 lodging</li> <li>• Transportation \$30/day x 2 days = \$60</li> <li>• Per diem of \$32 per day x 2 days = \$64</li> <li>• Flight \$350</li> </ul>	\$1,248
<b>Total:</b>			<b>\$269,513</b>

#### 4) Equipment

N/A

#### 5) Supplies

Computer and electronics equipment will be provided as an in-kind contribution from SCDE for the Principal Investigator, as well as any other staff who assist with the grant. TAP staff housed at the

SCDE will be provided with office supplies and equipment as an in-kind contribution from SCDE. Communication/internet access and other technical equipment at \$150 per person.

<b>Item Description</b>	<b>Cost of Item</b>	<b>Number of Items</b>	<b>Total Amount</b>
Wireless Access	\$150 Per month	4	\$7,200
<b>Total:</b>			<b>\$7,200</b>

Basic training supplies for statewide trainings will include, but are not limited to, statewide master teacher meetings, statewide administrator meetings, and the TIF Summer Implementation Institute. Assuming an annual cost of \$100 per school for the 24 schools directly involved with the implementation of TAP, the total value for training supplies in the first year is \$2,400. This cost will include printing and binding materials for each participant for each session. Additionally, all identified schools will need additional STEM supplies based on trainings to implement a college ready curriculum in STEM subjects. Each school will be given \$10,000 for specified STEM materials. The SCDE will provide all office supplies for the TAP Director, Principal Investigator and policy staff during Year 5. The budget breakdown for training supplies is summarized in the following table.

<b>Item</b>	<b>Cost per school</b>	<b>Total Amount</b>	<b>Total Cost</b>
Supplies	\$100	24	<b>\$2,400</b>
STEM Materials	\$10,000	24	<b>\$240,000</b>
<b>Total:</b>			<b>\$242,400</b>

#### 6) Contractual

<b>Contractual</b>	<b>Number of trainings or schools</b>	<b>Total</b>
Startup workshop training: SC TAP will contract with NIET to train SC TAP Personnel in conducting annual startup workshops to take place prior to the school year in TAP schools that need assistance. Each training will cost \$1250 to conduct.	4	\$5,000
Annual access to TAP Training Portal (NIET): All TAP schools must have a subscription to the TAP training portal where videos of best classroom practices can be viewed, and other documents and information are shared. Access costs \$1500 per school.	24 schools	\$36,000
NIET School Review Process: SC TAP will contract with NIET to conduct a review of each TAP school annually to ensure fidelity to the TAP model. \$2,500/review.	24 schools	\$60,000
Comprehensive Online Data Entry (CODE): Data management system with payout process costs \$2,000/school with an additional \$10,000 required each year for programmatic upgrades to system.	24 schools	\$58,000

360 degree administrative evaluation model for valid and reliable assessment of administration. \$360 per administrator	60 administrators	\$21,600
Data Linkage System to allow for verification and validation of student/teacher linkage to ensure reliability of the data for value-added calculations. \$1500/school.	24 schools	\$36,000
Value Added calculations: Contract with a company to complete value-added calculations for all students and schools. \$10,000 base cost + \$1.25 per student + \$25 per teacher.	13,467 students 898 teachers	\$49,284
Student Learning Outcome validation contract: SC TIF will work with an SLO provider or agency to build and validate reliable SLOs. Estimated at \$10,000/school.	24 schools	\$240,000
Grant Evaluation: Will contract with an external evaluator to conduct the TIF evaluation of the program. See management section for details of the evaluation component.		\$80,000
Communications:		\$20,000
<b>Total:</b>		<b>\$605,884</b>

### 7) Training Stipends

N/A

### 8) Other

Other costs in South Carolina's TIF grant during the planning year consist primarily of registration fees for conferences to provide greater professional development in the TAP System.

Item	Timing of Cost	Total Cost
SC TAP TIF Summer Implementation Institute: Includes location rental, necessary presentation equipment, and training materials.	Summer 2017	\$25,000
Recruitment bonuses: Bonuses used for hard-to-staff subjects in high need schools that are hard to serve. Each first year bonus will be \$7,500.	20	\$150,000
Retention Bonuses: Bonuses used to retain quality teachers in the subject area that they were hired for. Year two and three bonuses are \$3,750 respectively	80	\$300,000
<b>Total:</b>		<b>\$475,000</b>

### 9) Total Direct Costs

Total direct costs represent the sum of all budget line items discussed above. The total direct cost is **\$5,865,989**.

### 10) Indirect Costs

An indirect cost rate of 3.0% is charged to all applicable costs through an indirect cost agreement through the South Carolina Department of Education. The amount of applicable costs is found by subtracting the all equipment and contractual cost, less up to \$25,000 per contract, from the total direct cost which totals **\$5,841,705**. The amount of indirect costs equals **\$164,451**.

**11) Total Costs**

Total cost is the sum of total direct costs and total indirect costs. The total cost of the fifth year is **\$6,030,440.**

**STEM and TAP: Effective Practices (STEP)  
South Carolina Department of Education**

**Yearly In-Kind Match**

<b>In-Kind Budget Summary: Year 1</b>	
<b>Budget Categories</b>	<b>Total</b>
1. Personnel	<b>\$627,200</b>
2. Fringe Benefits	(b)(4)
3. Travel	<b>\$0</b>
4. Equipment	<b>\$5,000</b>
5. Supplies	<b>\$2,250</b>
6. Contractual	<b>\$0</b>
7. Construction	<b>\$0</b>
8. Other	<b>\$4,100</b>
9. Total Direct Costs (lines 1-8)	<b>\$832,982</b>
10. Indirect Costs	<b>\$0</b>
11. Training Stipends	<b>\$0</b>
12. Total Costs (lines 9-11)	(b)(4)

**1) Personnel**

The TIF Project Director will spend (b)(4) of his time on the SC TIF project. Twenty percent will be in-kind funds using fund from NIET through a state contract. The Principal Investigator will oversee the TAP Director and will contribute up to (b)(4) of her time to the grant. Schools will provide funding for 12 additional School Based Master Teachers.

<b>Personnel</b>	<b>FTE %</b>	<b>Total Salary</b>	<b>Total</b>
TAP Project Director (Dennis Dotterer): An In-Kind Contribution will be made using funds from NIET through a state contract.	(b)(4)		
TIF Program Investigator: The South Carolina Department of Education will provide the salary for Allison Jacques, through state education funding. Dr. Jacques will allocate up to 10% of her time to the TIF Project.			

School Based Master Teachers: Schools will match the TIF allocation of a master teacher with In-Kind personnel. These personnel will perform the duties of a school based master teacher towards the goals as outlined in the grant.	(b)(4)
<b>Total Personnel:</b>	

**2) Fringe Benefits**

Fringe Benefits are calculated at  $\frac{(b)(4)}{(4)}$  to cover FICA, retirement, worker’s compensation, unemployment, health and dental insurance.

<b>Fringe:</b>	<b>FTE %</b>	<b>Base Salary</b>	<b>Total</b>
TIF Project Director: Denis Dotterer	(b)(4)		
TIF Program Investigator: Allison Jacques			
School Based Master teachers (12)			
<b>Total Fringe Cost:</b>			

**3) Travel**

N/A

**4) Equipment**

The SCDE will furnish the Program Investigator with furniture.

<b>Equipment:</b>	<b>Cost</b>	<b>Total</b>
Furniture for Project Director	\$5,000	\$5,000
<b>Total Equipment:</b>		<b>\$5,000</b>

**5) Supplies**

Assuming an annual cost of \$300 per person for the 6 individuals directly involved with the implementation of TAP, the total value for office supplies in the first year is \$1,800. The SCDE will provide all office supplies to the TIF Director, Principal Investigator, administrative assistant and staff. Computer and electronics equipment will be provided as an in-kind contribution from SCDE for the Principal Investigator, as well as any other staff who assist with the grant.

<b>Supplies:</b>	<b>Cost per person</b>	<b>Total Amount</b>	<b>Total Cost</b>
Office Supplies	\$300	6	\$1,800
Computer Supplies for Principal Investigator	\$4,500 @ 10%	1	\$450
<b>Total Supplies:</b>			<b>\$2,250</b>

**6) Contractual**

N/A

**7) Construction**

N/A

**8) Other**

The SCDE will furnish office space and equipment that is necessary to furnish the office for the Project Director and Program Investigator. The SCDE will also furnish meeting space for master teacher and administrator meetings during the year.

<b><i>Other:</i></b>	<b>Cost</b>	<b>Total</b>
Office Space for Project Director	\$250/month x 12 months	\$3,000
Office Space for Program Investigator	\$250/month x 10% x 12 months	\$300
Training Rooms	\$200/day x 4 meetings	\$800
<b>Total Other:</b>		<b>\$4,100</b>

**9) Total Direct Costs In-Kind**

(b)(4)

<b>In-Kind Budget Summary: Year 2</b>	
<b>Budget Categories</b>	<b>Total</b>
(b)(4)	

**1) Personnel**

The TIF Project Director will spend (b)(4) of his time on the SC TIF project. (b)(4) will be in-kind funds using fund from NIET through a state contract. The Principal Investigator will oversee the TAP Director and will contribute up to (b)(4) of her time to the grant. Schools will provide funding for 12 additional School Based Master Teachers. In Year 2, the participating districts will provide a 10% match for all Master Teachers, Mentor Teachers, teacher performance incentives, and administrator performance incentives.

<b>Personnel</b>	<b>FTE %</b>	<b>Total Salary</b>	<b>Total</b>
TAP Project Director (Dennis Dotterer): An In-Kind Contribution will be made using funds from NIET through a state contract.	20%	\$90,000 x .2	\$18,000



Principal performance incentives fringe. State fringe rate for performance compensation is 9%.		\$192,000 x 9% x 10%	\$1,728
<b>Total Fringe Cost:</b>			<b>\$312,144</b>

### 3) Travel

N/A

### 4) Equipment

The SCDE will furnish the Program Investigator with furniture.

<b>Equipment:</b>	<b>Cost</b>	<b>Total</b>
Furniture for Project Director	\$5,000	\$5,000
<b>Total Equipment:</b>		<b>\$5,000</b>

### 5) Supplies

Assuming an annual cost of \$300 per person for the 6 individuals directly involved with the implementation of TAP, the total value for office supplies in the first year is \$1,800. The SCDE will provide all office supplies to the TIF Director, Principal Investigator, administrative assistant and staff. Computer and electronics equipment will be provided as an in-kind contribution from SCDE for the Principal Investigator, as well as any other staff who assist with the grant.

<b>Supplies:</b>	<b>Cost per person</b>	<b>Total Amount</b>	<b>Total Cost</b>
Office Supplies	\$300	6	\$1,800
Computer Supplies for Principal Investigator	\$4,500 @ 10%	1	\$450
<b>Total Supplies:</b>			<b>\$2,250</b>

### 6) Contractual

N/A

### 7) Construction

N/A

### 8) Other

The SCDE will furnish office space and equipment that is necessary to furnish the office for the Project Director and Program Investigator. The SCDE will also furnish meeting space for master teacher and administrator meetings during the year.

<b>Other:</b>	<b>Cost</b>	<b>Total</b>
Office Space for Project Director	\$250/month x 12 months	\$3,000
Office Space for Program Investigator	\$250/month x 10% x 12 months	\$300
Training Rooms	\$200/day x 4 meetings	\$800
<b>Total Other:</b>		<b>\$4,100</b>

(b)(4)

<b>In-Kind Budget Summary: Year 3</b>	
<b>Budget Categories</b>	<b>Total</b>
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)	

**1) Personnel**

The TIF Project Director will spend (b)(4) his time on the SC TIF project. (b)(4) will be in-kind funds using fund from NIET through a state contract. The Principal Investigator will oversee the TAP Director and will contribute up to (b)(4) of her time to the grant. Schools will provide funding for 12 additional School Based Master Teachers. In Year 3, the participating districts will provide a (b)(4) match for all Master Teachers, Mentor Teachers, teacher performance incentives, and administrator performance incentives.

<b>Personnel</b>	<b>FTE %</b>	<b>Total Salary</b>	<b>Total</b>
TAP Project Director (Dennis Dotterer): An In-Kind Contribution will be made using funds from NIET through a state contract.	20%	\$90,000 x .2	\$18,000

TIF Program Investigator: The South Carolina Department of Education will provide the salary for Allison Jacques, through state education funding. Dr. Jacques will allocate up to 10% of her time to the TIF Project.	10%	\$92,000 x .1	\$9,200
School Based Master Teachers: Schools will match the TIF allocation of a master teacher with In-Kind personnel. These personnel will perform the duties of a school based master teacher towards the goals as outlined in the grant.	100%	\$50,000 x 12 positions	\$600,000
School Based Master teachers: Each school (25) will have one master teacher with the exception of one high school who will require 2 due to the size of the school but districts will increase cost share throughout the life of the grant.	100%	\$50,000 x 25 x 20%	\$250,000
Master Teacher Salary augmentation: Each Master teacher (25) earns \$10,000 per year above their previous salary in return for additional job responsibilities.	100%	\$10,000 x 25 x 20%	\$50,000
STEM Master Teachers: STEM Master Teachers (19) will only be in middle and high schools or elementary schools with significantly large populations.	100%	\$50,000 x 19 x 20%	\$190,000
STEM Master Teacher augmentation: Each STEM Master Teacher (19) earns \$10,000 per year above their previous salary in return for additional job responsibilities.	100%	\$10,000 x 19 x 20%	\$38,000
Mentor Teacher salary augmentation: Each Mentor Teacher (116) earns \$5000 per year above their previous salary in return for additional job responsibilities.	100%	\$5,000 x 116 x 20%	\$116,000
Teacher performance incentives: All teachers in TAP schools are eligible for performance incentives, based on classroom observation scores and student growth data. \$2,000/teacher		\$2,000 x 898 teachers x 20%	\$359,200
Administrator performance incentives: All principals and assistant principals in TAP schools are eligible for performance incentives based on evaluations and student growth data. \$8,000 per administrative team.		\$8,000 x 24 schools x 20%	\$38,400
<b>Total Personnel:</b>			<b>\$1,668,800</b>

## 2) Fringe Benefits

Fringe Benefits are calculated at 31% to cover FICA, retirement, worker's compensation, unemployment, health and dental insurance.

<b>Fringe:</b>	<b>FTE%</b>	<b>Base Salary</b>	<b>Total</b>
TIF Project Director: Denis Dotterer	20%	\$90,000 x .2 x 31%	\$5,580
TIF Program Investigator: Allison Jacques	10%	\$92,000 x .1 x 31%	\$2,852
School Based Master teachers (12)	100%	\$50,000 x 31% x 12	\$186,000
School Based Master teachers (25)	100%	\$50,000 x 31% x 25 x 20%	\$77,500
Master Teacher Salary augmentation (25)	100%	\$10,000 x 31% x 25 x 20%	\$15,500
STEM Master Teachers (19)	100%	\$50,000 x 31% x 19 x 20%	\$58,900
STEM Master Teachers augmentation (19)	100%	\$10,000 x 31% x 19 x 20%	\$11,780
Mentor Teacher salary augmentation (116)	100%	\$5,000 x 31% x 116 x 20%	\$35,960
Teacher performance incentives fringe. State fringe rate for performance compensation is 9%.		\$1,796,000 x 9% x 20%	\$32,328

Principal performance incentives fringe. State fringe rate for performance compensation is 9%.		\$192,000 x 9% x 20%	\$3,456
<b>Total Fringe Cost:</b>			<b>\$429,856</b>

### 3) Travel

N/A

### 4) Equipment

The SCDE will furnish the Program Investigator with furniture.

<b>Equipment:</b>	<b>Cost</b>	<b>Total</b>
Furniture for Project Director	\$5,000	\$5,000
<b>Total Equipment:</b>		<b>\$5,000</b>

### 5) Supplies

Assuming an annual cost of \$300 per person for the 6 individuals directly involved with the implementation of TAP, the total value for office supplies in the first year is \$1,800. The SCDE will provide all office supplies to the TIF Director, Principal Investigator, administrative assistant and staff. Computer and electronics equipment will be provided as an in-kind contribution from SCDE for the Principal Investigator, as well as any other staff who assist with the grant.

<b>Supplies:</b>	<b>Cost per person</b>	<b>Total Amount</b>	<b>Total Cost</b>
Office Supplies	\$300	6	\$1,800
Computer Supplies for Principal Investigator	\$4,500 @ 10%	1	\$450
<b>Total Supplies:</b>			<b>\$2,250</b>

### 6) Contractual

N/A

### 7) Construction

N/A

### 8) Other

The SCDE will furnish office space and equipment that is necessary to furnish the office for the Project Director and Program Investigator. The SCDE will also furnish meeting space for master teacher and administrator meetings during the year.



<b>In-Kind Budget Summary: Year 4</b>	
<b>Budget Categories</b>	<b>Total</b>
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)	

**1) Personnel**

The TIF Project Director will spend  $\frac{(b)(4)}{(4)}$  % of his time on the SC TIF project.  $\frac{(b)(4)}{(4)}$  percent will be in-kind funds using fund from NIET through a state contract. The Principal Investigator will oversee the TAP Director and will contribute up to  $\frac{(b)(4)}{(4)}$  of her time to the grant. Schools will provide funding for 12 additional School Based Master Teachers. In Year 4, the participating districts will provide a  $\frac{(b)(4)}{(4)}$  match for all Master Teachers, Mentor Teachers, teacher performance incentives, and administrator performance incentives.

<b>Personnel</b>	<b>FTE %</b>	<b>Total Salary</b>	<b>Total</b>
TAP Project Director (Dennis Dotterer): An In-Kind Contribution will be made using funds from NIET through a state contract.	20%	\$90,000 x .2	\$18,000



Principal performance incentives fringe. State fringe rate for performance compensation is <span style="border: 1px solid black; padding: 2px;">(b) (4)</span>	(b)(4)
Total Fringe Cost:	

### 3) Travel

N/A

### 4) Equipment

The SCDE will furnish the Program Investigator with furniture.

<b>Equipment:</b>	<b>Cost</b>	<b>Total</b>
Furniture for Project Director	\$5,000	\$5,000
<b>Total Equipment:</b>		<b>\$5,000</b>

### 5) Supplies

Assuming an annual cost of \$300 per person for the 6 individuals directly involved with the implementation of TAP, the total value for office supplies in the first year is \$1,800. The SCDE will provide all office supplies to the TIF Director, Principal Investigator, administrative assistant and staff. Computer and electronics equipment will be provided as an in-kind contribution from SCDE for the Principal Investigator, as well as any other staff who assist with the grant.

<b>Supplies:</b>	<b>Cost per person</b>	<b>Total Amount</b>	<b>Total Cost</b>
Office Supplies	\$300	6	\$1,800
Computer Supplies for Principal Investigator	\$4,500 @ 10%	1	\$450
<b>Total Supplies:</b>			<b>\$2,250</b>

### 6) Contractual

N/A

### 7) Construction

N/A

### 8) Other

The SCDE will furnish office space and equipment that is necessary to furnish the office for the Project Director and Program Investigator. The SCDE will also furnish meeting space for master teacher and administrator meetings during the year.

<b>Other:</b>	<b>Cost</b>	<b>Total</b>
Office Space for Project Director	\$250/month x 12 months	\$3,000
Office Space for Program Investigator	\$250/month x 10% x 12 months	\$300
Training Rooms	\$200/day x 4 meetings	\$800
<b>Total Other:</b>		<b>\$4,100</b>

**9) Total Direct Costs In-Kind**

(b)(4)

<b>In-Kind Budget Summary: Year 5</b>	
<b>Budget Categories</b>	<b>Total</b>
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)	

**1) Personnel**

The TIF Project Director will spend (b)(4) of his time on the SC TIF project (b)(4) percent will be in-kind funds using fund from NIET through a state contract. The Principal Investigator will oversee the TAP Director and will contribute up to (b)(4) of her time to the grant. Schools will provide funding for 12 additional School Based Master Teachers. In Year 5, the participating districts will provide a (b)(4) match for all Master Teachers, Mentor Teachers, teacher performance incentives, and administrator performance incentives.

<b>Personnel</b>	<b>FTE %</b>	<b>Total Salary</b>	<b>Total</b>
TAP Project Director (Dennis Dotterer): An In-Kind Contribution will be made using funds from NIET through a state contract.	(b)(4)		

TIF Program Investigator: The South Carolina Department of Education will provide the salary for Allison Jacques, through state education funding. Dr. Jacques will allocate up to (b)(4) her time to the TIF Project.	(b)(4)
School Based Master Teachers: Schools will match the TIF allocation of a master teacher with In-Kind personnel. These personnel will perform the duties of a school based master teacher towards the goals as outlined in the grant.	
School Based Master teachers: Each school (25) will have one master teacher with the exception of one high school who will require 2 due to the size of the school but districts will increase cost share throughout the life of the grant.	
Master Teacher Salary augmentation: Each Master teacher (25) earns (b)(4) per year above their previous salary in return for additional job responsibilities.	
STEM Master Teachers: STEM Master Teachers (19) will only be in middle and high schools or elementary schools with significantly large populations.	
STEM Master Teacher augmentation: Each STEM Master Teacher (19) earns (b)(4) per year above their previous salary in return for additional job responsibilities.	
Mentor Teacher salary augmentation: Each Mentor Teacher (116) earns (b)(4) per year above their previous salary in return for additional job responsibilities.	
Teacher performance incentives: All teachers in TAP schools are eligible for performance incentives, based on classroom observation scores and student growth data. (b)(4) teacher	
Administrator performance incentives: All principals and assistant principals in TAP schools are eligible for performance incentives based on evaluations and student growth data. (b)(4) per administrative team.	
<b>Total Personnel:</b>	

## 2) Fringe Benefits

Fringe Benefits are calculated at 31% to cover FICA, retirement, worker's compensation, unemployment, health and dental insurance.

<b><i>Fringe:</i></b>	<b>FTE%</b>	<b>Base Salary</b>	<b>Total</b>
TIF Project Director: Denis Dotterer	(b)(4)		
TIF Program Investigator: Allison Jacques			
School Based Master teachers (12)			
School Based Master teachers (25)			
Master Teacher Salary augmentation (25)			
STEM Master Teachers (19)			
STEM Master Teachers augmentation (19)			
Mentor Teacher salary augmentation (116)			
Teacher performance incentives fringe. State fringe rate for performance compensation is 9%.			

Principal performance incentives fringe. State fringe rate for performance compensation is 9%.		\$192,000 x 9% x 40%	\$6,912
<b>Total Fringe Cost:</b>			<b>\$665,280</b>

### 3) Travel

N/A

### 4) Equipment

The SCDE will furnish the Program Investigator with furniture.

<b>Equipment:</b>	<b>Cost</b>	<b>Total</b>
Furniture for Project Director	\$5,000	\$5,000
<b>Total Equipment:</b>		<b>\$5,000</b>

### 5) Supplies

Assuming an annual cost of \$300 per person for the 6 individuals directly involved with the implementation of TAP, the total value for office supplies in the first year is \$1,800. The SCDE will provide all office supplies to the TIF Director, Principal Investigator, administrative assistant and staff. Computer and electronics equipment will be provided as an in-kind contribution from SCDE for the Principal Investigator, as well as any other staff who assist with the grant.

<b>Supplies:</b>	<b>Cost per person</b>	<b>Total Amount</b>	<b>Total Cost</b>
Office Supplies	\$300	6	\$1,800
Computer Supplies for Principal Investigator	\$4,500 @ 10%	1	\$450
<b>Total Supplies:</b>			<b>\$2,250</b>

### 6) Contractual

N/A

### 7) Construction

N/A

### 8) Other

The SCDE will furnish office space and equipment that is necessary to furnish the office for the Project Director and Program Investigator. The SCDE will also furnish meeting space for master teacher and administrator meetings during the year.

<b>Other:</b>	<b>Cost</b>	<b>Total</b>
Office Space for Project Director	\$250/month x 12 months	\$3,000
Office Space for Program Investigator	\$250/month x 10% x 12 months	\$300
Training Rooms	\$200/day x 4 meetings	\$800
<b>Total Other:</b>		<b>\$4,100</b>

**9) Total Direct Costs In-Kind**

Total direct costs represent the sum of all budget line items discussed above. The total direct cost is **\$3,387,030**

# Survey on Ensuring Equal Opportunity For Applicants

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

## Purpose:

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

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

## Instructions for Submitting the Survey

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

<b>Applicant's (Organization) Name:</b>	South Carolina Department of Education
<b>Applicant's DUNS Name:</b>	0693136090000
<b>Federal Program:</b>	Office of Elementary and Secondary Education (OESE): Teacher Incentive Fund (TIF):
<b>CFDA Number:</b>	84.374

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

Yes  No

2. Is the applicant a faith-based organization?

Yes  No

3. Is the applicant a secular organization?

Yes  No

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

Yes  No

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

Yes  No

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

3 or Fewer  15-50

4-5  51-100

6-14  over 100

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

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

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

\$5,000,000 or more

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

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

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

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

## **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

**If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** The Agency Contact listed in this grant application package.

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

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

Name of Institution/Organization

South Carolina Department of Education

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	5,540,000.00	5,019,200.00	4,498,400.00	3,977,600.00	3,456,800.00	22,492,000.00
2. Fringe Benefits	1,280,040.00	1,162,328.00	1,044,616.00	926,554.00	809,192.00	5,222,730.00
3. Travel	269,513.00	269,513.00	269,513.00	269,513.00	269,513.00	1,347,565.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	300,000.00	249,600.00	249,600.00	300,000.00	249,600.00	1,348,800.00
6. Contractual	605,884.00	605,884.00	605,884.00	605,884.00	605,884.00	3,029,420.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	25,000.00	625,000.00	625,000.00	625,000.00	475,000.00	2,375,000.00
9. Total Direct Costs (lines 1-8)	8,020,437.00	7,931,525.00	7,293,013.00	6,704,551.00	5,865,989.00	35,815,515.00
10. Indirect Costs*	229,085.00	225,769.00	199,774.00	189,608.00	164,451.00	1,008,687.00
11. Training Stipends						
12. Total Costs (lines 9-11)	8,249,522.00	8,157,294.00	7,492,787.00	6,894,159.00	6,030,440.00	36,824,202.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization South Carolina Department of Education	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)**