U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

FY 2016 TIF Competition 84.374A

CFDA # 84.374A

PR/Award # U374A160022

Gramts.gov Tracking#: GRANT12215096

OMB No. , Expiration Date:

Closing Date: Jul 15, 2016

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
Attachment - 1 (1235-LA BOLD Congressional Districts)	e6
2. Assurances Non-Construction Programs (SF 424B)	e7
3. Disclosure Of Lobbying Activities (SF-LLL)	e9
4. ED GEPA427 Form	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
Attachment - 1 (1234-LA BOLD Abstract Narrative)	e13
7. Project Narrative Form	e14
Attachment - 1 (1244-LA BOLD Project Narrative)	e15
8. Other Narrative Form	e56
Attachment - 1 (1237-Appendix A - Optional Application Requirements Checklist)	e57
Attachment - 2 (1238-Appendix B - Optional High-Need Checklist)	e58
Attachment - 3 (1239-Appendix C - TAP Logic Model and Theory of Action)	e61
Attachment - 4 (1240-Appendix D - Resumes of Key Personnel)	e63
Attachment - 5 (1241-Appendix E - Letters of Support and MOUs)	e115
Attachment - 6 (1242-Appendix F - Other Documents)	e116
Attachment - 7 (1243-Appendix G - Indirect Cost Rate Agreement)	e147
9. Budget Narrative Form	e150
Attachment - 1 (1236-LA BOLD Budget Narrative)	e151
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e169
11. Form ED_524_Budget_1_3-V1.3.pdf	e170

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.).

There were problems converting one or more of the attachments. These are: 1241-Appendix E - Letters of Support and MOUs.pdf

OMB Number: 4040-0004
Expiration Date: 8/31/2016

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 07/14/2016

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING

* b. Employer/Taxpayer Identification Number (EIN/TIN): 202268389

* c. Organizational DUNS: 6095211610000

d. Address:

* Street1: 1250 4th STREET
Street2:
* City: SANTA MONICA
County/Parish:
* State: CA: California
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 90401-1418

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix: Mr.
* First Name: GARY
Middle Name:
* Last Name: STARK
Suffix:

Title: CEO

Organizational Affiliation:

* Telephone Number: ([redacted]
Fax Number:

* Email: [redacted]

Tracking Number:GRANT12215096 Funding Opportunity Number:ED-GRANTS-053116-002 Received Date:Jul 14, 2016 04:03:06 PM EDT

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

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-053116-002

* Title:

Office of Innovation and Improvement (OII): Teacher Incentive Fund (TIF) CFDA Number 84.374A

13. Competition Identification Number:

84-374A2016-2

Title:

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

Add Attachment Delete Attachment View Attachment

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

A Statewide Collaboration for Advancing Principal and Teacher Leadership: Building on Leadership Development in Louisiana (LA BOLD)

Attach supporting documents as specified in agency instructions.

Add Attachments Delete Attachments View Attachments

Tracking Number:GRANT12215096 Funding Opportunity Number:ED-GRANTS-053116-002 Received Date:Jul 14, 2016 04:03:06 PM EDT

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant CA-030 * b. Program/Project LA-002

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

LA BOLD Congressional Districts.pdf [Add Attachment] [Delete Attachment] [View Attachment]

17. Proposed Project:

* a. Start Date: 10/01/2016 * b. End Date: 09/30/2021

18. Estimated Funding ($):

* a. Federal	9,495,770.00
* b. Applicant	264,600.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	9,760,370.00

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

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

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

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

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

☐ Yes ☒ No

If "Yes", provide explanation and attach

[Add Attachment] [Delete Attachment] [View Attachment]

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: Mr. * First Name: PAYTON

Middle Name:

* Last Name: PARKER

Suffix:

* Title: DIRECTOR, GRANT MANAGEMENT AND BUSINESS OPS

* Telephone Number: [redacted] Fax Number:

* Email: [redacted]

* Signature of Authorized Representative: Payton Parker * Date Signed: 07/14/2016

A Statewide Collaboration for Advancing Principal and Teacher Leadership: Building on Leadership Development in Louisiana (LA BOLD)

List of Congressional Districts:

- LA-002
- LA-004
- LA-005
- LA-006

OMB Number: 4040-0007
Expiration Date: 01/31/2019

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.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Payton Parker	DIRECTOR, GRANT MANAGEMENT AND BUSINESS OPS
APPLICANT ORGANIZATION	DATE SUBMITTED
NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING	07/14/2016

Standard Form 424B (Rev. 7-97) Back

Tracking Number:GRANT12215096 Funding Opportunity Number:ED-GRANTS-053116-002 Received Date:Jul 14, 2016 04:03:06 PM EDT

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [x] a. bid/offer/application
- [ ] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING

** Street 1* 1250 4th STREET *Street 2*

** City* SANTA MONICA *State* CA: California *Zip* 90401

Congressional District, if known: CA-030

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

6. * Federal Department/Agency:
DEPARTMENT OF EDUCATION

7. * Federal Program Name/Description:
Teacher Incentive Fund

CFDA Number, *if applicable:* 84.374

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* n/a *Middle Name*

** Last Name* n/a *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

Prefix ** First Name* n/a *Middle Name*

** Last Name* n/a *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Payton Parker

***Name:** *Prefix* Mr. ** First Name* PAYTON *Middle Name*

** Last Name* PARKER *Suffix*

Title: DIRECTOR OF GRANT MANAGEMENT **Telephone No.:** 479-249-8097 **Date:** 07/14/2016

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT12215096 Funding Opportunity Number:ED-GRANTS-053116-002 Received Date:Jul 14, 2016 04:03:06 PM EDT

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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Add Attachment | Delete Attachment | View Attachment

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

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: PAYTON Middle Name:

* Last Name: PARKER Suffix:

* Title: DIRECTOR, GRANT MANAGEMENT AND BUSINESS OPS

* SIGNATURE: Payton Parker * DATE: 07/14/2016

Tracking Number:GRANT12215096 Funding Opportunity Number:ED-GRANTS-053116-002 Received Date:Jul 14, 2016 04:03:06 PM EDT

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

* Attachment: LA BOLD Abstract Narrative.pdf

Tracking Number:GRANT12215096 Funding Opportunity Number:ED-GRANTS-053116-002 Received Date:Jul 14, 2016 04:03:06 PM EDT

A Statewide Collaboration for Advancing Principal and Teacher Leadership: Building on Leadership Development in Louisiana (LA BOLD)

The National Institute for Excellence in Teaching proposes to partner with 12 LEAs in Louisiana to apply for a 5-year grant under the Teacher Incentive Fund grant competition to reform each LEA's human capital management system (HCMS) and implement a performance-based compensation system that targets high-need schools within these LEAs.

NIET is a 501(c)3 non-profit organization. The partner LEAs include: DeSoto Parish, East Feliciana Parish, Madison Parish, Orleans Parish, Rapides Parish, St. John Parish, Algiers Technology Academy, Eisenhower Academy, Landry-Walker High, McDonogh #32 Charter, Fischer Academy, and Martin Behrman Academy. The last six LEAs are Type 5 Charter Schools; their status as LEAs is provided in Appendix F5. The total number of schools in the partner LEAs is 89; total number of high-need schools to be served by the PBCS is 49 .

NIET and the twelve LEAs are committed to the grant objectives of: (1) Increasing the percent of effective teachers and principals through incentives, career advancement, evaluation, and professional development; and, (2) Improving student achievement. To achieve these goals each LEA will implement the research-based practices of the NIET Best Practices Center, a comprehensive approach to performance-based compensation and a data management system to support the improvements to the HCMS. The NIET Best Practices provide educators with powerful opportunities for professional growth and advancement, rigorous instructional evaluation and feedback, and a multi-layered performance-based compensation system.

NIET and partner LEAs are applying for Competitive Preference Priority 2/Invitational Priority to improve teacher effectiveness and promote equitable access to effective educators in alignment with the Louisiana State Equity Plan.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** LA BOLD Project Narrative.pdf

Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

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

Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File

LA BOLD Teacher Incentive Fund Grant Application

Table of Contents

Introduction p 1

Significance p 2

Quality of the Project Design p 8

Comprehensive effort to improve teaching/learning and support rigorous academic standards p 8

Services to be provided involve the collaboration of appropriate partners for maximizing the effectiveness of services p 16

The extent to which the proposed project is supported by a strong theory p 17

The extent to which the proposed project will integrate with or build on similar efforts to improve relevant outcomes using existing funding streams from other programs or policies p 19

Professional Development System to Support Needs of Teachers/Principals p 23

High quality plan that utilizes disaggregated evaluation data to support individual educators/schools p 23

Quality of the Management Plan p 27

Project Personnel p 28

Project Objectives p 31

Management plan, timeline, milestones and responsibilities p 32

Adequacy of Resources p 35

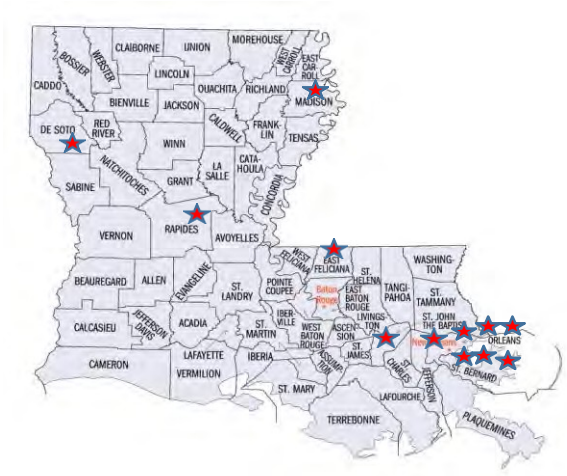
The extent to which the applicant demonstrates that PBCS are developed with input of teachers and school leaders in the schools and LEAs to be served by the grant p 35

The extent to which the applicant demonstrates a plan to sustain financially activities conducted and systems developed once the grant period has expired p 39

A Statewide Collaboration for Advancing Principal and Teacher Leadership: Building on Leadership Development in Louisiana (LA BOLD)

INTRODUCTION

For this Teacher Incentive Fund (TIF) grant, the National Institute for Excellence in Teaching (NIET) is partnering with twelve (12) Louisiana Local Education Agencies (LEAs), collectively referred to as "the districts," in applying for a $49,430,291 TIF grant, to increase teacher effectiveness and ensure all students achieve a year or more of academic growth in forty-nine (49) high-need schools, impacting over 1,490 teachers and 23,900 students. Collectively, the districts serve a total of 89 schools and 33,892 students, extending the potential impact well beyond the targeted high-need schools. Through this state collaborative TIF proposal (Louisiana Building on Leadership Development – LA BOLD), each partner district will increase the rigor and reach of their human capital management systems (HCMS) by working with NIET to strengthen the educator workforce through a coherent and integrated set of strategies that are rooted in a common vision for instructional improvement. Increasing the effectiveness of teachers and leaders will improve the districts' success in meeting goals in the areas of standards, curriculum and assessment. This work aligns to multiple state policy goals, including equitable access to effective educators and leadership development.



The partner districts are geographically spread across Louisiana in the northern, central, and southern areas of the state, including rural, suburban, and urban community schools. The 12 partners include six traditional public school systems of Orleans, Madison, East Feliciana, St. John,

DeSoto, and Rapides Parishes; and six public charter schools that make up the Algiers Charter School Association in New Orleans and are each designated as LEAs (Appendix F).

SIGNIFICANCE

Extent to which the project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population

Ensuring that every student has an effective teacher and principal every year is the most pressing need of the LA BOLD target population.

The partner districts in this Teacher Incentive Fund (TIF) grant all serve high-poverty, high-minority populations and the selected schools meet the high-need criteria. In fact, with an average poverty rate of 87%, the schools are among the highest poverty schools in the state. In addition, 12 of the targeted schools are identified by the Louisiana Department of Education as priority and/or focus schools with major learning gaps, based on the state's ESEA waiver.

Table 1: LA BOLD High-Needs Schools [More details in Appendix B]

School Name	High Poverty %	School Name	High Poverty %
Landry-Walker High	92	Mahalia Jackson Elem	95
McDonogh #32 School	94	Benjamin Franklin Elem	78
William Fischer Academy	99	McDonogh 35 High	93
Eisenhower Academy	91	McMain Secondary	90
Martin Behrman Charter	89	Alexandria MiddleMagnet	96
Algiers Tech Academy	87	Brasher Elementary	98
Logansport High	69	Hadnot-Hayes Elementary	97
Mansfield Elementary	93	Hall Elementary	94
Mansfield Middle	89	Horseshoe Drive Elem	96
Mansfield High	85	Martin Park Elementary	93

North Desoto Lower Elem	51	Moore Elementary	90
North Desoto Middle	52	Peabody Magnet High	88
Stanley High	55	Raymond Elementary	92
Clinton Elementary	95	Smith Middle Magnet	94
Jackson Elementary	96	East St John High	78
Slaughter Elementary	67	West St John High	91
East Feliciana Middle	94	East St John Elementary	76
East Feliciana High	92	Emily C Watkins Elem	95
Tallulah Elementary	95	Fifth Ward Elementary	84
Wright Elementary	97	Garyville Mt Airy Elem	77
Madison Middle	97	John L Ory Elementary	71
Madison High	92	Lake Pontchartrain Elem	76
Christian Acres Alt School	100	LaPlace Elementary	89
Bethune Elementary	88	West St John Elementary	78

These partner districts share much more than the challenges of poverty, they share a common vision for their high need schools developed in collaborative conversations with fellow superintendents and NIET, with the encouragement of the State Department of Education over the last two years. This collaborative was led by State Commissioner, John White, along with District Superintendent Dr. Patrice Pujol and a number of superintendents from across the state. Dr. Pujol, who is now President of School Services and Partnerships at NIET has been nationally recognized for her work in creating an aligned HCMS built around the NIET/TAP rubric that significantly increased equitable access to highly effective educators.

Dr. Pujol has strong personal relationships with the Superintendents in this collaborative, and is based in Baton Rouge along with the proposed Project Director and the NIET Assistant

Director of School Services. As superintendent in Ascension Parish Dr. Pujol used the TAP System and the NIET Best Practices to make high need schools much more attractive to effective teachers and school leaders, and to provide the highest need students with *greater* access to effective educators than more affluent schools. The most effective educators were provided opportunities to improve their craft, take on leadership roles, and earn additional compensation in high need schools, thus increasing great classroom teaching for high need students. The success of the work in Ascension was featured in a 2012 Education Trust report "Building and Sustaining Talent".

As these successes were noticed at the state level, State Superintendent John White and Dr. Pujol began to work together to create coalitions and opportunities where these practices could be shared with other superintendents. For example, Dr. Pujol and another Louisiana superintendent shared their work with 20 additional superintendents at the annual TAP conference in 2015 and again in 2016. State Superintendent White and his team not only identified and actively recruited superintendents to attend the conference, his message of support for the kind of transformative work happening in districts was backed up with two new state level grant programs designed to help additional districts to begin to engage in this work.

This created an opportunity for superintendents achieving transformative change in their districts, and driving equitable access to effective teacher and principals for high need students, to play a role in working with fellow superintendents to expand the work.

The partner districts' readiness to take bold steps is informed and strengthened by this history of success in Louisiana around the NIET TAP System and educator effectiveness best practices. In 2003, Louisiana began piloting TAP: The System for Teacher and Student Advancement, a comprehensive initiative proven to increase teacher effectiveness and increase

the recruitment and retention of effective teachers. In the past several years, additional Louisiana districts have partnered with NIET to integrate elements of TAP's best practices in their districts. The NIET/Louisiana partnership has grown from 5 pilot schools in 2003-2004 to more than 164 schools in 2016. An analysis of student achievement data for schools that have implemented TAP continuously over a five-year period shows that students in Louisiana TAP schools have gained in student achievement faster than the state average, closing achievement gaps in math and English language arts (Barnett, Wills & Kirby, 2015).

Student academic challenges are directly related to the districts' struggle to recruit and retain effective and highly effective educators. The *Louisiana Equity Plan* reports that in Louisiana's high-poverty districts, 15.0% of the teachers are first year teachers, 15.8% are out-of-field, and 8.8% do not hold a valid teaching certificate (compared to statewide percentages of 8.9%, 10.8%, and 5.4% respectively). In addition, the districts are not able to reliably differentiate effective from ineffective teaching, and thus do not know whether students have an effective teacher. For example, the 2015 Louisiana COMPASS Teacher Evaluation Report, indicated that 93% of all teachers were scored as "Effective Proficient" or "Highly Effective" using the state evaluation rubric. Less than 1% were scored as "Ineffective." By *differentiating,* and supporting systems for *increasing*, the effectiveness of classroom instruction across partner schools and districts, LA BOLD will change high need students' educational experiences.

The districts submitting this proposal in partnership with NIET will use the research-based, NIET educator effectiveness best practices to create an integrated and comprehensive human capital system to increase educator effectiveness and student achievement. Evaluation data will be based on the NIET instructional rubric (approved by the state as an alternative to

COMPASS). COMPASS includes 5 indicators of teaching practice and the NIET rubric includes 19 indicators, providing districts with more detail to support decision-making.

Collaborative builds local capacity to provide services at classroom, school, and district levels.

The core of this integrated approach is the development of a cadre of teacher leaders working with administrators in each building to drive instructional improvements that will impact every classroom. First, through very specific structures and processes, teacher leaders are strategically and formally involved at the school level in setting school goals, evaluating and supporting teachers, providing job-embedded professional learning, and developing new teacher leaders. They are trained to identify and support the development of more effective teaching practices using a research-based instructional rubric which focuses on teacher growth. Involving teacher leaders in a formalized structure for distributed leadership creates and supports principals in becoming more effective instructional leaders and therefore builds leader capacity to provide services at the school level.

At the classroom level, these teacher leaders support teacher growth using a shared set of teaching standards. The instructional rubric guides teacher leaders in providing high quality professional learning opportunities for teachers, which align with evaluations and observations. The teacher leaders strategically create a growth plan for each teacher, ensuring that their needs are acknowledged and supported as they seek new and improved ways to increase student achievement. This embedded support structure for teachers, provided by teacher leaders, allows for capacity to be built at the classroom level on a daily basis.

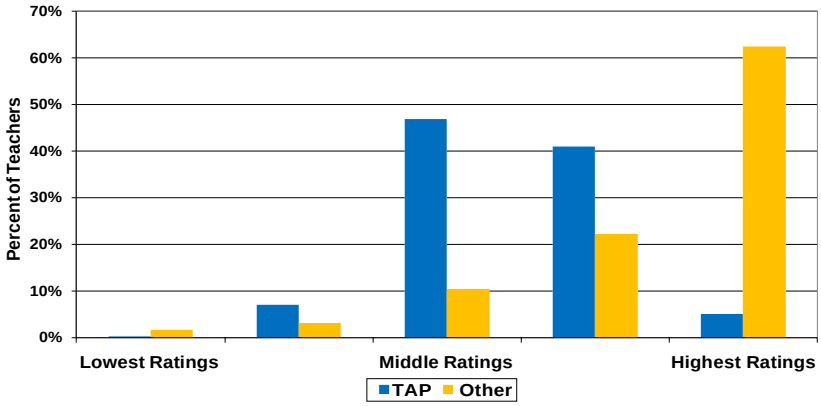
This integrated approach also provides services at the district level. As a result of the instructional focus on these schools' campuses, school leadership teams provide district leaders with the structure through which to drive a range of improvements in classrooms, including more

rigorous student standards, curriculum changes, or new assessments. This results in a coherent and connected HCMS, that is designed to continuously build the local capacity of teacher, school and district leaders to promote student academic growth, using student and teacher data.

Collaborative supports local commitment to increase expectations for classroom instruction.

LA BOLD districts will implement the rigorous NIET/TAP Instructional Rubric (Appendix F) as the teacher evaluation instrument district-wide, not just in the schools targeted through this proposal. As seen in Figure 1 below, evidence indicates that the NIET teaching standards rubric supports districts in differentiating instructional practice.

Figure 1: TAP's Observation Rubric Differentiates Effective from Ineffective Teachers



Given that virtually all teachers historically were rated at the highest levels, among the most challenging aspects of this work is to build agreement that proficient teaching scores a 3 on a scale of 1 to 5, rather than a 5. This shared agreement that proficient teaching practice scores in the middle of the performance rubric provides room to identify and grow toward exemplary practice. Figure 2 provides a description from one of the twenty six indicators in the NIET instructional rubric, illustrating the range of teaching practice from exemplary to unsatisfactory. District-wide commitment to clear, detailed, high standards produces the data to drive the HCMS.

Figure 2: Indicator from the NIET Instructional Rubric - "Academic Feedback"

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Academic Feedback	• Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another.	• Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.

Collaborative builds on a foundation and established state policies, programs and funding

This proposal builds on existing foundations and will improve and expand services that have been proven successful (Hudson, 2010; Schacter & Thum, 2005, Jerald & Van Hook, 2011; Solmon, White, Cohen, & Woo, 2007). Recent research on the implementation of TAP and the NIET Educator Effectiveness Best Practices in high need Louisiana schools, similar to the ones in this proposal, illustrates such success (Barnett, Wills, & Kirby, 2015; Mann, Leutscher, & Reardon, 2012). This initiative is further complemented by a series of recent state statutes, policies, programs, and funding sources (as described on pages 20-22) that will significantly contribute to the success and sustainability of this collaborative. Additionally, this collaborative is supported by 18-months of development, identification of matching funds, and consensus building that has the partner schools and districts prepared for implementation.

PROJECT DESIGN

Comprehensive effort to improve teaching and learning and support rigorous academic standards for students

Although each partner LEA has existing practices and policies in place for making human capital decisions, these practices and policies are not systematic, connected, or comprehensive in nature, nor tied to the district's vision for instructional improvement. Appendix F provides an abbreviated description of the HCMS in the individual partnering

districts. Table 2 is a summary of the most commonly expressed challenges around current HCMS practices/policies of partner districts. The "*Needs/Potential Interventions*" column reflects opportunities for improvement and bold actions that will be reflected in this proposal.

Table 2: Summary of HCMS Current Status Challenges and Proposed Changes

Challenge: Current Status	Needs/Potential Interventions: LA BOLD
Recruitment	
Districts report the use of traditional job fairs and online job postings, with little, if any, connection to the district's efforts around instructional improvement.	The proposal includes a pool of resources from which to recruit hard-to-staff grades/subjects. These resources can be used to develop targeted recruitment strategies. Expansion of university/district partnerships will also expand the teacher pipeline and recruitment efforts.
Teacher PD/Support	
Wide variation in the types and frequency of support for teachers – varying from no school-based, job-embedded PD to school-based professional learning communities. Typically current PD efforts lack connection to a cohesive vision for instructional improvement.	PD will take place weekly in cluster groups led by master and mentor teachers; PD will occur during normal school hours; individualized follow-up from the school leadership team. PD informed by teacher evaluation results and performance data management system reports. District networking opportunities through this proposal will move all districts to their next higher level of PD implementation.
Principal PD/Support	
Districts typically indicate PD for principals is provided through monthly/quarterly district-level meetings or workshops held at central office. Minimal connections to teacher effectiveness and support.	PD for principals in areas of collaboration, feedback, and coaching will be provided on site and in regional trainings based on principal evaluation data. PD will be informed by school level performance data management system reports and analytics.

Challenge: Current Status	Needs/Potential Interventions: LA BOLD
Teacher Evaluation	
Most districts using state COMPASS Teacher Evaluation rubric, providing little differentiation in effectiveness and minimal information to inform PD and support for teachers. Some districts using COMPASS in some schools and NIET/TAP rubric in others.	NIET Teaching Standards Rubric will be used in all schools in partner districts. The single rubric will provide a common language and vision as to what constitutes effective teaching. At least 2 classroom observations/year, classroom value added VA score (as applicable) or classroom student learning target SLT score will be combined with observation rating (SKR score) for overall measure of effectiveness annually.
Principal Evaluation	
Most districts report use of COMPASS Leaders evaluation rubric (state authorized leader evaluation instrument) or a district-developed rubric.	Multiple measures will inform principal evaluation, including school wide VA, School Leadership Team observation, COMPASS Principal Rubric to create an overall measure of effectiveness annually.
Teacher Performance Pay/Incentive	
Act 1 Louisiana Legislature 2012 requires teacher compensation to be partially based on effectiveness, districts report little actual progress in that area. Most report small bonuses ($250 on average) for teachers who are rated effective or highly effective.	Teachers can earn substantial salary augmentations by taking on additional roles as master or mentor teachers; teachers may earn additional incentives based on multiple measures of performance including their observation and student achievement scores.
Principal Performance Pay	
Minimal effort by most districts in this area	Principals may earn additional incentives based on their overall effectiveness scores.

Challenge: Current Status	Needs/Potential Interventions: LA BOLD
Career Advancement	
Most districts report that teachers are randomly "encouraged" to apply for advanced positions (instructional coaches, school administrators). A few districts provide for teacher leaders; however, these positions generally do not have the time, resources or authority necessary for impact.	Teachers with a record of effectiveness are recruited to take on roles as master or mentor teachers. Master and mentor teachers have defined roles that support school-wide efforts and are provided with professional development. They form a school leadership team along with administrators.
Retention	
Most districts report no specific resources designated for retention efforts.	The grant will include resources for retention bonuses for teachers in hard-to-staff grades/subjects in high need schools. In addition, overall performance incentives and PD support are retention tools.
Dismissal, Tenure, Placement Currently districts do not have accurate evaluation data that can inform these decisions.	The evaluation data developed in LA BOLD will be used by districts to inform dismissal, tenure, and placement of educators in classrooms and schools.

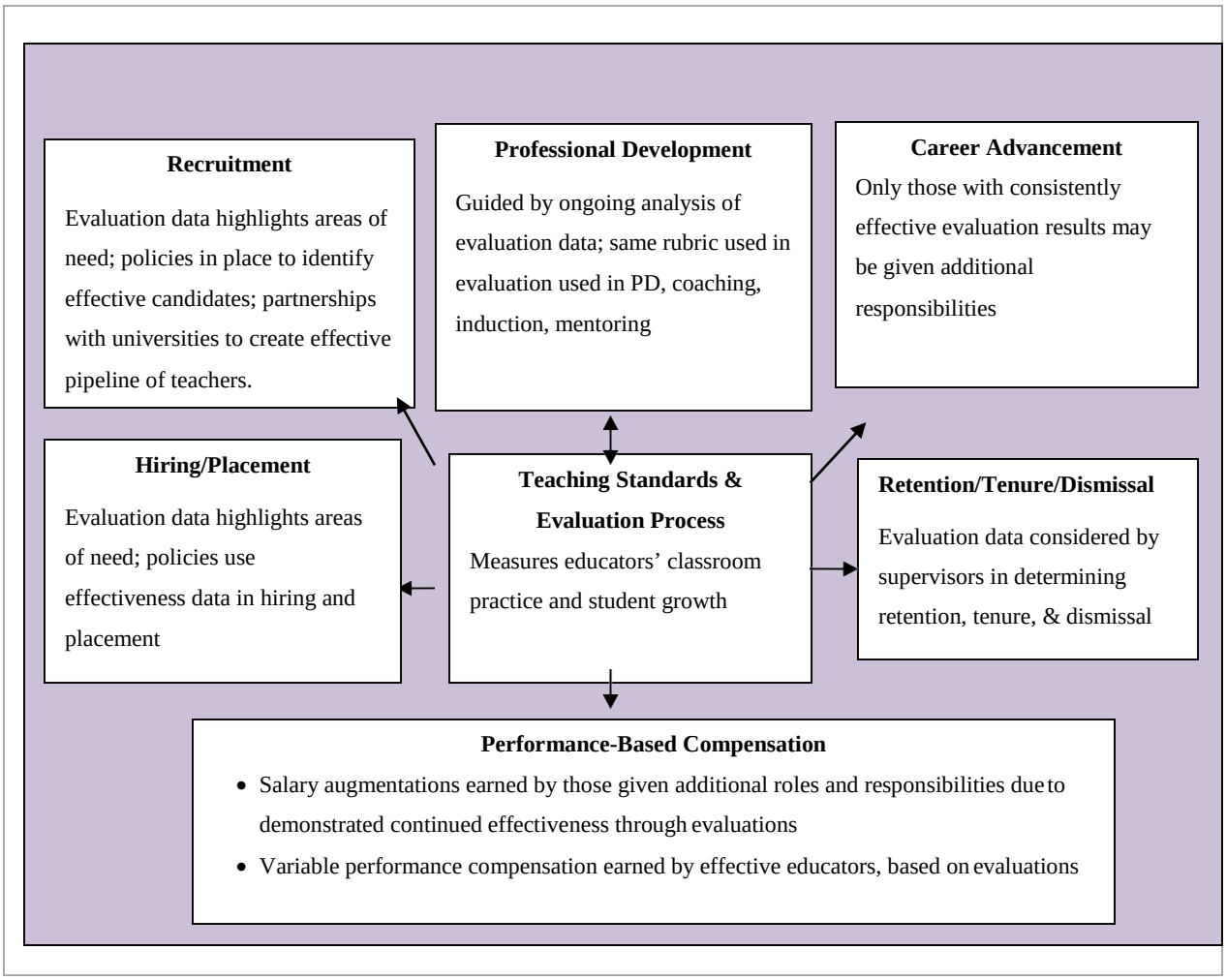
Within LA BOLD, the HCMS implemented by each partner district:

- Aligns with the district vision for instructional improvement and,
- Has clearly established decision points that use educator effectiveness data (recruitment, hiring, placement, support/professional development, advancement, compensation, retention, and dismissal).

Figure 3: HCMS Aligns to Vision for Instructional Improvement across Districts

The vision for instructional improvement is grounded in improving the practice of teachers and building leadership capacity among its school leaders through clearly identified instructional practices and on-going, job-embedded professional development.

Human Capital Management System



Providing High Need Students with Equitable Access to Effective Educators (Comp Priority 2)

The TIF opportunity is particularly powerful in Louisiana where early efforts have demonstrated how this approach is able to not only "equitably" distribute effective teachers and principals, but to provide high need students with ***greater*** access to effective educators than non-high need students. LA BOLD districts will use evaluation data and the HCMS to equitably distribute effective educators across schools as well as within schools.

Each LA BOLD district will build its HCMS to use teacher and principal evaluation and student achievement data across multiple functions and decision points:

Teacher and Principal Evaluation - The educator evaluation system, driven by the NIET/TAP instructional rubric for teachers and COMPASS leader rubric for principals, will serve as a central driver of decision-making and human capital management. The description of strong instructional and leadership practices used for evaluation also forms the basis for professional learning and informs recruitment, hiring, placement, promotion, dismissal, and tenure. In high need schools, they will be used to determine performance based compensation.

Career Advancement - Teacher leaders (master and mentor teachers), along with administrators, are trained and certified in the evaluation process and in the performance indicators and descriptors that give meaning to the instructional rubric (recertification required annually, using NIET web-based portal). Teacher leaders also lead weekly professional development and provide individualized support based on teacher data.

Recruitment/Hiring – Districts will use evaluation metrics in recruitment, including working with IHEs to integrate these measures into teacher preparation programs.

Placement – Districts will use evaluation data to review and determine equitable distribution of educators within and between schools.

Dismissal – Districts will use evaluation data and other data to determine dismissal.

Tenure – State law rewards tenure to teachers who are highly effective 5 out of 6 years and removes tenure from teachers who are ineffective.

Professional development - Weekly professional learning, delivered by trained master/mentor teachers, includes all teachers and provides for meaningful teacher collaboration focused on student needs and work. Professional learning will support the same instructional practices used in evaluation.

Performance based compensation - A system of performance based compensation will provide differentiated compensation for teacher leaders based on their additional roles and their effectiveness, and offer all teachers and principals the opportunity to earn additional compensation based on multiple measures of performance including competencies defined in evaluation rubrics as well as student achievement growth.

CODE: Integrated Performance Data Management System

The LA BOLD proposal will provide each district with access to CODE, the NIET Performance Data Management System, for storing and analyzing teacher evaluation data and other school data. CODE's analytics identify areas of strength and weakness in order to help inform professional development. The reports also provide tools for ensuring inter-rater reliability and consistency of evaluators overall, and on specific indicators. CODE can calculate performance-based compensation based on educator effectiveness measures and weightings provided by the district or school. Sample CODE reports are below in Figures 4 and 5.

Figure 4: Individual Teacher Progress on Observation Scores

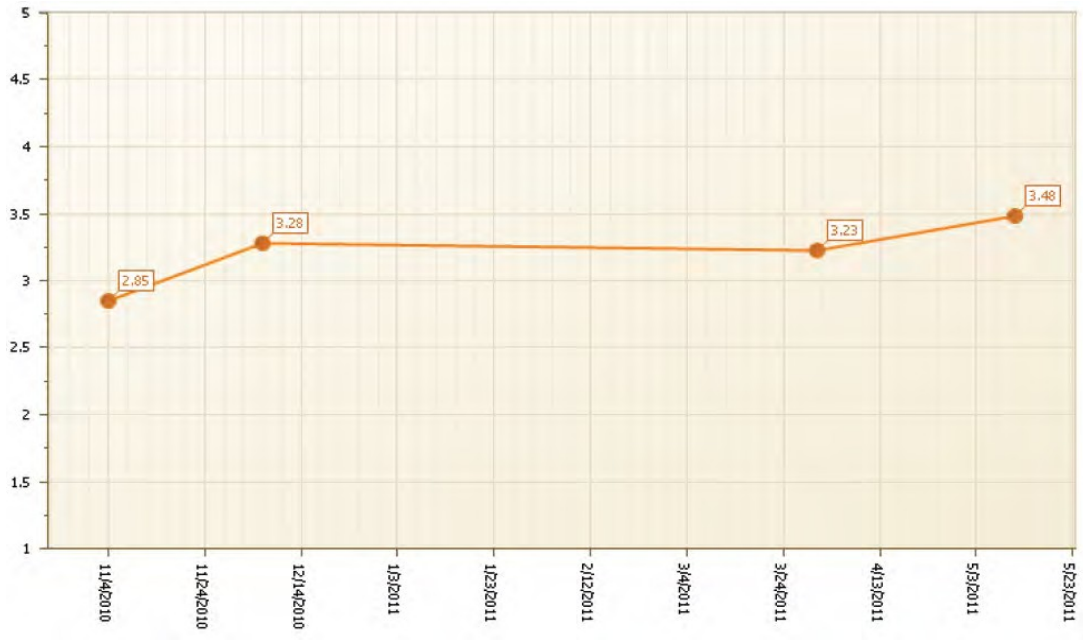
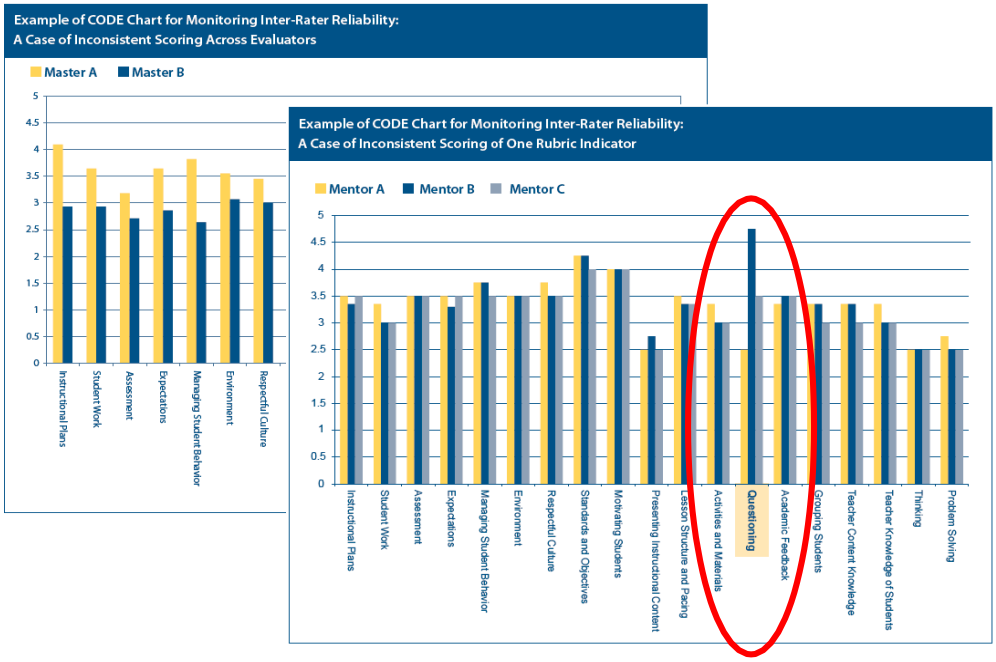


Figure 5: Monitoring Inter-rater Reliability of Across Observers, and on Individual Measures



Services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services

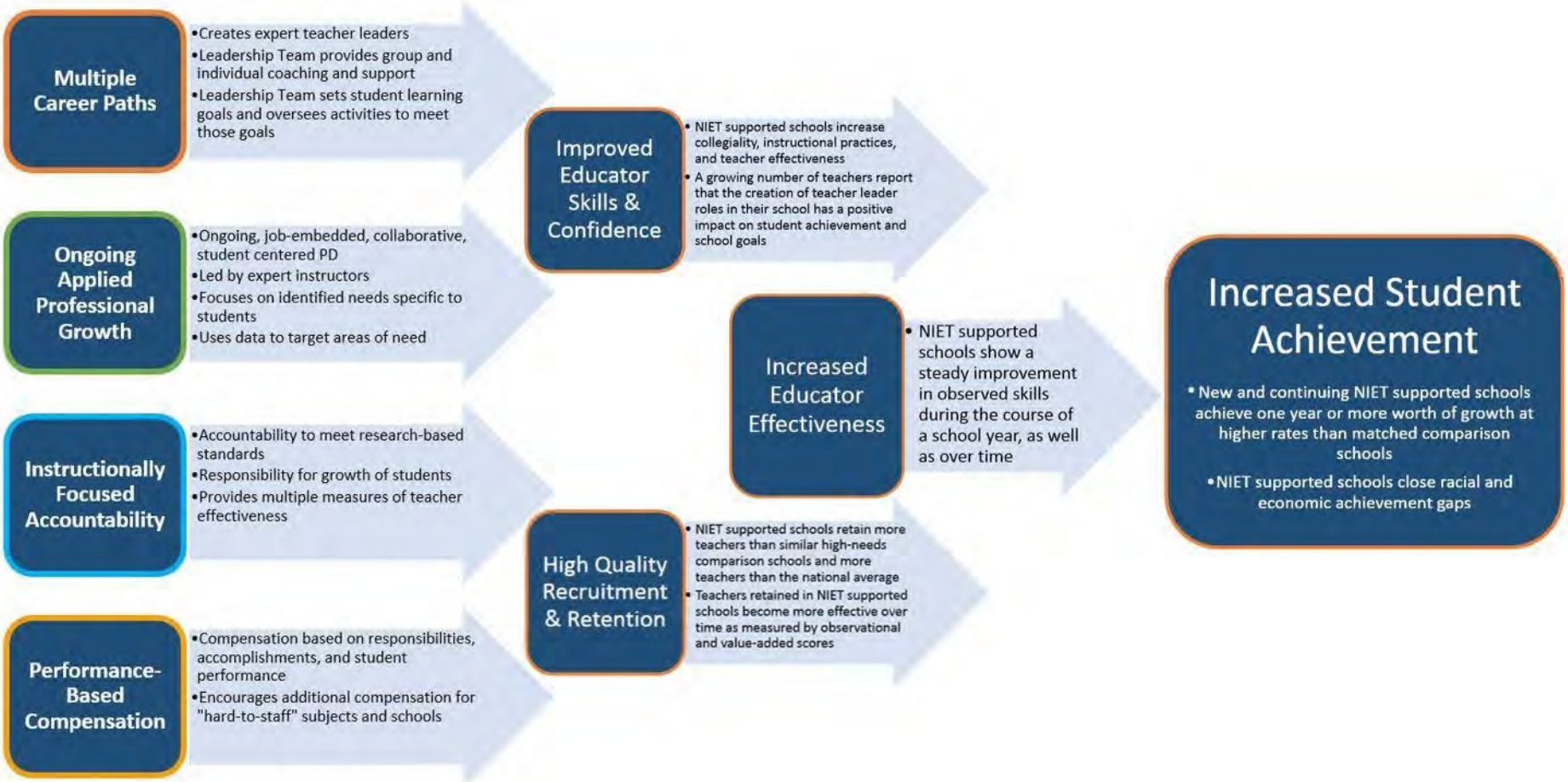
The focus and strategies of this proposal have been developed in consultation with leadership of each partner district over the course of the multiple conversations described above, written communications, and face-to-face meetings. This proposal combines the benefits of using a research-based model with proven results in high-need Louisiana districts across the state and the resources of a national non-profit partner, with the flexibility to use a varied and customizable approach to meeting the needs of individual districts. The strength of this collaboration is evidenced in (1) the state's decisions to implement policies and fund programs aligned with the LA BOLD best practices and (2) the overwhelming commitment articulated in letters of support from diverse stakeholders in each partnering district (Appendix E). As a result of early successes and initial statewide collaborations, partner districts have identified a list of services to support their HCMS development. Services will include, but are not limited to:

- *CORE Training* for leadership teams. 8-day training focuses on instructional rubric, evaluation, clusters, leadership development, and field testing.
- *NIET Educator Effectiveness Workshop Series*: NIET also offers districts and schools the opportunity to select from individualized trainings around a particular best practice. (Appendix F provides a sample list of offerings.)
- *NIET Onsite School Developmental Visits and Technical Assistance*: NIET provides onsite, school-based support in the forms of observation, coaching, consultation, and technical assistance to schools.

- *NIET National Conference and Training*: This conference is an annual professional development opportunity for master and mentor teachers, along with building and district level administrators to receive role-specific and practice-specific training.
- *NIET Training Portal*: An interactive web tool that provides real-time access to individualized trainings and support for advancing educator effectiveness. (Appendix F)
- *CODE - NIET Performance Data Management System*: NIET's Data Management system is an interactive online tool for storing and analyzing teacher evaluations and other school data.
- *University Partner Collaboration Symposiums*: Teacher Preparation programs in Louisiana are actively seeking and exploring the use of the NIET/TAP rubric for use with their teacher candidates. All of the LA BOLD districts have initiated university partnerships that will be strengthened through this proposal. These annual symposiums, jointly sponsored by the Louisiana Board of Regents and NIET, will build upon existing K-12/university partnerships and develop new partnerships to strengthen efforts around preparation, recruitment, and mentoring of teacher candidates.

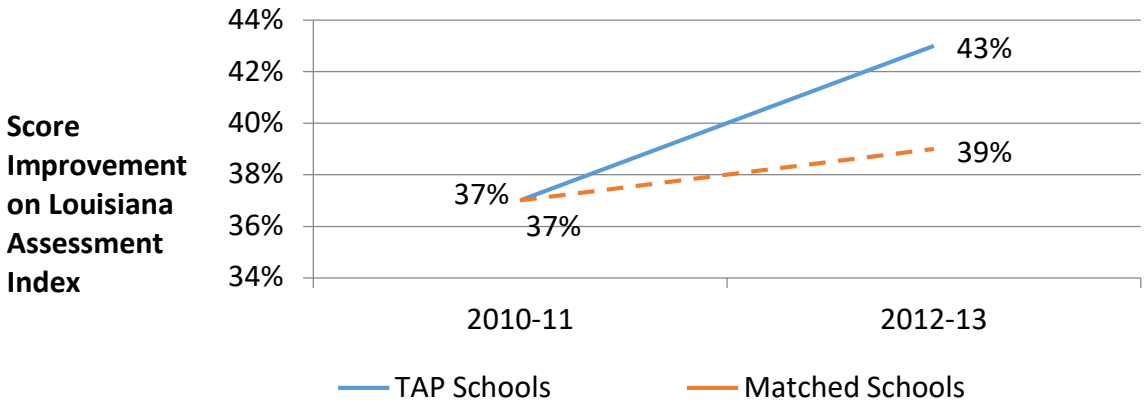
The extent to which the proposed project is supported by a strong theory.

NIET's work is built on strong theory with proven results (i.e. Barnett, Wills, & Kirby 2015; Berry, Daughtrey, & Wieder, 2010; Center for American Progress, 2014; Chingos & West, 2012; Stone-Johnson, 2014). Increases in teacher effectiveness will result from increases in the skills of current educators, improved recruitment and retention of effective teachers and school leaders given the combination of increased support and opportunities for leadership roles and for additional compensation. The theory of action (see Appendix C) includes vertical alignment between human resource practices and district goals, as well as horizontal alignment between human resource functions including using explicit strategies to *improve* these functions.


Multiple Career Paths
•Creates expert teacher leaders
•Leadership Team provides group and individual coaching and support
•Leadership Team sets student learning goals and oversees activities to meet those goals
Ongoing Applied Professional Growth
•Ongoing, job-embedded, collaborative, student centered PD
•Led by expert instructors
•Focuses on identified needs specific to students
•Uses data to target areas of need
Instructionally Focused Accountability
•Accountability to meet research-based standards
•Responsibility for growth of students
•Provides multiple measures of teacher effectiveness
Performance-Based Compensation
•Compensation based on responsibilities, accomplishments, and student performance
•Encourages additional compensation for "hard-to-staff" subjects and schools
Improved Educator Skills & Confidence
• NIET supported schools increase collegiality, instructional practices, and teacher effectiveness
• A growing number of teachers report that the creation of teacher leader roles in their school has a positive impact on student achievement and school goals
High Quality Recruitment & Retention
• NIET supported schools retain more teachers than similar high-needs comparison schools and more teachers than the national average
• Teachers retained in NIET supported schools become more effective over time as measured by observational and value-added scores
Increased Educator Effectiveness
• NIET supported schools show a steady improvement in observed skills during the course of a school year, as well as over time
Increased Student Achievement
• New and continuing NIET supported schools achieve one year or more worth of growth at higher rates than matched comparison schools
•NIET supported schools close racial and economic achievement gaps

This theory of action has a record of effectiveness in supporting high need districts in Louisiana to increase student achievement as illustrated below.

Figure 6: Louisiana TAP Schools Increase Student Academic Achievement Growth



The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes, using existing funding streams from other programs or policies

Curriculum

Louisiana school districts are charged with implementing the Common Core Standards – Louisiana Revised Version, June 2016. With the exception of a few minor revisions, these standards have been implemented in Louisiana since 2012. The goal for educators is to teach each student at a challenging academic level and to personally connect with each child. Instructional decisions will be based upon data analysis; professional development will be embedded into leadership teams and cluster (teacher collaboration) meetings and will be focused on improving teacher performance and student success. This collaborative will help teachers to achieve strong Common Core implementation in their classrooms.

Assessment

Louisiana students are assessed annually in grades 3 through 8 and high school grades. Statewide assessments, coupled with the Louisiana value-added methodology, provides LA BOLD districts with meaningful student data to inform district- and school-based professional development and a full complement of HCMS decisions and strategies. LA BOLD will build local capacity in the area of formative and summative assessment through teacher leaders and leadership teams and through the ongoing professional development and teacher collaboration.

Teacher Evaluation

In 2010, the Louisiana legislature enacted ACT 54 which called for the creation of an educator evaluation and support system based on two measures: professional performance (observation/evaluation) and student performance (value-added score and/or student learning target score). The 2016 legislature passed an act that requiring the student performance component to be at minimum 35%. The state system, name COMPASS, includes a state-developed teacher rubric and a principal standards rubric. The NIET/TAP rubric was immediately approved as an alternate instrument that met or exceeded the requirements of the state system for purposes of teacher observation/evaluation. The NIET rubric includes more indicators of instructional practice and has the reputation as the “gold standard” for teacher evaluation and observation in the state. A subsequent legislative action (Act 1 of 2012) granted school and LEA administrators broad authority to make workforce decisions around hiring, termination, reductions in force, and tenure.

Louisiana Performance Pay

Act 1 of 2012 legislative session, also referred to as the Talent Bill, directs that school personnel employment decisions be based on performance, effectiveness, and qualifications, and eliminates the use of seniority as the primary criterion when making personnel decisions. In

addition, local boards are directed to establish salary schedules for teachers and school employees based on effectiveness, demand by subject area or area of certification, and experience (with no single component comprising more than 50% of the salary formula). LA BOLD aligns to these new requirements.

Principal Support Initiative

The Louisiana Department of Education Principal Support Grant identifies the expansion of NIET/TAP best practices as a primary vehicle for developing bold and effective leaders. The Improving Teacher Effectiveness and Student Achievement: Utilizing TAP Best Practices to Support Louisiana School District Success, 2015-2016 Guidance is part of Louisiana's ongoing efforts to support principals in their work to improve teaching and learning. LA BOLD Districts have received a Principal Support Grant and will use these resources to complement their LA BOLD efforts.

Believe and Prepare Initiative and Grant for New Teacher Candidates

Through Believe and Prepare, the LDOE provides grants to empower schools and districts to design innovative, classroom- and school-based preparation experiences for aspiring educators. Experiences give educators the opportunity to practice their developing skills with real students and draw on the expertise of Louisiana's best educators. A priority of this grant is *Mentor Teacher Recruitment and Development.* School systems are to develop a vision for the role of the mentor teacher and establish a cadre of mentor teachers who are prepared to work with teacher candidates and practicing teachers and who have a defined role with respect to new teacher development. As an example, the application cites that this can be accomplished through "implementation of a program of professional support and development for mentors, accomplished by working with a partner with proven experience in this areas such as the

National Institute for Excellence in Teaching." This state-funded grant will also allow many of the LA BOLD districts to strengthen their partnerships with universities and improve their ability to recruit effective and well prepared new teachers.

Believe and Succeed Initiative and Grant

In the Believe and Succeed Grant, high-need districts are called upon to describe the actions that the LEA has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model. The TAP model, along with the NIET educator effectiveness best practices, has been accepted by the department as a whole-school reform model that meets the criteria of the grant.

Louisiana's State Equity Plan for Ensuring Equitable Access to Excellent Teachers for All Students (Competitive Priority 2/Invitational Priority)

Louisiana's State Equity Plan calls for the development of district/university partnerships to better meet the workforce needs of districts that result in improve recruitment and retention of effective educators. The strategies of the LA BOLD proposal will substantially contribute to this goal in measurable ways. Eleven of the partner districts are participants in Believe and Prepare, the main strategy of the state equity plan. In addition, LA BOLD will encourage more and stronger partnerships between LEAs and preparation programs and will support innovative teacher recruitment and hiring practices (both key strategies of the equity plan).

PROFESSIONAL DEVELOPMENT SYSTEMS TO SUPPORT THE NEEDS OF TEACHERS AND PRINCIPALS IDENTIFIED THROUGH EVALUATION

LA BOLD offers a sound professional development platform to develop teachers and teacher leaders and, most important, develop principals as strong instructional leaders. Underlying NIET's powerful model of professional development is the NIET Best Practices Center Training Portal, an interactive Web tool that provides individualized trainings, resources and support for all educators (Appendix F). In addition to the online resources, LA BOLD provides a full complement of formal workshops/trainings, on-site follow-up support, and ongoing job-embedded professional development.

LA BOLD districts will be able to closely integrate evaluation results with professional development through (1) the evaluation system which produces detailed data on teacher practice. and, (2) the cadre of teacher leaders (master and mentor teachers) who are trained in the rubric and evaluation process, observe in classrooms, and who provide the job-embedded PD. Each high-need schools will have 1-2 full time master teachers, depending on school size, and a minimum of 1 mentor teacher.

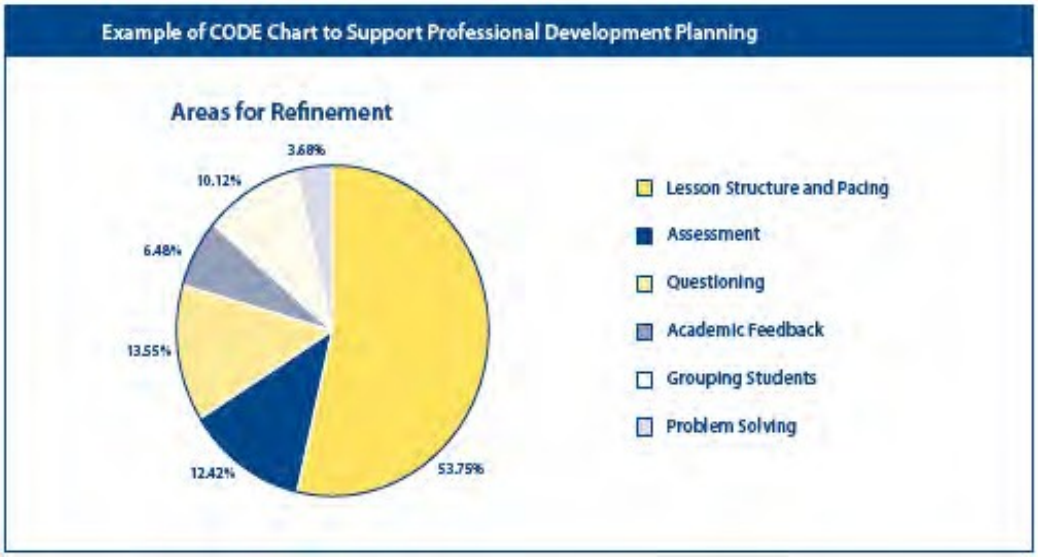
Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools

A key professional development structure within the LA BOLD schools is the school leadership team (administrators, master teachers, and mentors). The leadership team analyzes school-wide areas of strength or weakness, trends by grade or subject, and individual teacher performance. The data is used to determine professional development needs for individuals and groups of teachers in schools. As a result of the NIET evaluation process, every teacher receives an area of reinforcement (strength) and an area of refinement (weakness) through the post-

conference. This evaluation data also informs the development for each teacher of an individual growth plan to guide their own improvement efforts.

The following chart, generated using data for the NIET Performance Data Management System, shows how often particular indicators on the TAP Rubric have been chosen as the area of refinement (i.e., area of relative weakness) during the post-conference. In this case, more than half of observations at this example school have led to the "Lesson Structure and Pacing" indicator being targeted as an area for improvement, suggesting that master and mentor teachers might want to pay particular attention to this skill in upcoming professional development.

Figure 7: Example Performance Data Management System Report – Areas for Refinement



Provide professional development in a timely way

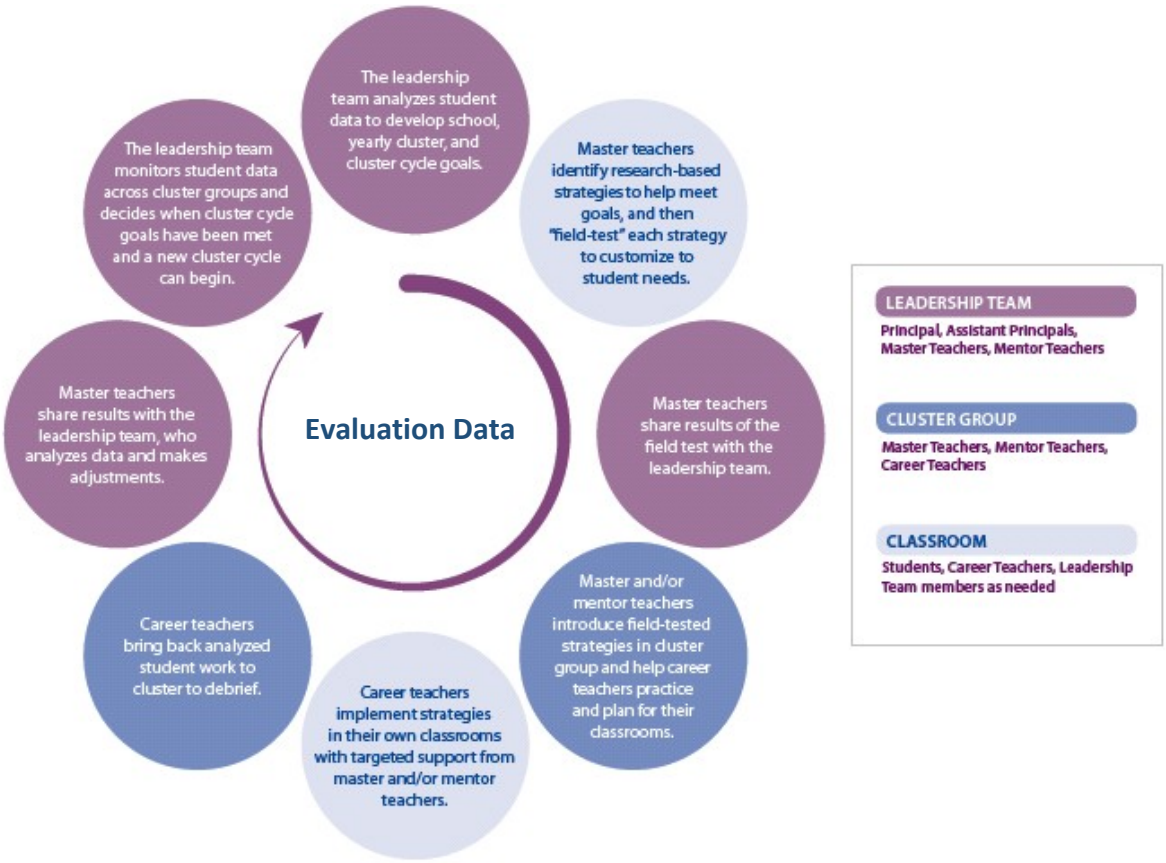
Each LA BOLD district will structure schools' schedules to allow for professional development activities to take place during the school day. *Every week*, master and mentor teachers will lead career teachers in "cluster group," or small professional development sessions. Cluster groups are grade- or subject-specific and typically have 5-8 members. Professional development will extend into each classroom as master teachers model lessons, observe

instruction and support other teachers to improve their practice. In addition, as part of the NIET Evaluation Process, following the classroom observation, teachers participate in a post-conference meeting with their evaluator. This post-conference, held within a week of the observation, provides the teacher timely feedback and a specific model to address the individual teacher's area of refinement – real-time, personalized professional development.

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

The following chart provides an illustration of how PD will work in schools. Note that *one hundred percent* of the PD illustrated occurs on-site and job-embedded.

Figure 8: Overview of Professional Learning Cycle in LA BOLD



Professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators

The teaching standards inform not only the evaluation process, but also the daily and weekly, informal and formal professional development experiences. This does not happen by chance, but rather by strategic and mindful planning with the purpose of improving instruction and leadership across the entire school. In LA BOLD, as part of implementing NIET effective educators best practices, master teachers, mentor teachers and the principal have explicit responsibility for planning and leading a range of inter-related professional development activities. While the professional development structure is common across LA BOLD schools, the content is entirely driven by analysis of student and teacher needs in the specific school. Typical professional development activities include:

Cluster Groups. LA BOLD schools restructure the school schedule to provide time during the regular school day for groups of teachers to collaborate on analyzing student data and learning instructional strategies to improve student learning. Strategies are selected by master teachers based on detailed analyses of student achievement data and are only introduced to teachers in the cluster group after the masters teachers have successfully field tested or vetted the strategies in actual classrooms so they can demonstrate student learning gains. After master teachers introduce a new strategy, teachers use the strategy in their own classrooms, then return to cluster meetings with pre- and post-test data from formative assessments to discuss how well the strategy worked and refine it further if necessary. Additionally, within clusters, teachers engage in collaborative professional learning based on the standards of performance that are applied in their evaluations.

Individualized Coaching. In LA BOLD master and mentor teachers follow up after cluster meetings to provide every teacher with one-on-one coaching which is informed by evaluation data. These teacher leaders are provided training, authority, time, and additional compensation for these roles, and their work with classroom teachers is a key component of their responsibilities. Master and mentor teachers carefully calibrate the content and form of coaching to meet teachers' individual needs based specifically on the students in the teachers' classroom. For example, they might ask: *How well did the teacher understand the strategy overall, and did he or she struggle with a particular aspect of it?* What kind of coaching technique would work best for this teacher – observation and feedback, a demonstration lesson, co-teaching? *Will one of the "critical attributes" of the strategy be difficult for this teacher?* Master and mentor teachers regularly visit teachers' classrooms to provide intensive and personalized coaching that can take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching.

Additionally, the districts will use technology to support educator growth, including the on-line NIET Educator Effectiveness Best Practices System Training Portal (Appendix F) which provides access to instructional videos, strategies, and professional development modules.

QUALITY OF THE MANAGEMENT PLAN

NIET will serve as fiscal agent for the proposed TIF grant. NIET has served successfully as the fiscal agent to a number of other large grants – including TIF grants – and will use the same strategies to assess human resource needs for this grant and to develop a clearly defined timeline, strategies, responsibilities, and milestones for accomplishing project objectives. The Management Plan describes NIET's management structure for meeting the goals and objectives

of this project on time and within budget, and is organized in three major sections: Project Personnel, Project Objectives, and Project Timeline/Tasks/Responsibilities.

Project Personnel

The LA BOLD project provides a team of seasoned and committed leaders and practitioners who understand what it means to collaborate with districts and schools toward mutual goals. The work of this proposal builds on the expertise and aspirations of the team listed in Table 3 (see Appendix D for key project personnel professional vitas and resumes).

Table 3: LA BOLD Project Personnel

Project Personnel	Title	Project Role	%FTE
Dr. Gary Stark	NIET CEO	Will work with NIET Sr Staff to oversee and ensure effective implementation	*In Kind*
Dr. Patrice Pujol	NIET President of Services and Partnerships	Serve as NIET's escalation point for issues as needed; provide development oversight and strategic guidance	*In Kind*
To be Hired	NIET LA BOLD Project Director (Expert practitioner with a record of success in K-12 and project leadership)	Oversee all aspects of operation in districts; lead annual advisory board meetings; work closely with NIET senior mgt and district administration to supervise Senior Trainers; provide training and on-site technical assistance as needed	100%
Dr. Joshua Barnett	NIET Chief Learning Officer	As Principal Investigator provide oversight for project design, execution, and evaluation.	10%
Vicky Condalary	Assistant Director for School Service	Provide support to and coordination of Project Director and Senior Trainers	20%

Dr. Danielle Ferreira	NIET Director of Learning Technologies	Provide oversight and direct support for implementation of NIET Best Practices Portal and Performance Data Management System in all schools	10%
Dr. Ann Shaw	NIET Director of Training	Work with districts to develop district-specific plans for training district leaders and school leadership teams; facilitate development of district/higher ed partnerships	10%
To be Hired (4)	NIET LA BOLD Sr Trainers – Experienced, highly effective practitioners in NIET Best Practices	Provide on-site support to schools and districts; coach and support school leadership teams and district leaders; consult and support school level cluster work; provide field-level data for the project; identify additional resources and support needed	100%
Payton Parker	NIET Director of Grants	Serve as the grant manager and liaison for federal reporting	20%
Dr. Tanee Hudgens	NIET Sr Research Associate	Lead project evaluation	50%
Kristan Van Hook	NIET Senior VP for Policy	Develop and execute strategies for communicating with practitioners, communities, and policymakers	10%
Sheila Talamo	NIET School Services Business Manager	Support districts and schools in scheduling and coordination of trainings and technical assistance meetings.	10%

Dr. Josh Barnett will serve as the principal investigator for the project, providing oversight and direction for NIET. Management and coordination of this project will ultimately

be the responsibility of the LA BOLD Project Director who will oversee and administer the grant. The Project Director will ensure the goals and objectives are achieved on time and within budget through oversight of grant execution, management of grant activities, and support for implementation of the proposed HCMS in district. The LA BOLD Project Director will communicate ***weekly*** with key district points of contact and NIET personnel to ensure effective and proactive management of the project.

NIET, in collaboration with representatives from each of the partner districts, will hire four Senior Trainers to provide services to districts across the state. These Senior Trainers will be responsible for training school-based leadership teams and conducting regular site visits. These Senior Trainers will work directly with district leaders and school-based administrators and master and mentor teachers to anchor the training process. NIET will seek applicants who have at least five years of classroom teaching experience, preferably as a master teacher in a TAP school; master's degree in education, preferred; demonstrated expertise in curriculum development, test analysis, mentoring and professional development; and the ability to work with faculty in a diverse cross-section of schools.

NIET will use routine cost-control mechanisms that involve work and budget planning and systematic review. NIET believes that paramount to effective control of any project's costs are detailed work and budget planning, coupled with systematic reviews of actual performance against those plans and the ability to make adjustments as required. Actual accomplishments and their costs will be compared to the planned work flows and budgets. Each quarter, NIET will generate financial reports for the districts. These reports will allow NIET to closely monitor expenditures and make sure the project is within budget. NIET has assembled an exceptionally well-qualified team of managers and other personnel who will complete their project

responsibilities on time and within budget. The qualifications of the staff identified in Table 3 represent the full range of skills to guarantee quality and timely work on all project tasks. The time commitments these key personnel will devote to this grant are adequate to implement the project effectively.

In addition, upon notification of funding NIET will convene a TIF Advisory Board that will include: NIET's President (or designee); the TIF Project Director; the Senior Trainers; the Louisiana Department of Education State Superintendent (or designee), the superintendent (or designee) from each district; and principal and teacher representatives. The TIF Advisory Board will meet annually to provide a consistent platform for systematic review of the status and improvement of the TIF project. Based on the Board's findings and with approval of the U.S. Department of Education (ED), changes or adaptations will be made in the LA BOLD implementation to guarantee that all of the project's objectives are met. In addition, NIET and the districts will establish quarterly communications to monitor progress, ensure implementation is on track and address any challenges they may be facing.

Project Objectives

In addition to the four required GPRA measures, our evaluation will collect and analyze the following measures of performance related to the goals of the project.

Project Objective 1: Increase the percent of effective teachers

1.a. Increase the percent of effective teachers as defined within the TIF grant.

1.b. Increase the percent of effective teachers retained each year.

1.c. Enhance the opportunity for principals to recruit teachers likely to be effective.

Project Objective 2: Increase the percent of effective principals

2.a. Increase the percent of effective principals as defined within the TIF grant.

2.b. Increase the percent of principals retained each year.

Project Objective 3: Improve student achievement.

3.a. Achieve a year or more of student growth at the school level.

Management Plan Responsibilities, Timelines, and Milestones

The management plan milestones, responsible parties, and a timeline for completion.

Project Tasks	*Responsible Parties*	*Milestones*				
		Y 1	*Y 2*	*Y 3*	*Y 4*	*Y 5*
Human Capital Management System (HCMS) Implementation and Expansion						
Upload all school data to the NIET Performance Data Management system.	District Administration (DA)	x				
Districts sign a MOU with NIET*	NIET, DA	x				
Establish a TIF Advisory Board to meet annually to assess the progress of meeting the stated goals of the TIF grant*	Project Director (PD), DA	x	x	x	x	x
Convene initial collaboration meetings with higher education partnerships*	DA, NIET	x				
Plan for the performance-incentive pay metrics tailored to district needs and feedback	NIET, DA, Schools	x				
Incorporate performance into the salary schedule and teacher compensation package	DA, Schools		x	x	x	x
Identify and implement strategies to incorporate the vision for instructional improvement, as defined in the NIET Instructional Rubric (teaching standards), into recruitment and hiring practices	PD, DA, NIET	x	x	x	x	x
PBCS Preparation						
Hire Project Director and Senior Trainers	NIET, DA	x				
Career Advancement						
Establish a Staffing Committee for master and mentor teacher selection and accountability.	DA, NIET	x	x	x	x	x

Project Tasks	*Responsible Parties*	*Milestones*				
		Y 1	*Y 2*	*Y 3*	*Y 4*	*Y 5*
LA BOLD districts recruit, interview, and hire master and mentor teachers.	DA, Schools, Staffing Committee	x				
Master and mentor teachers sign addendums to their contract, outlining the responsibilities, job descriptions and compensation.	Schools	x	x	x	x	x
Professional Development						
Schools restructure school schedule to allow for ongoing applied professional growth activities to occur during the school day.*	DA, Schools	x				
LA BOLD Senior Trainers visit targeted schools bimonthly to provide on-site implementation, consultation, technical, and management support.	NIET Senior Trainers	x	x	x	x	x
Evaluation						
Convene the Educator Implementation Committee to allocate specific weight given to student growth measures for purposes of performance pay	DA, Educator Implementation Committee	x				
Based on the Educator Implementation Committee recommendations, upload weights to the NIET Performance Data Management System	NIET	x				
Calculating Student Growth						
School-wide and Teacher-Level Student Growth Scores calculated and provided	La Department of Education	x	x	x	x	
PBCS Implementation: LA BOLD Schools						
Schools complete NIET Best Practices Trainings (Cluster,Leadership Team,Evaluation,Field Testing)*	SLT, NIET	x	x			
Members of the SLT will attend the NIET Summer Institute and NIET Natl Conference and Training.*	SLT	x	x	x	x	x
Districts will work with NIET to disseminate information about LA BOLD and the success of the schools to key stakeholders.*	DA, PD, NIET	x	x	x	x	x
Implement NIET Evaluation System district-wide.*	DA		x	x	x	x

Project Tasks	Responsible Parties	Milestones				
		Y 1	*Y 2*	*Y 3*	*Y 4*	*Y 5*
All participating schools receive a School Review.*	NIET, Schools		x	x	x	x
Districts will work with NIET to develop a plan for sustaining and expanding the NIET Best Practices, PBCS, and HCMS beyond the life of the grant.*	DA, PD, NIET	x	x	x	x	x
PBCS Implementation: Teachers						
Participating schools provide ongoing applied professional growth activities to teachers.	SLT	x	x	x	x	x
Districts ensure that evaluators are trained and certified, and recertified annually to ensure ratings align with national raters and value-added measures.	DA, Schools, NIET	x	x	x	x	x
Evaluation: All teachers receive a minimum of two full classroom evaluations and associated pre- and post-conference sessions.	SLT		x	x	x	x
Evaluation: Teachers in non-tested grades/subjects develop Student Learning Targets; SLT evaluate Student Learning Targets and determine growth	SLT	x	x	x	x	x
Districts reward effective teachers in participating schools with performance-based compensation.*	DA		x	x	x	x
PBCS Implementation: Principals						
District staff and NIET provide professional development for principals.	DA, NIET	x	x	x	x	x
Districts ensure that principal evaluators are trained.	DA, Schools	x	x	x	x	x
All principals receive a minimum of two observation evaluations using the Louisiana COMPASS Leader Rubric and the TLT rubric.	DA, Schools, NIET		x	x	x	x
Districts reward effective principals in participating schools with performance-based compensation.*	DA		x	x	x	x

* Indicates actions that will lead to project sustainability.

ADEQUACY OF RESOURCES

Extent to which the applicant demonstrates that PBCS are developed with the input of teachers and school leaders in the schools and local educational agencies to be served by the grant.

LA BOLD will enable districts to develop and implement a PBCS in high need schools with input from the teachers and school leaders in each LEA. (Requirement 1) Based on teacher and principal needs and their vision for student achievement, LA BOLD districts, principals, and teachers have agreed upon multiple measures of performance for teachers and school leaders. They have also committed to a review of the measures to determine the weights of each through briefings, focus groups, and meetings at the school and district level. Districts have decided to put $1,000 per teacher into annual performance award funds. This is four times the current state average among districts already implementing performance pay ($250). From this pool of funds, teachers will be able to earn PBC based on the following measures of performance.

1. Skills, Knowledge and Responsibilities score average of multiple observations,
2. Classroom level student learning growth using Louisiana value added scores and/or Student Learning Target Scores, and
3. School wide student learning growth based on Louisiana value added scores.

In the first year of the grant, stakeholders in each district will convene in a PBCS Committee with broad stakeholder representation, including teacher and principals, to recommend the *weights* to be assigned to each measure of performance for teachers and principals. Districts will determine the annual distribution of performance pay based on the measures and weights assigned, with student achievement measures equaling at least 35% per state law. As an example, the chart below illustrates how PBCS would be calculated if the weighting were 50% observation, 20% school wide growth, 30% classroom level growth, for 3 different teachers:

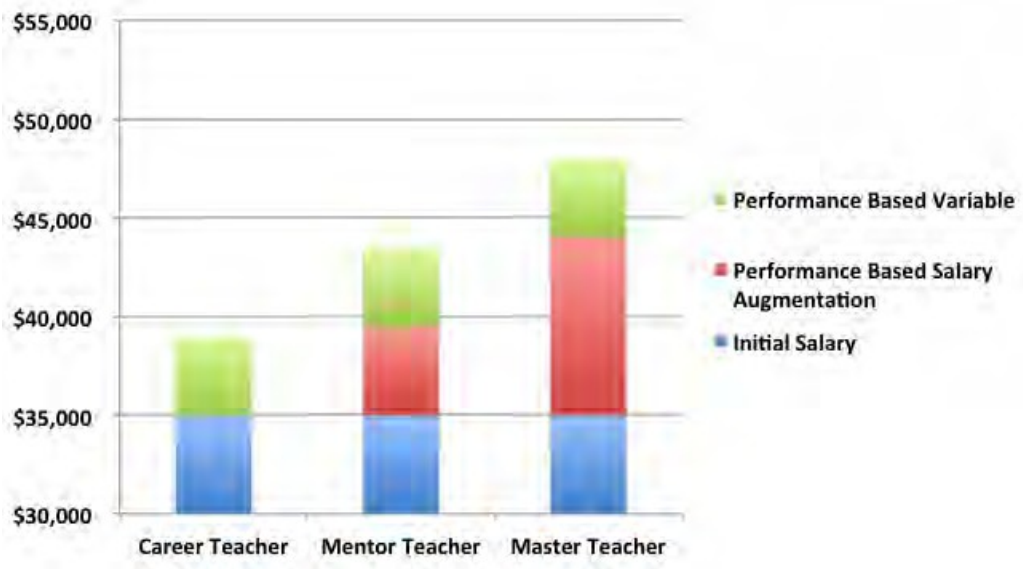
	Teacher A	Teacher B	Teacher C
Average of SKR observation scores	2.5 * 50% = 1.25	1 * 50% = 0.5	4 * 50% = 2
School-wide learning growth	4 * 20% = 0.8	4 * 20% = 0.8	4 * 20% = 0.8
Classroom learning growth	2 * 30% = 0.6	2 * 30% = 0.6	5 * 30% = 1.5
Weighted Average Score	2.65	1.9	4.3

*Only those educators rated as effective are eligible for performance based compensation. An effective rating is defined as a composite score of 2.5 or higher on the measures.

Additional Roles and Responsibilities for Teacher Leaders

For taking on additional roles and responsibilities, teachers may increase their pay with salary augmentations of $4,500 as a mentor teacher and $9,000 as a master teacher. Teachers must remain effective to retain their additional roles and responsibilities. Figure 9 illustrates opportunities for teacher performance based pay.

Figure 9: Differentiated Pay for Teachers Based on Performance and Leadership Roles



Evaluating Principals and Assistant Principals

Principal effectiveness will be evaluated annually and be based on student achievement growth at the school level for at least 35% of the measure, while the other measures will include scores the state COMPASS evaluation for principals, and School Leadership Team observation scores.

Multiple observation-based assessments per year. Principals will be observed two or more times a year during weekly School Leadership Team meetings that they facilitate. Principals' scores on the state COMPASS evaluation, two or more observations, will be an additional measure.

Student growth measures. 35% of more of principal effectiveness will depend on student growth measured by school-wide value-added scores.

As with weights assigned to teacher performance measures, the districts will review the measures and determine district-specific weights for each. The measures for evaluating Assistant Principals for PBC can be different than those for Principals, as determined by the PBCS Committee. Each district will put $7,500 per principal and $4,000 per AP into an annual performance award fund.

Within each measure used in their evaluations, teachers and principals receive a larger award as their scores increase, which differentiates pay and ensures performance awards are of sufficient size to affect behavior. Teachers can receive awards as low as $0 and upwards to around $6,000 (the range varies from school to school).

Calculating Educator Effectiveness and Performance Pay.

Districts will convene PBCS Committees in Year 1 of the grant that include school administrators, teachers, and other key stakeholders across the district to develop a district-specific performance pay formula tailored to their district's needs through the weights assigned to measures of performance. The NIET System provides the framework for the evaluation and

PBCS process but through educator involvement the structure becomes unique and individualized for each school.

As mentioned previously, principals and teachers have played a leadership role in each district's decision to join LA BOLD. Every partner superintendent has signed an MOU and submitted a written letter of support. In addition, principals and teachers from the participating LEAs express their support for the best practices of the NIET System, and enthusiasm for its overall potential impact (APPENDIX E – over 170 letters of support). Many echo the sentiments and enthusiasm of Tammy Hallett, a fourth grade teacher at Hadnot-Hayes School in Rapides Parish who states "we are excited to partner with NIET to implement practices to further our instructional effectives and sustain a cadre of highly effective educators."

Timeline for PBCS Implementation

The PBCS will be implemented by each district in year two of the grant. In addition, each district will reconvene the PBCS Committee in year four of the grant to consider additional changes to the salary schedule. The districts believe that teachers and principals must first become familiar with and trust the accuracy and fairness of the new evaluation system before asking educators to make additional changes to the salary schedule. The details of the PBCS will be established by each district and its PBCS Committee over the course of the grant to build buy-in and ensure the design of the salary schedule reflects local needs. Further changes to the salary schedule identified by the year four review committee will be implemented in Year 5.

The extent to which the applicant demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired.

Our sustainability plan includes elements that will ensure long-term sustainability and success of this project: building buy-in, creating capacity through training and support, increasing educator skills and driving student growth, and establishing financial sustainability.

Establishing financial sustainability. To demonstrate their commitment to sustainability, districts will use non-TIF funds to take over an increasing share of performance-based compensation each year. Districts will adopt **25%** in Year 3; and **50%** in Year 4. By the final year of the grant (Year 5), the districts will fund **75%** of performance-based compensation with funds provided by other local, state and/or federal resources. Also in Years 4 and 5 of the grant, the districts will assume the costs of the second master teacher. Performance-based compensation and master teacher salaries are the largest components of the PBCS budget; therefore, these districts are demonstrating their commitment to implementing the system by shouldering these costs.

After the initial 5 years, schools within the districts and district leaders will have built instructional capacity among the faculty members; thus, districts will be able to reduce the number of master/mentor teachers needed. The role of NIET support will lessen as the district will have built their own training capacity. Consequently, costs of implementation will be substantially reduced after the project period, contributing to fiscal sustainability.

Sustainability also involves a commitment by key district and community stakeholders to remain engaged in the system's ongoing development. Ongoing communications efforts will build awareness, understanding and support for the PBCS and educator evaluation systems

among teachers, principals, other school personnel and the community (including parents). Three primary strategies to involve key stakeholders and build lasting support:

Advisory Board. Upon notification of funding, NIET will form an advisory board consisting of NIET's President (or designee); the TIF Project Director; the Senior Trainers; the Louisiana Department of Education State Superintendent (or designee), the superintendent (or designee) from each district; and principal and teacher representatives. The advisory board will meet annually to provide a consistent platform for a systematic review of the status of the project.

School Leadership Teams. To regularly communicate information about the HCMS to stakeholders on a site-level basis, partner districts will utilize School Leadership Teams, comprised of teacher representatives and facilitated by the school principal. They will also use the PBCS Committee to communicate details of the PBCS.

Communications plan. Districts will disseminate information through districts' newsletters, websites and public forums throughout the year. School principals and master teachers will distribute information at staff meetings, during in-service days and through campus newsletters.

The diversity of partners in this grant provides an opportunity to build a network that will inform their work, as well as impact other districts in the state. As Superintendent Kevin George, St. John Parish School, indicated, "We see tremendous value in working with other districts on this initiative. This will enable us to learn from others and to demonstrate the impact across multiple communities."

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** Appendix A - Optional Application Requirements Che

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

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

Add Optional Other Attachment | Delete Optional Other Attachment | View Optional Other Attachment

APPENDIX A - TIF APPLICATION REQUIREMENTS CHECKLIST (OPTIONAL)

To be considered for funding, applicants must address the following general program application and program requirements that the NIA requires. To ensure the fulfillment of every program requirement and authorized activity listed below, the Department strongly encourages the applicant, to indicate the page number(s) where the specific component is located in the program narrative on the left side of the page for the elements of the Absolute Priority and Requirement 1.	
	Absolute Priority: An LEA-wide Human Capital Management System {HCMS) with Educator Evaluation and Support Systems at the Center.
(a) p. 9-11	(a) To meet this priority, the applicant must include, in its application, a description of its LEA-wide Human Capital Management System (HCMS), as it exists currently and with any modifications proposed for implementation during the project period of the grant.
(1) p. 9-12	(1) A description of how the HCMS is or will be aligned with the LEA's vision of instructional improvement;
{2) p. 12-17	(2) A description of how the LEA uses or will use the information generated by the Evaluation and Support System it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;
{3) p. 13-18	{3) A description of the human capital strategies the LEA uses or will use to ensure that High-Need Schools are able to attract and retain effective Educators.
(4) p. 9-12: 19-22; 32-34	(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 Performance-based Compensation Systems in High-Need Schools begins no later than the third year of the grant's project period in the High-Need Schools listed in response to paragraph (a) of Requirement 2--Documentation of High-Need Schools.
	Requirement 1: Implementation of Performance-based Compensation Systems:
{bl p. 35-38	Each applicant must describe a plan to develop and implement Performance-based Compensation Systems for teachers, principals, and other personnel in High-Need Schools in LEAs, including charter schools that are LEAs.
{1) p. 35-38	Applications must: address how applicants will implement Performance-based Compensation Systems as defined in this notice.
(2) p. 35-40	Applicants also must demonstrate that such Performance-based Compensation Systems are developed with the input of teachers and school leaders in the schools and LEAs to be served by the grant.

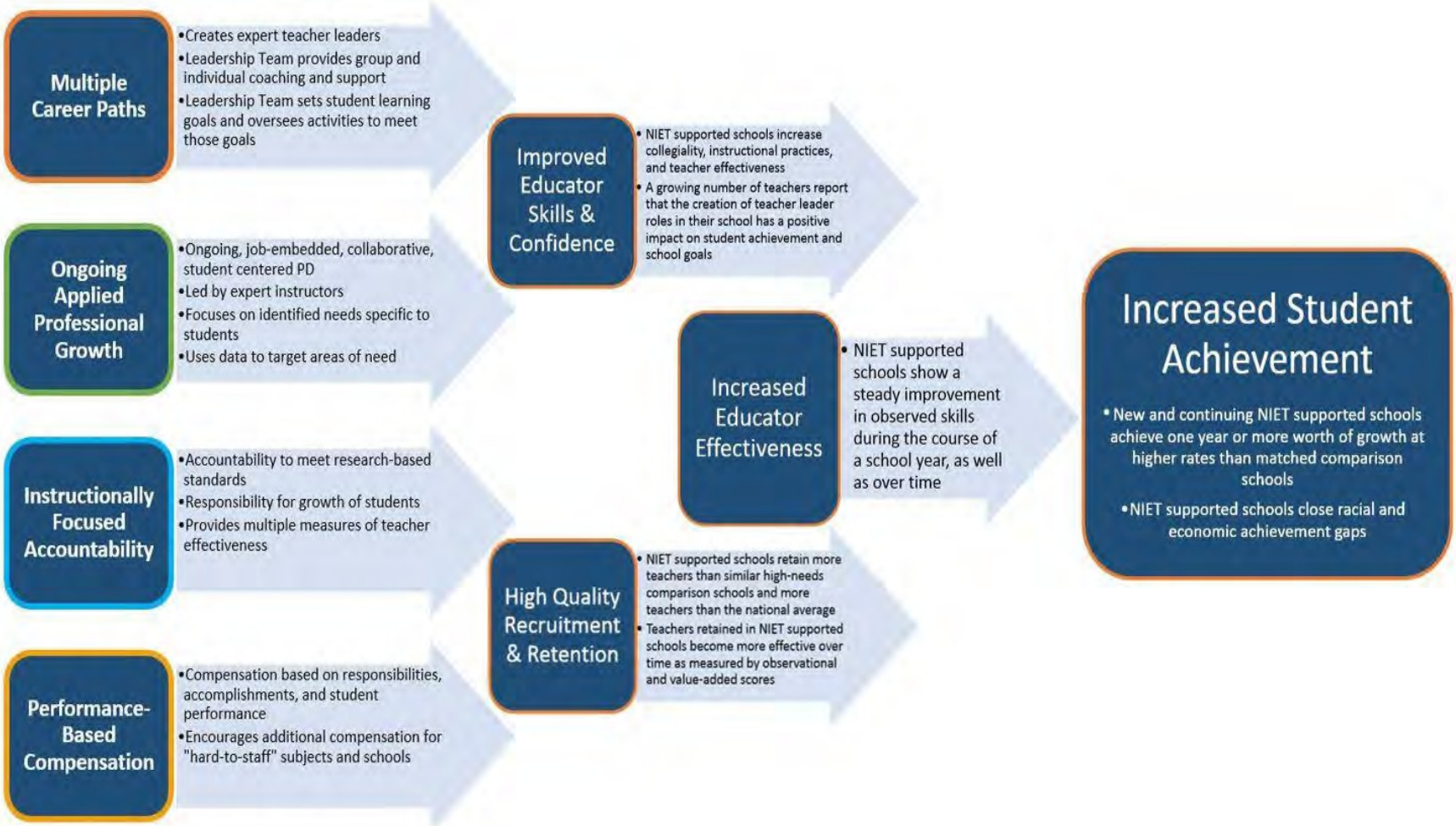
TIF OPTIONAL HIGH•NEED SCHOOL ELIGIBILITY CHECKLIST	
Requirement 2--Documentation of High-Need Schools: Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded Performance-based Compensation Systems are High-Need Schools (as defined in this notice), including High-Poverty Schools, Priority Schools, or Persistently Lowest-Achieving Schools.	
p. 2-3 & Appendix B	For determining the eligibility of a "high-need school," the Department is only aware of data regarding free and reduced price school lunches (FRPSL) as available to schools and LEAs. (a) A list of High-Need Schools in which the proposed TIF-supported Performance-based Compensation Systems would be implemented; AND
p. 2-3 & Appendix B, 5th Column, %High Poverty	(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 ESEA {20 U.S.C. 6313(a}(S)J). Data provided to demonstrate eligibility as a High-Poverty School must be school-level data; the Department will not accept LEA- or State-level data for purposes of documenting whether a school is a High-Poverty School; **AND**
Appendix F6	(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.

HIGH NEEDS SCHOOL DOCUMENTATION

LEA	School	Grades	# Students	%High Poverty	% Minority	# Teachers	# Prln<lpal	#APs	
Landry-Walker High (ACSA)	Landry-Walker High	9·12	1266	92	98	45	l	2	Priority
McDonagh #32 Literacy Charter School (ACSA)	McDanogh #32 Literacy Charter Schaal	PK-8	638	94	98	32	l	2	Priority
William J Fischer Accelerated Academy (ACSA)	WIiiiam JFischer Accelerated Academy	PK·8	572	99	98	25	1	1	Priorttv
Dwight D Eisenhower Academy of Global Studies (ACSA)	Dwight D Eisenhower Academy of Global Studies	PK·8	770	91	98	40	1	2	Priortv
Martin Behrman Charter Academy of Creative Arts and Science (ACSA)	Martin Behrman Charter Academy of Creatlve Arts and Science	PK·8	724	89	98	32	1	l	Priorly
Algiers Technology Academy (ACSA)	Algiers Technology Academy	9·12	238	87	98	20	1	l	Priorly
Desoto	Logansport High	PK·l2	692	69	43	55	l	2	
Desoto	Mansfield Elementary	PK-4	725	93	92	58	1	2	
Desoto	Mansfield Middle	5-8	434	89	92	31	1	1	
Desoto	Mansfield High	9·12	438	85	92	39	l	2	
Desoto	North Desoto Lower Elementary	PK·12	644	51	24	46	1	l	
Desoto	North Desoto Middle	6·8	S62	52	22	33	1	l	
Desoto	Stanley High	PK-12	414	55	19	34	1	1	
East Feliciana	ainton: Elementary	PK·5	298	95	87	24	1	1	
East Feliciana	Jackson Elementary	PK·5	278	96	84	22	1	1	
East Feliciana	Slaughter Elementary	PK-6	495	67	32	28	1	1	
East Feliciana	East Feliciana Middle	6·8	267	94	93	22	1	1	
East Fellciana	East Feliciana High	9·12	271	92	92	27	1	l	
Madison Parish	Tallulah Elementary	K·2	330	95	94	17	1	O	Focus
Madison Par'ish	Wright Elementary	3-6	323	97	95	16	1	1	Focus
Madison Parish	Madison Middle	7-8	196	97	95	14	1	0	Focus
Madison Parish	Madison High	9·12	437	92	96	24	1	0	
Madison Parish	Christian Acres Alternative Schools	6·12	63	100	89	5	l	0	
Orleans Parlsh	Mary Mcleod Bethune Elementary	PK·7	516	88	99	42	1	1	
Orleans Parish	Mahalia Jackson Elementary	PK·5	260	95	99	18	1	0	
Orleans Parish	Benjamin Franklin Elementary	PK·S	815	78	98	52	l	2	
Orleans Parish	McDonogh 35 High	9-12	1228	93	99	66	1	1	Focus
Orleans Parish	McMain Secondary	7-12	792	90	99	47	1	1	
Rapides Parish	Alexandria Middle Magnet	&-8	609	96	93	37	1	2	Focus
Rapides Parish	Brasher Elementary	PK·S	314	98	82	25	1	1	

Rapides Parish	Hadnot-Hayes Elementary	PK-5	192	97	97	14	1	1	Focus
Rapides Parish	Hall Elementary	PK-5	178	94	100	14	1	1	
Rapides Parish	Horseshoe Drive Elementary	PK-5	214	96	93	19	1	1	
Rapides Parish	Martin Park Elementary	PK-5	303	93	98	19	1	1	
Rapides Parish	Moore Elementary	PK-6	291	90	57	24	1	1	
Rapides Parish	Peabody Magnet High	9-12	578	88	98	41	1	2	
Rapides Parish	Raymond Elementary	PK-7	145	92	85	12	1	1	
Rapides Parish	Smith Middle Magnet	6-8	559	94	99	33	1	2	
St. John Parish	East St John High	9-12	1316	78	86	91	1	5	
St. John Parish	West St John High	8-12	208	91	100	20	1	1	
St. John Parish	East St John Elementary	PK-8	622	76	93	40	1	2	
St. John Parish	Emily C Watkins Elementary	K-8	477	95	80	28	1	2	
St. John Parish	Fifth Ward Elementary	K-8	408	84	92	24	1	2	
St. John Parish	Garyville Mt Airy Magnet Elementary	K-8	311	77	88	24	1	1	
St. John Parish	John L Ory Elementary	K-8	442	71	53	22	1	1	
St. John Parish	Lake Pontchartrain Elementary	PK-8	637	76	97	29	1	2	
St. John Parish	LaPlace Elementary	K-8	1041	89	97	40	1	3	
St. John Parish	West St John Elementary	PK-7	286	78	100	18	1	1	
St. John Parish	Child Development Center	PK	118	94	93	10	1	1	
		TOTALS	23935	86.97959	85.79592	1498	49	64	

APPENDIX C – LOGIC MODEL
LA BOLD Theory of Action



APPENDIX C – LOGIC MODEL (Expanded)

LA BOLD Theory of Action

Theory of Action, Frameworks & Assumptions

Effective leadership is characterized by collective responsibility. (Berry, Daughtrey, & Wieder, 2010 Eckert, Ulmer, Khachatryan, & Ledesma, 2015; Stone-Johnson, 2014)

Student achievement and teacher learning increases when professional development is teacher-led, ongoing and collaborative. (Archibald, Coggshall, Croft, & Goe, 2011; Bowgren & Sever, 2010; Desimone, Porter, Garet, Yoon, & Birman, 2002).

States and school districts need to identify the knowledge and skills that a teacher needs to teach successfully, and then create standards and rubrics to measure teaching performance. (Center for American Progress, 2014; NCTQ, 2014; Odden, Milanowski, & Youngs, 1998)

Performance award programs are successful when integrated with strong leadership, professional development, reliable analysis of student performance and strong feedback. (Chingos & West, 2012; Odden & Kelly 1996; Odden 2000; Ritter & Barnett, 2013)

Resources/Inputs/ Foundations

Multiple Career Paths – opportunities for additional responsibility and commensurate pay without leaving the classroom

Ongoing Applied Professional Growth – weekly on-site professional development, teacher-led, job embedded, and data driven

Instructionally Focused Accountability – fair evaluations based on clearly defined, research-based standards

Performance-Based Compensation – salaries and bonuses tied to responsibilities, instructional performance

Activities

Master and mentor teachers receive salary augmentations for providing coaching support to classroom teachers

Teachers participate in weekly cluster meetings that provide classroom teachers with on-site professional development that is focused on their student and teacher needs

Teachers receive multiple classroom observations that focus on an area of strength and an area of growth. Teacher have an opportunity to self-reflect and receive suggestions from their evaluator

Compensation based on responsibilities, accomplishments, and student performance

Outputs

Improved educator skills and confidence – NIET supported schools increase collegiality, instructional practices, and teacher effectiveness

High quality recruitment and retention – NIET supported schools retain 14% more teachers than similar high-needs comparison schools and 10% more than the national average; teachers retained in NIET supported schools become more effective over time as measured by observational and value-added scores

Outcomes

Teacher evaluation and professional development help teachers develop a clearly defined repertoire of instructional skills that are rewarded by annual bonuses.

The school's improvement planning process and professional development provide teachers with new instructional strategies that have been proven to produce learning gains for students in the school—another factor rewarded by annual bonuses.

Differentiated pay is used to create a team of teacher-leaders who have the authority, time, and expertise to improve teacher evaluations, professional development, and school improvement planning.

Impact

Increased average educator effectiveness – NIET supported schools show a steady improvement in observed skills during the course of a school year, as well as over time.

Increased average student achievement – 88% of continuing NIET supported schools and 79% of new NIET supported schools achieve one year or more worth of growth, compared to 77% of matched schools

NIET supported schools close the achievement gap by 5% over matched schools

Increased administrator effectiveness – NIET supported schools increase administrator effectiveness

APPENDIX D - RESUMES

Dr. PATRICE M. PUJOL

[redacted]

PROFESSIONAL EXPERIENCE

03/16—Present	President, Services and Partnerships, NIET 07/10—
02/16	Superintendent, Ascension Parish Schools 06/06—
06/10	Assistant Superintendent, Ascension Parish Schools
06/03—06/06	Director of School Improvement, Ascension Parish Schools
06/99—06/03	Director of Secondary Education, Ascension Parish Schools
01/96—06/99	Principal, St. Amant High School
04/94—01/96	Assistant Principal, St. Amant High School 08/78—
04/94	English Teacher, St. Amant High School 01/77—
08/78	English Teacher, East Ascension Junior High School

EDUCATION

Southeastern Louisiana University, Hammond, LA
Ed. D., Educational Leadership, May 2011

Southeastern Louisiana University, Hammond, LA
Certification as School Superintendent, May 2005

Louisiana State University, Baton Rouge, LA
Certification in Secondary Administration, May 1990

Louisiana State University, Baton Rouge, LA
M. Ed., Educational Supervision, December 1982

Southeastern Louisiana University, Hammond, LA
B. S., French Education, 1976

HIGHLIGHTS OF EMPLOYMENT

1977-94 English Teacher

- Supervision of Student Teachers
- Chairperson of SACS
- Department Chair
- LATIP/LATEP Master Teacher
- Presenter at numerous state and national conferences

1994-1999 High School Administrator

- High Schools That Work coordinator
- Initiated 4X4 block scheduling with appropriate instructional reforms
- Coordinated the development of standardized pacing guides in each subject, correlated to the Louisiana content standards and benchmarks
- Instituted use of process folios—a comprehensive week-by-week instructional portfolio of lesson plans, activities, assessments, and samples of student work—by each teacher for each course

1999-2003 Director of Secondary Education

- Organized and delivered summer institute for high school teachers on standards based classroom instructional and assessment practices yearly
- Coordinated curriculum alignment efforts for all core subject areas K-12
- Served on District Assistance Team
- Developed and delivered staff development on Deep Curriculum Alignment to selected teachers and administrators from each school. This process was the district's framework for school improvement as identified by the District Assistance Team.
- Coordinated the development of the Skills/Options program for district
- Served on the executive board of Career Builders school-to-work consortium

2003-2006 Director of School Improvement

- Coordinated all District Improvement and School Improvement efforts
- Organized and planned delivery of all staff development activities district wide.
- Developed and implemented teacher coach program to provide ongoing professional development and support for teachers
- Coordinated all SACS District Accreditation efforts
- Led administrator work group to develop and implement Leadership Development Matrix
- Organized and coordinated all efforts to assure all teachers are highly qualified according to the guidelines of the NCLB Act
- Planned all press releases and public notices concerning test data and the instructional program
- Met with ACCESS community group to communicate and get input on District Improvement efforts
- Led instructional technology work group
- Planned and organized PLATO software implementation and continued support for utilization
- Coordinated curriculum development and alignment activities for all core subject areas K-12

- Developed a implementation plan and staff development for Louisiana Comprehensive Curriculum including a plan for a continuous cycle of feedback and revision of the curriculum
- Developed a yearly plan for alignment of all federal funds and grant monies to the district improvement plan (All Title programs, K-3 Reading Money, Technology Grants, Carl Perkins Grant, Special Education, School Improvement Grants)

2006-2010 Assistant Superintendent

- Directly supervised and managed department functions of:
  - *Primary Schools*
  - *Middle Schools*
  - *High Schools*
  - *Special Education*
  - *Student Services*
  - *Federal Programs*
  - *School Improvement*
- Provided vision and focus for all instructional improvement efforts and staff development initiatives throughout the district

2010-2016 Superintendent

- Assure equity and high quality educational opportunity for every student and family such that students are prepared for success in the 21st century global society
- Provide vision and marshal resources for continuous improvement efforts in all aspects of the organization
- Communicate and garner support for district vision with all internal and external stakeholders

MAJOR AWARDS / HONORS

Louisiana Woman's Legislative Caucus,
Finalist for Woman of the Year in the Field of Education, 2009
Teacher Advancement Program National District of Distinction, 2013
Louisiana State Superintendent of the Year, 2014-15
One of Four Finalists for the AASA National Superintendent of the Year, 2014-15
Spring Commencement Speaker, Southeastern Louisiana University, 2015
Southeastern Louisiana Alumni of the Year for the College of Education, 2015

MAJOR PROFESSIONAL PRESENTATIONS DELIVERED

Implementation of the 4x4 Block Schedule, Gateway School to Work Consortium Conference, Baton Rouge, LA (1999)

Curriculum Design and Alignment, Curriculum Designer Regional Users Group, New Orleans, LA (2000)

Career Academies: Adding Rigor and Relevance to the High School Curriculum, Louisiana State Department of Education, High School Conference, Baton Rouge, LA (2001)

School Improvement in a Poverty School, Delta Rural Development Program Conference, New Orleans, LA (2002)

Strategic Planning for District Improvement, St. John Parish School System, LaPlace, LA (2005)

Development and Implementation of Leadership Matrix, Association of Supervision and Curriculum Development National Conference, Anaheim, CA (2007)

Building Instructional Leadership Capacity, Louisiana School Board Association (2008)

Inspiring Instructional Innovation Through the Use of Assessment, Louisiana School Board Association (2011)

Perspectives on National School Reform Efforts, Plenary Panel, National Teacher Advancement Program National Conference (2013)

Teacher Evaluation and National Testing: Can We Reach Consensus?, Panel, Milken Institute Global Conference (2013)

Sustaining Fiscal Resources for Educational Reform Efforts, Presentation to Superintendents, Center of Excellence in Leadership of Learning, University of Indianapolis (2013)

The Relationship between Teacher Collective Efficacy and District Collective Efficacy in Ascension Parish, Paper presented to the Annual Meeting of Mid-South Educational Research Association (2013)

The Critical Role of District Support in the Development of the Professional Learning Community Process in Schools, International Congress for School Effectiveness and Improvement (2015)

Perspectives on National Reform Efforts in Teacher Preparation, Recruitment and Retention, Plenary Panel, National Teacher Advancement Program National Conference (2015)

CIVIC ORGANIZATIONS

St. Elizabeth's Women's Advisory Council
Board of Directors for Career Builders, Workforce Development Consortium
Donaldsonville Rotary Club
Chamber of Commerce
Leadership Ascension Participant

HISTORY OF PROFESSIONAL ORGANIZATIONS/COMMISSIONS

National Council of Teachers of English
Association of Supervision and Curriculum Development
National Association of Secondary School Principals
National Association of Elementary School Principals
International Reading Association
National Staff Development Council
American Association of School Superintendents
AASA Superintendents' Collaborative
AASA Suburban Superintendents' Association
Louisiana Association of School Executives
Louisiana Association of School Superintendents, President 2013-14
South-Central Louisiana Association of School Superintendents;
President 2012-13, Treasurer 2013-16
Louisiana School Boards' Association
National School Boards' Association
National Council of Educational Research and Technology
MFP Task Force for State School Funding, 2013-14
Lamar University Superintendents' Academy, 2014-15
Louisiana State Accountability Commission, 2010-2016
Louisiana Superintendent's Circle, Founding Member and President, 2014-Present

JOSHUA H. BARNETT, Ph.D.

[redacted]

EDUCATION

Doctor of Philosophy **Public Policy**
University of Arkansas, Fayetteville, Arkansas
- Walton Distinguished Doctoral Fellowship
- Dissertation – How Does Merit Pay Change Schools? A Review of the Research and Evaluation of the Impacts of the Achievement Challenge Pilot Project

Graduate Certificate **Educational Program Evaluation**
University of Arkansas, Fayetteville, Arkansas

Graduate Certificate **Education Policy Studies**
University of Arkansas, Fayetteville, Arkansas

Master of Arts **Communication Studies**
New Mexico State University, Las Cruces, New Mexico
- Thesis—Teacher Talk: Examining the Frequency of Gossip in the Everyday Conversations of K-2 Elementary School Teachers

Bachelor of Arts **Communication; Psychology**
Henderson State University, Arkadelphia, Arkansas

RESEARCH EXPERIENCE & FUNDING

2016 – present **Chief Learning Officer**
National Institute for Excellence in Teaching
Lead operations of school services team, implementation of NIET initiatives and services, federal grant implementation and management, and collaborate with policy, research, and communications teams.

2014 – 2016 **Senior Vice President, Research and Evaluation**
National Institute for Excellence in Teaching
Lead research and evaluation initiatives within the organization, including create research projects to support the core elements of NIET initiatives; create and execute evaluations for existing federal and state funded grants; create and oversee research agenda for organization; and lead team of internal and external evaluators and researchers.

1/2013 – 12/2013 **Director, Research and Evaluation**
National Institute for Excellence in Teaching
Responsible for establishing, managing, and overseeing research and evaluation initiatives within the organization. The primary tasks in this position include but are not limited to designing, collecting, analyzing, and writing reports for evaluations in

local, state, and federal grant projects, as well as managing relationships with external consultants and vendors as related to research or evaluation projects,

3/2008 – present **Reviewer**
Institute of Education Sciences
Provide review expertise for the What Works Clearinghouse intervention reports and reviews; evaluate and perform validation reviews for federal grant proposals (e.g. I3, SEED, Race to the Top, TIF Cycle 3, TIF Cycle 4).

10/2012-1/2013 **External Consultant**
Arizona K12 Center
Provide research expertise in designing evaluation projects; collecting and analyzing data; and drafting and presenting findings to leadership. Research includes formative and process evaluations aimed to improve practices and policies within the organization and summative and outcome evaluations to determine impact of services. Also contributed to external grant applications for the organization.

2010-2011 **Co-Principal Investigator**
Institute of Education Sciences – Teacher Incentive Fund
Arizona's Ready-for-Rigor Center
Grant Amount: $43,443,563. Alongside PI and co-PIs, developed a system based on value-added scores and observations to provide performance bonuses to retain and reward highly effective principals and teachers. Developed evaluation for proposal.

2009-2011 **Co-Principal Investigator**
Institute of Education Sciences – Teacher Quality Partnership
Professional Development Schools NEXT
Grant Amount: $34,333,145. Alongside PI and co-PIs, established evaluation office charged with conducting evaluations and measuring the effectiveness of the grant. Developed evaluation section of the grant proposal.

2009-2010 **External Evaluator**
Institute of Education Sciences – School Leadership Project
Excellence and Collaboration in Educational Leadership (EXCEL).
Worked alongside the Project Director to create measures to determine the impact of pre- and in-service instruction of principals across nine high needs districts serving approximately 100,000 students in Arizona.

2008-2009 **Assistant Research Professor**
Arizona State University
Served as the Project Director of the Teacher Preparation Research and Evaluation Project (T-PREP) to track pre-service teachers' education and performance to determine the impact on their students.

2007 **Visiting Associate**
School of Educational Studies, Massey University
Awarded a Rotary Ambassadorial Research Scholarship and a Visiting Research Associate position to study education reform issues in New Zealand.

2006-2007 **External Evaluator**
Little Rock Public School District

Led initial evaluation of merit pay program operating in five elementary schools in Little Rock, Arkansas, including approximately 2,000 students and 300 teachers.

2005-2006 **Consultant**
Arkansas Adequacy Re-calibration Study
Worked with Dr. Larry Picus and Dr. Allan Odden to re-calibrate the Arkansas school foundation formula. Presented testimony to the Arkansas General Assembly.

2005-2006 **Consultant**
Philadelphia School District
Provided research and statistical support for legal counsel representing the City of Philadelphia in a school funding lawsuit against the Commonwealth of Pennsylvania.

2005-2006 **Research Associate**
Campbell Collaboration Meta-Analysis
Conducted systematic review and meta-analysis on the effectiveness of volunteer tutoring programs for students in grades K-8 in United States public schools.

2003-2006 **Research Associate**
Office for Education Policy, University of Arkansas
Developed, researched, and produced periodic policy briefs, newsletters, and policy papers. Provided information primarily to state legislators and education officials.

2003-2005 **Co-Principal Investigator**
Rogers Public Schools
Grant Amount: $12,000. Evaluated an after school and "at risk" student program in mid-sized school district. Collected, organized, and synthesized qualitative and quantitative data in order to provide recommendations to improve the effectiveness of the program on student achievement. Co-wrote grant proposal.

2000-2001 **Principal Investigator**
Henderson State University
Grant Amount: $1,250. Awarded a State Undergraduate Research Fellowship (SURF) to determine rhetorical construction of guilt and innocence in the televised drama The Practice.

1999-2000 **Principal Investigator**
Henderson State University
Grant Amount: $1,250.Awarded a State Undergraduate Research Fellowship (SURF) to develop a new subscale of the Minnesota Multiphasic Personality Inventory (MMPI) to measure social delinquency in adolescents.

TEACHING EXPERIENCE

2009 - 2013 **Assistant Professor**
Arizona State University
Taught courses in the Ph.D., Ed.D., and master's degree programs within the Division of Educational Leadership and Innovation, including courses in evaluation, research methods, policy, and educational psychology.

2007 **Lecturer**
Department of Social and Public Policy, Massey University
Co-coordinator of curriculum theory course. Provided guest lectures for research methods courses.

2003-2006 **Teaching Assistant**
Department of Education Reform, University of Arkansas
Assisted with course design and served as lecturer for education foundation courses, including program evaluation, school finance, school law, and special topics courses.

2001-2003 **Teaching Assistant**
Communication Studies, New Mexico State University
Taught three classes of the introductory college communication course. Developed and implemented exercises, activities, and lectures based on a department syllabus.

BOOKS

Ritter, G. W., & Barnett, J. H. (2013). *A straightforward guide to teacher merit pay: Encouraging and rewarding schoolwide improvement* . Chicago, IL: Corwin Press.

REFEREED PUBLICATIONS (20 total)

Amrein-Beardsley, A., Barnett, J. H., & Ganesh, T. (2013). Seven legitimate apprehensions about evaluating teacher education programs and seven "beyond excuses" imperatives. *Teachers College Record, 115*(12). http//www.tcrecord.org ID Number: 17251.

Amrein-Beardsley, A., & Barnett, J. H. (2012). It might just take a partnership. *Issues in Teacher Education, 21*(2), 103-124.

Barnett, J. H. (2012). March madness and the inequity conundrum. *Teachers College Record*, Date Published: April 13, 2012 http://www.tcrecord.org ID Number: 16752.

Amrein-Beardsley, A., & Barnett, J. H. (2012). Working with error and uncertainty to increase measurement validity. *Educational Assessment, Evaluation and Accountability*. [Online First, 5 April 2012] DOI: 10.1007/s11092-012-9146-6

Barnett, J. H., & Openshaw, R. (2011). Changing salaries, changing minds: Examining the merits of merit pay. *Journal of Contemporary Issues in Education, 6*(1), 24-34.

Barnett, J. H., & Amrein-Beardsley, A. (2011). Actions over credentials: Moving from highly qualified to measurably effective. *Teachers College Record.* Date Published: August 18, 2011. http://www.tcrecord.org ID Number: 16517.

Barnett, J. H., & Amrein-Beardsley, A. (2011). Evaluating teacher education programs in the accountability era. *Teachers College Record*. Date Published January 13, 2011. http://www.tcrecord.org. ID Number: 16290.

Amrein-Beardsley, A. & Barnett, J. H. (2010). The sinking state of public colleges of education: Lessons learned without lifeboats. *Action in Teacher Education, 32*(4), 3-14.

Barnett, J. H., & Carlson, D. L. (2010) The garage of the ivory tower: The importance of the 21st century education doctorate. *Academic Leadership, 8*(4).

Barnett, J. H., & Archambault, L. (2010). The gaming effect: How massive multiplayer online games incorporate principles of economics. *Tech Trends, 54*(6), 29-35.

Archambault, L., & Barnett, J. H. (2010). Revisiting technological pedagogical content knowledge: Exploring the TPACK framework. *Computers & Education, 55*(4), 1656-1662.

Barnett, J. H., Jensen, N. C., & Ritter, G. W. (2010). Dollars for sense: Assessing achievement gaps in Arkansas in the context of substantial funding increases. *Association of Mexican American Educators (AMAE) Journal, 4*(1), 39-47.

Jimenez-Castellanos, O., Barnett, J. H., & Ewbank, A. D. (2010). Arizona's reversal of fortune to no longer require educational spending to be tracked at the school level: A historical legislative analysis. e*Journal of Education Policy*. https://www4.nau.edu/cee/jep/journals.aspx?id=323

Ritter, G. W., Barnett, J. H, Denny, G. S., & Albin, G. R. (2009). The effectiveness of volunteer tutoring programs for elementary and middle school students: A meta-analysis. *Review of Educational Research, 79*(1), 3-38.

Barnett, J. H., & Ritter, G. W. (2008). How might performance based pay move us in the direction of excellence? *Educational Leadership, 66*(2). [on-line] http://www.ascd.org/portal/site/ascd/menuitem.459dee008f99653fb85516f762108a0c/

Barnett, J. H. (2007). Measuring improvement, not benchmarks. *New Zealand Education Review, 12*(39), 7.

Barnett, J. H., & Openshaw, R. (2007). Why teach? *New Zealand Education Review, 12*(16), 8.

Barnett, J. H., & Blankenship, V. L. (2005). Superintendents speak out: A survey of superintendents' opinions regarding recent school reforms in Arkansas. *Journal of Educational Research & Policy Studies, 5*(1), 48-65.

Barnett, J. H., Summers, J. A., Parry, J. A. (2003). What do Arkansans have to say about K-12 education reform? *Journal of Educational Research & Policy Studies, 3*(1), 26-44.

Barnett, J. H., Ritter, G. W., & Lucas, C. J. (2002). Educational Reform in Arkansas: Making Sense of the Debate over School Consolidation. *Journal of Educational Research & Policy Studies, 2*(2), 1-21.

MANUSCRIPTS IN PROGRESS

Barnett, J. H. Your dollars at work: Results from a randomized trial of merit pay. Anticipated publication for *Journal of Contemporary Issues in Education.*

Barnett, J. H., Ritter, G. W., & Jensen, N. C. A review of the empirical evidence about merit pay effects. Anticipated publication for *Review of Educational Research.*

PERIODICALS, PROJECT REPORTS, and WORKING PAPERS (25 total)

Barnett, J. H., Rinthapol, N., & Hudgens, T. (2014). TAP Research Summary: Examining the

Evidence and Impact of TAP: The System for Teacher and Student Achievement. National Institute for Excellence in Teaching. Retrieved from http://www.niet.org/assets/PDFs/tap-research-summary.pdf.

Barnett, J. H., Amrein-Beardsley, A., & Koerner, M. (2010). The state of teacher preparation programs in Arizona: Third year results from the teacher preparation research and evaluation project (T-PREP). Retrieved from http://education.asu.edu/sites/default/files/T-PREP%20Year%20Three%20Report.pdf

Archambault, L., & Barnett, J. H. (2010). Learning in Technology: Using MMOGs to Explore Principles of Economics. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 1834-1838). Chesapeake, VA: AACE. Retrieved from http://www.editlib.org/p/33627

Barnett, J. H., Amrein-Beardsley, A., & Koerner, M. (2009). The state of teacher preparation programs in Arizona: Second year results from the teacher preparation research and evaluation project (T-PREP). http://education.asu.edu/sites/default/files/T-PREP_Year_2_Report_web.pdf

Barnett, J. H., Amrein-Beardsley, A., Ganesh, T., Rivers, M., & Koerner, M. (2008). The state of teacher preparation programs in Arizona: First year results from the teacher preparation research and evaluation project (T-PREP). http://education.asu.edu/sites/default/files/T-PREP_Year_1_Report_web.pdf

Barnett, J. H., Jensen, N. C., & Ritter, G. W. (2008). Dollars for sense? Assessing achievement gaps in Arkansas in the context of substantial funding increases. *Arkansas Education Report, 5*(3).

Barnett, J. H. & Riffel, B. E. (2008). Athletic spending: Marching down the field. *The Morning News* (Northwest Arkansas), April 11, 2008.

Barnett, J. H., Ritter, G. W., & Riffel, B. E. (2008). The state of education in Arkansas 2008: How much are Arkansas schools spending? *Office for Education Policy Working Paper Series, 08-2*.

Ritter, G. W., Holley, M., Jensen, N., Riffel, B., Winters, M., Barnett, J. H., & Greene, J. (2008). Year two evaluation of the Achievement Challenge Pilot Project in the Little Rock public school district. *Department of Education Reform Working Papers*.

Leach, J. M., & Barnett, J. H. (2008). Year of change in God zone. *The Tribune* (Palmerston North, New Zealand), January 18, 2008.

Barnett, J. H., & Leach, J. M. (2007). Rugby: Foreign concept for visiting Americans. *The Tribune* (Palmerston North, New Zealand), September 16, 2007.

Holley, M., Barnett, J. H., & Ritter, G. W. (2007). Merit pay: A discussion of the issues. *Office for Education Policy Working Paper Series, 5*(1).

Barnett, J. H. (2006). The agenda setting process: Exploring the reasons for and maintenance of zero tolerance policies. *University of Arkansas Public Policy Working Paper Series, 5*(1).

Blankenship, V. L., & Barnett, J. H. (2006). Average yearly progress in Arkansas: Who's on track?

Office for Education Policy Working Paper Series, 4(2).

Ritter, G. W., & Barnett, J. H. (2006). Students benefit from reform debate. *Arkansas Democrat-Gazette*, May 9, 2006.

Greene, J. P., Barnett, J. H., Ritter, G. W., & Winters, M. A. (2006). The school performance index in Arkansas. Paper released to the State of Arkansas legislature, education officials, and school administrators and principals.

Ritter, G. W., Barnett, J. H., & Blankenship, G. (2005). Arkansas' school finance reform on the right path. *Arkansas Democrat-Gazette*, October 9, 2005.

Barnett, J. H., & Ritter, G. W. (2005). What does the NAEP tell us about student achievement in Arkansas? *Office for Education Policy Working Paper Series, 3*(1).

Hudson, V. H., Barnett, J. H., Summers, J. A., & Ritter, G. W. (2005). Arkansas school finance 2005: Finding funds for facilities. Report published by the School Finance Special Interest Group of the American Educational Research Association in the Annual Monograph from the Proceedings of the State of the States and Provinces Symposium.

Barnett, J. H. (2004) Excuse me teacher, what did you say: An evaluation design of international student language programs. *University of Arkansas Public Policy Working Paper Series, 3*(3).

Barnett, J. H., & Summers, J. A. (2004). Closing the gap for all kids: School effectiveness strategies that work. Report prepared for the *Research and Advocacy Network* at the University of Arkansas.

Ritter, G. W., & Barnett, J. H. (2004). Placing Arkansas school funding data in the national context. *Office for Education Policy Working Paper Series, 2*(2).

Summers, J. A., Barnett, J. H., Ritter, G. W., & Greer, J. (2004). Arkansas school finance 2004: Under the eyes of two special masters. Report published by the School Finance Special Interest Group of the American Educational Research Association in the Annual Monograph from the Proceedings of the State of the States and Provinces Symposium.

Ritter, G. W., McDonald, J., Barnett, J. H., & Summers, J. (2003). School finance in Arkansas in 2002-2003. Report published by the School Finance Special Interest Group of the American Educational Research Association in the Annual Monograph from the Proceedings of the State of the States and Provinces Symposium.

Carnine, L. A., & Barnett, J. H. (2003). A review of alternative education. Report prepared for the Research and Advocacy Network at the University of Arkansas.

PROFESSIONAL CONFERENCE PRESENTATIONS (39 total)

Ritter, G. W., Barnett, J. H., Jensen, N. C. (2013, February). Making sense of the merit-pay debate: A synthesis of evidence. Paper presented at the annual convention of the Association for Education Finance and Policy. San Antonio, TX.

Barnett, J. H. (2012, April). Your Dollars At Work: Results from a Randomized Trial of Merit Pay.

Paper presented at the annual convention of the American Educational Research Association. Vancouver, BC, Canada.

Barnett, J. H., & Amrein-Beardsley, A. (2011, April). Strengthening the Pipeline: Reforming Teacher Education for the Public Good. Paper presented at the annual convention of the American Educational Research Association. New Orleans, LA.

Amrein-Beardsley, A., & Barnett, J. H. (2011, April). Rethinking District-University Partnerships: Working from the Inside Out. Paper presented at the annual convention of the American Educational Research Association. New Orleans, LA.

Fernandez, K., & Barnett, J. H. (2011, April). Targeting Principal Development in High Needs Districts: Measurement and Outcomes of a University-District Partnership. Paper presented at the annual convention of the American Educational Research Association. New Orleans, LA.

Barnett, J.H., Amrein-Beardsley, A., Turchi, L., Beal, S., Linder, A., & Tseunis, P. (2011, February).Bridging the divide: Comprehensive school reform through university-district partnership. Paper presented at the 63rd Annual Meeting of the American Association of Colleges for Teacher Education. San Diego, CA.

Duggan, M., Barnett, J. H., & Amrein-Beardsley, A. (2011, February). The teacher pipeline: Reforming a statewide teacher preparation system. Paper presented at the annual convention of the American Association of Colleges of Teacher Education. San Diego, CA.

Amrein-Beardsley, A., & Barnett, J. H. (2011, February). District-University Partnerships Based on District Needs. Paper presented at the annual convention of the American Association of Colleges of Teacher Education. San Diego, CA.

Barnett, J. H., & Amrein-Beardsley, A. (2011, February). What is added with value-added? Steps to selecting the proper system. Paper presented at the annual convention of the American Association of Colleges of Teacher Education. San Diego, CA.

Fernandez, K. M., & Barnett, J. H. (2010, October). New tools for developing and measuring instructional leadership in public school principals. Paper presented at the annual meeting of the University Council for Educational Administration. New Orleans, LA.

Archambault, L., & Barnett, J. H. (2010, May). Revisiting technological pedagogical content knowledge: Exploring the TPACK framework. Paper presented at the annual meeting of the American Educational Research Association. Denver, CO.

Amrein-Beardsley, A., & Barnett, J. H. (2010, February). The sinking state of public colleges of education: Lessons learned without lifeboats. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Atlanta, GA.

Gray, N. L., Barnett, J. H., & Ritter, G. W. (2009, April). States found guilty of inequity, districts yet to be tried: An analysis of intra-district spending. Paper presented at the annual meeting of the American Educational Research Association. San Diego, CA.

Barnett, J. H., & Amrein-Beardsley, A. (2009, March). Preferential treatment: An examination of the reported preferences of pre-service teachers with regard to compensation and school characteristics. Paper presented at the annual meeting of the American Education Finance

Association. Nashville, TN.

Gray, N., Barnett, J. H., & Ritter, G. W. (2009, March). Are education dollars in kids' backpacks or lost in district coffers? An analysis of intra-district spending. Paper presented at the annual meeting of the American Education Finance Association. Nashville, TN.

Jensen, N., Barnett, J. H., & Ritter, G. W. (2009, March). Dollars for sense: Assessing achievement gaps in Arkansas in the context of substantial funding increases. Paper presented at the annual meeting of the American Education Finance Association. Nashville, TN.

Jimenez-Castellanos, O., Barnett, J. H., & Ewbank, A. (2009, March). Reversal of fortune: What factors influenced Arizona's legislature to no longer require educational spending to be tracked at the school level? Paper presented at the annual meeting of the American Education Finance Association. Nashville, TN.

Barnett, J. H., Amrein-Beardsley, A., & Koerner, M. (2009, February). A process to help conceptualize and measure teacher preparation program impact. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Chicago, IL.

Barnett, J. H. (2008, April). State of the states report - Arkansas. Paper presented at the annual meeting of the American Education Finance Association. Denver, CO.

Jensen, N. C., Riffel, B. E., Holley, M. J., Ritter, G. W., & Barnett, J. H. (2008, April). Teacher views of merit pay: Lessons from the Achievement Challenge Pilot Project. Paper presented at the annual meeting of the American Education Finance Association. Denver, CO.

Openshaw, R., & Barnett, J. H. (2008, March). No excuses in New Zealand: A critical examination of the Te Kotahitanga professional development program. Paper presented at the annual meeting of the American Educational Research Association. New York City, NY.

Ritter, G. W., Barnett, J. H., Holley, M., Riffel, B. (2007, November). How does merit pay change schools? An evaluation of the impact of the Little Rock Achievement Challenge Pilot Project. Paper presented at the annual fall meeting of the Association for Public Policy Analysis and Management. Washington, DC.

Blankenship, V. L., & Barnett, J. H. (2007, April). How much money is enough? Arkansas superintendents' paradoxical views on recent school reforms. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.

Barnett, J. H., Winters, M. A., Ritter, G. W., & Greene, J. P. (2006, November). How much value is added? Designing a merit pay evaluation plan. Paper presented at the fall meeting of the Association for Public Policy Analysis and Management. Madison, WI.

Barnett, J. H., & Ritter, G. W. (2006, November). Objective or Subjective? Examining the relationship between professional evaluations and the value-added model of the Teacher Advancement Program. Paper presented at the fall meeting of the Association for Public Policy Analysis and Management. Madison, WI.

Barnett, J. H., & Ritter, G. W. (2006, April). Where's the money? An evaluation of the dramatic increases to school funding in Arkansas. Paper presented at the annual meeting of the

American Educational Research Association. San Francisco, CA.

Barnett, J. H., & Ritter, G. W. (2006, March). What does money buy? Evaluating New Jersey's Abbott IV decision by comparing the Abbott districts to other poor districts. Paper presented at the annual meeting of the American Education Finance Association. Denver, CO.

Ritter, G. W., Denny, G., Albin, G. A., Barnett, J. H. (2006, February). The effectiveness of volunteer tutoring programs. Paper presented at the annual meeting of the Campbell Collaboration Colloquium. Los Angeles, CA.

Albin, G. A., Barnett, J. H., Featherston, L. W., Floyd, L. R., Ritter, G. W., Schneller, H. L., Turner, F. (2006, February). Effects of computer-assisted reading programs on elementary students. Paper presented at the annual meeting of the Campbell Collaboration Colloquium. Los Angeles, CA.

Hudson, V. L., Barnett, J. H., & Ritter, G. W. (2005, April). State of the states and provinces: School finance in Arkansas. Paper presented at the annual meeting of the American Educational Research Association. Montreal, Quebec, Canada.

Barnett, J. H., & Ritter, G. W. (2005, April). Punitive damages: Evaluating the policies governing the use of corporal punishment in schools. Paper presented at the annual meeting of the American Educational Research Association. Montreal, Quebec, Canada.

Hudson, V. L., Barnett, J. H., Summers, J. A., & Ritter, G. W. (2005, March). Arkansas school finance 2004-05: Finding funds for facilities. Paper presented at the annual meeting of the American Education Finance Association. Louisville, KY.

Barnett, J. H., & Ritter, G. W. (2005, March). What does money buy? An evaluation of the results of New Jersey's Abbott IV decision. Paper presented at the annual meeting of the American Education Finance Association. Louisville, KY

Barnett, J. H., & Ritter, G. W. (2004, October). Exploring the characteristics of high flyers in the primary grades. Paper presented at the annual meeting of the Association for Public Policy Analysis and Management. Atlanta, GA.

Barnett, J. H. (2004, February). Teacher talk: Examining the frequency of gossip in the everyday conversations of K-2 school teachers. Paper presented at the annual meeting of the Western States Communication Association. Albuquerque, NM.

Barnett, J. H. (2002, March). Jefferson Davis: Just another president? A content analysis of the confederate state of the union addresses. Paper presented at the annual meeting of the Eastern New Mexico University Graduate Conference. Portales, NM.

Barnett, J. H. (2002, February). Practicing on prime-time television audiences. Paper presented at the annual meeting of the Western States Communication Association. Long Beach, CA.

Barnett, J. H. (2000, March). Millennial Milestone in Psychology: The Minnesota Multiphasic Personality Inventory. Paper presented at the annual meeting of the Southern Region Honors Conference. Tampa, FL.

Barnett, J. H. (2000, April). The educational environment: Does the organization of the classroom matter? Paper presented at the annual meeting of the Arkansas Undergraduate Research Conference. Arkadelphia, AR.

INVITED SPEECHES & PRESENTATIONS (14 total)

Ritter, G. W., & Barnett, J. H. (2013, June). Strategies for differentiated pay in schools. Presentation to the Task Force for Improving Education, Idaho State Board of Education. Boise, ID.

Barnett, J. H. (2013, May). Beyond literacy and math: Providing performance pay to all teachers. Presentation to the Office for Education Policy state conference. Little Rock, AR.

Ritter, G. W., Jensen, N., & Barnett, J. H. (2011, July). How might performance based pay move districts in the direction of excellence. Presentation at the annual meeting of the Management Advocates for School Labor Affairs. Lake Placid, NY.

Barnett, J. H. (2010, April). Educational leadership reforms. Presentation at the annual meeting of the State of Education in Arkansas conference series. Little Rock, AR.

Barnett, J. H. (2009, December). The value of formative assessment. Luncheon speaker at the Department of Defense Educational Assessment fall conference. Scottsdale, AZ.

Barnett, J. H. (2008, April). The state of education in Arkansas 2008: How much are Arkansas schools spending? Paper presented at the first annual meeting of the State of Education in Arkansas conference series. Little Rock, AR.

Ritter, G. W., & Barnett, J. H. (2007, January). Arkansas Expenditure Analysis from Adequacy Study – Final Report. Presentation to the Arkansas Senate and House Joint Education Subcommittee. Little Rock, AR.

Ritter, G. W., & Barnett, J. H. (2007, January). How Much Value is Added? Findings from Year One Evaluation of the Achievement Challenge Pilot Project. Presentation to the Little Rock School Board and Executive Cabinet. Little Rock, AR.

Picus, L. O., Odden, A. R., Ritter, G. W., & Barnett, J. H. (2006, March). Expenditure Analysis for Arkansas Adequacy Study – Initial Findings. Presentation to the Arkansas Senate and House Adequacy Study Oversight Committee. Little Rock, AR.

Barnett, J. H., Summers, J. A., & Quaife, S. (2005, December). Closing Jefferson Elementary School: A public policy perspective. Presentation to the Fayetteville community, including the Jefferson Project Task Force, Fayetteville School Board, Fayetteville clergy, and local media at the University of Arkansas Public Policy Research in Progress Seminar. Fayetteville, AR.

Barnett, J. H., Blankenship, G., & Israel, L. (2005, September). Hot topics in Arkansas Education Reform from the Office for Education Policy. Presentation to the University of Arkansas Public Policy Research in Progress Seminar. Fayetteville, AR.

Ritter, G. W., Barnett, J. H., & Summers, J. A. (2005, July). Evaluation of Year Two of the 21st Century Learning Centers Program at Kirksey and Lingle Middle Schools in the Rogers Public School District. Presentation to the Superintendent of Rogers, the Principals of

Kirksey and Lingle Middle Schools, and the Project Coordinator for the Rogers school district. Rogers, AR.

Barnett, J. H., & Ritter, G. W. (2005, March). Placing Arkansas school funding data in the nation context. Presentation at the meeting of the University of Arkansas Public Policy Research in Progress Seminar. Fayetteville, AR.

Ritter, G. W., Barnett, J. H., & Summers, J. A. (2004, November). Evaluation of Year One of the 21st Century Learning Centers Program at Kirksey and Lingle Middle Schools in the Rogers Public School District. Presentation to the Superintendent of Rogers, Principals of Kirksey and Lingle Middle Schools, and the Project Coordinator for the Rogers school district. Rogers, AR.

PROFESSIONAL LEADERSHIP & SERVICE

2012-present	*Educational Policy*	Reviewer
2011	Arizona Educational Assessment Advisory Committee	Member
2010-present	*Education Policy Analysis Archives*	Reviewer
2010-present	*American Educational Research Journal*	Reviewer
2010-present	*Urban Education*	Reviewer
2010	U.S. Department of Education; I3 Grant Competition	Reviewer
2009-present	*Teachers College Record*	Reviewer
2009-present	*Educational Researcher*	Reviewer
2008-present	American Education Finance Association	Reviewer
2008-present	American Educational Research Association	Reviewer
	• Division K, Section 10 Chair (2013 Planning Committee)	
2006-present	U.S. Dept of Education's What Works Clearinghouse	Reviewer
2006-2007	*Journal of Education Policy Studies*	Reviewer
2006-2007	*Education Working Paper Archives*	Reviewer
2003-2007	University of Arkansas Policy Working Paper Series	Reviewer

PROFESSIONAL AFFILIATIONS

2004-present	American Educational Research Association (AERA) – Divisions A, K, L
2004-present	Campbell Collaboration
2011-2012	National Education Finance Conference
2009-2011	American Association of Colleges for Teacher Education (AACTE)
2004-2009	American Education Finance Association (AEFA)
2004-2008	Association for Public Policy Analysis and Management (APPAM)

UNIVERSITY LEADERSHIP & SERVICE

2011-2013	MLFTC, Education Leadership and Policy Studies Committee	Member
2010-2011	MLFTC, Data and Dissemination Task Force	Chair
2010	MLFTC, PORTAL Director Search Committee	Member
2010	MLFTC, T-PREP Director Search Committee	Member
2010	MLFTC, Internal Grants Committee	Member
2009-2010	CTEL, Program Evaluation Committee	Chair
2009	CTEL, Tk20 Technical Support Analyst Search Committee	Member
2009-present	CTEL/MLFTC, Scholarship Committee	Reviewer
2009-present	CTEL/MLFTC, Education Doctorate Steering Committee	Member

ACADEMIC HONORS & AWARDS

2012	AERA Grants Program: Faculty Institute for the Teaching of Statistics With Large-Scale Data Sets. Institute held July 5-8, 2012, at Stanford University.
2012	Outstanding Young Alumni Award – University of Arkansas College of Educational and Health Professions
2006-2007	Rotary Ambassadorial Research Scholarship
2003-2007	Walton Distinguished Doctoral Fellowship
2004	Top Four Paper, Western States Communication Association, Albuquerque, NM

REFERENCES

Gary Ritter, Ph.D.

[redacted]

Scott Ridley, Ph.D.

[redacted]

Laura Turchi, Ed.D.

[redacted]

Ida Malian, Ph.D.

[redacted]

Roger Openshaw, Ph.D.

[redacted]

Vicky A. Condalary
Assistant Director of School Services
National Institute for Excellence in Teaching (NIET)
[redacted]

EDUCATIONAL HISTORY AND PROFESSIONAL DEVELOPMENT ACTIVITIES

National Board for Professional Teaching Standards Certification

Certified: Early Childhood Generalist

Certification received in 2000

Recertification received in 2010

Louisiana State University: Bachelor of Science Elementary Education

Certified 1st-8th grade. Degree received in the spring, 1990

Louisiana State University: Bachelor of Arts Broadcast Journalism; Psychology (minor)

Degree received in summer 1987

Louisiana State University: 15 hours toward Master Degree in Administration and Supervision

Emphasis on Reading/Literacy Instruction

EMPLOYMENT HISTORY

December 1986 – 1988: Reporter/Production Assistant, WBRZ Channel 2, Baton Rouge, Louisiana

August 1990 – 2006: Teacher, East Baton Rouge Parish School System,

Cedarcrest-Southmoor Elementary School

Teacher (1990-2003)

TAP Master Teacher for Pre-K-4th Grade (2003-2006)
Provided ongoing support and led professional development for 28 teachers

September 2006- December 2013: Louisiana Department of Education; TAP System

Executive Master Teacher
Provided technical support for 14 TAP schools in three districts in Louisiana

Senior Executive Master Teacher
Provided coaching support, technical assistance, and supervision for State Executive Master Teachers supporting 80 TAP schools throughout Louisiana

December 2013 – present: National Institute for Excellence in Teaching

Senior Program Specialist
Providing technical assistance, training development and support for the TAP System.

Project Director for SEED Grant TAP Connect
Served as the Project Director for Supporting Effective Educator Development (SEED) Grant-TAP Connect National Pilot. Partnering with Texas Tech University and serving 18 TAP schools across five high-need Texas school districts.

Assistant Director School Services
Provide ongoing technical assistance and support for Director of School Services, NIET Project Directors, NIET field staff, state and district partners

AWARDS AND PROFESSIONAL ASSOCIATION MEMBERSHIPS

- *Teacher of the Year finalist (EBRP) 2002/2003*
- *Who's Who Among America's Teachers National Award - 2002*
- *Milken Educational Foundation National Educator Award – 2001*
- *Louisiana's Outstanding Young Educator 1998*
- *Baton Rouge's Outstanding Young Educator 1997/98*
- *Excellence in Reading Award 1997*
- *Outstanding Mathematics Teacher Award (LATM) 1997/98*
- *Teacher of the Year finalist (EBRP) 1997*

Organizations*:*

Delta Kappa Gamma, Baton Rouge Association for Teachers of Mathematics , Louisiana Association for Teachers of Mathematics, National Council for Teachers of Mathematics, International Reading Association, Louisiana Reading Association, Capital Area Reading Council, La. Federation of Teachers

Offices Held:

- Baton Rouge Association for Teachers of Mathematics (Secretary Executive Council, Conference Chair-publicity and promotions) 1996-98
- Louisiana Association for Teachers of Mathematics (Conference Chair – publicity) 1998
- Capital Area Reading Council – President 1997-98, Vice President 1998-2000, President 2000 until present.
- Louisiana Reading Association (Conference Chair – publicity) 2001
- School Improvement Team Secretary 2000/2001

- School Improvement Team Chairperson/Secretary/Teacher Representative 1998 – 2000

Grants Awarded*:*

- "*Meet the Authors*" Academic Distinction Fund Grant 1996
- Academic Distinction Fund Grant 1998
- "*Together We Grow*" Milken Festival for Youth Grant
- "*Reading Rainbow*" Louisiana Public Television Grant
- "Read, Discover, Report" Academic Distinction Fund Grant

Training Undertaken*:*

- NCTM National Conference Training
- Scholastic Literacy Training 2003, 2005
- Louisiana State University – Supervising Teacher Training 2003, 2004, 2005
- Louisiana State University – Assessment Training – Knowledge, Skills and Dispositions 2005
- State of Louisiana Selection Committee for Distinguished Educators Training 2003
- Louisiana First Training – La. Dept of Education – Video Conferences 2002, 2003
- ASCD National Conference – Differentiated Instruction 2002
- Quality Education / No Child Left Behind – Milken National Education Conference 2002
- Strengthening Academic Achievement – Milken National Education Conference 2002
- Louisiana First Training the Trainers 2001
- Tech Trek Technology Integration Training (EBRP) 2001
- State of Louisiana Selection Committee for Distinguished Educators 2001
- Mathematics Training for Elementary Teachers 2001
- Understanding Poverty- 2000
- NCTM, LATM, BRACTM Conferences
- IRA, LRA, CARC Conferences
- School Improvement Team Training Fall 2000
- National Writing Project/LSU Site
- Louisiana State Department of Education – Assessor – Mentor Training

- Louisiana State Department of Education – Support Team Member Training/Updates
- EBRP Training the Trainers Leadership 1996
- MATELT (LaSip) training 1996
- Exxon Math Project Teacher (1995-1999)

Professional Conference Presentations and Trainings Conducted:

- National TAP Conference Trainings: 2005 – present
- TAP Summer Institute Trainings 2006 – present
- Texas Education Agency: T-TESS Appraisal System (Train the Trainers) 2014/15
- Louisiana State Dept. of Education Professional Accountability – National Board for Professional Teaching Standards - Mentor Training/Candidate Support Program 2002, 2003
- Louisiana Assistance and Assessment Training for Mentors – 2002/2003
- Louisiana Assistance and Assessment Training for New Teachers - 2002/2003
- East Baton Rouge Parish School System – Mentor Training 2002/2003
- East Baton Rouge Parish School System – New Teacher Training/Induction 2002/2003
- Master Teacher Training for EBRP School System 2002/2003
- New Teacher Induction Training – 2002/2003
- West Feliciana School System Training – Curriculum Mapping/Mathematics
- Louisiana First Training for Mentors for Louisiana State Department – 2001
- Louisiana First Training for Mentors for EBRP – 2001, 2002
- LASD (Louisiana Association Staff Development) Conferences
- Louisiana Federation of Teachers Annual Conference – National Board Certification-2001
- National Writing Project Consultant –region, state, district 1998 until present.
- Reading /Writing/Science Workshops given in the region, state and district – 1996 until present
- Mathematics Training within the region – consultant for LaSip Projects, (NCTM), state (LATM) and parish (EBRP, East Feliciana, West Feliciana, Orleans, Alexandria, Shreveport) 1995 until present

VITA

Danielle Ferreira
[redacted]

EDUCATION

2009 Ph.D.
University of Nevada, Las Vegas
Las Vegas, NV G.P.A. = 3.87
Specializations: Autism, Learning Disabilities, Learning Strategies
Dissertation Title: Effects of Explicit Subtraction Instruction on Fifth Graders with Learning Disabilities

2002 M.Ed.
University of Nevada, Las Vegas
Las Vegas, NV G.P.A. = 4.00
Specializations: Learning Disabilities

2000 B.A.
University of Nevada, Las Vegas
Las Vegas, NV G.P.A. = 3.81
Specializations: Generalist in Special Education

CERTIFICATIONS

Cross Categorical Special Education K-12
Arizona Department of Education

SEI Endorsement (01/2010)

Special Education Generalist K-12
Nevada Department of Education

Special Education Adaptive Physical Educator K – 12
Nevada Department of Education

Strategy Instruction Model Professional Developer
University of Kansas Center for Research on Learning

Certified Tap Instructional Rubric Certification (6/23/11)

Certified Tap Evaluator (10/4/11)

Recertified Tap Evaluator (8/23/12) (8/3/14) (8/11/15)

PROFESSIONAL EXPERIENCE

May 2015 - Present

Director of Learning Technology
National Institute for Excellence in Teaching
Santa Monica, California
Direct Oversight of all web based learning technology
Ensure operational status of all web based portals and systems 24/7
Lead development of Video Library: filming/capturing/ editing, production of usable video packing and supporting materials
Lead development of all training tools incorporated into portals
Serve as trainer at large for NIET
Work closely with project directors and TAP directors to create portal content and bulid consensus for portal functionality
Other duties as assigned by CEO or his representative (RFP development, grant development, document review, research and development, conference presentations, etc.)

June – May 2015

Senior Program Specialist (SPS) and Project Director (PD) of TIF 3 Arkansas Project and ASU SEED Project
National Institute for Excellence in Teaching
Santa Monica, California
Responsibilities for SPS & PD: Develop and Deliver Professional Development Related to Effective TAP (The System for Teacher and Student Advancement) Implementation, Support Site-Level Implementations and Partnerships
Responsibilities for PD: Overseeing Cohort 3 TIF – Arkansas Project and Arizona State University SEED Project. Assisting with Ensuring Compliance with Grants' Terms and Conditions, Federal Regulations, and OMB Circulars

June 2013 – December 2013

Grant Manager (GM) for the National Institute for Excellence in Teaching
Santa Monica, California
Responsibilities: Overseeing Cohort 4 TIF Project and Ensuring Compliance with Grant's Terms and Conditions, Federal Regulations, and OMB Circulars

2011 – 2013	TAP Master Teacher Constitution Elementary School Phoenix, Arizona Responsibilities: Participate in Campus Leadership Team, Plan and Implement Weekly Cluster Group, Manage Teachers' Individual Growth Plans (IGPs), Conduct Evaluations/Conferencing, Provide Routine Classroom Follow-up, and Regularly Provide Instruction as a Classroom Teacher.
2009 – 2013	Faculty Associate College of Teacher Education and Leadership Arizona State University – West Campus Responsibilities: Teach undergraduate teacher preparation courses.
2009 – 2011	Special Education Service Coordinator Diamond Canyon K-8 School Anthem, Arizona Responsibilities: Teaching Kindergarten, 3rd grade, and 6th grade students with learning disabilities, mental retardation, Autism, emotional disturbance, hearing impairments, or other health impairments. Instruction is provided in Learning Lab, general education classrooms and within a co-teaching model. Provide staff development and assist in mapping for special education department.
2008 – 2009	Special Education Teacher Marshall Darnel Elementary School Las Vegas, Nevada Responsibilities: Taught K-5th grade students with learning disabilities, mental retardation, Autism, emotional disturbances, or other health impairments. Instruction was provided in both resource and general education classrooms.
2006 – 2009	Visiting Faculty Department of Special Education University of Nevada, Las Vegas Responsibilities: Teach undergraduate and graduate level courses, advise students, serve on department and college committees

2000-2007	Math/Reading After-School Private Tutor Responsibilities: Taught elementary, middle school, and high school age students in a variety of subjects including but not limited to: reading, written expression, basic math, algebra, Spanish, biology, social studies, and basic science.
2007	Substitute Clark County School District Las Vegas, Nevada Responsibilities: Conducted typical teacher responsibilities within a variety of classrooms when licensed teacher was unable to come to work. (January – December)
2007	Homebound Special Education Instructor Innovations International Charter School Las Vegas, Nevada Responsibilities: Provided education to elementary, middle school, and high school age students in a variety of subjects including but not limited to: reading, written expression, basic math, algebra, Spanish, biology, social studies, and basic science. These students qualified for instruction based on their Individualized Education Plans. (March – May)
2007	Professional Consult Del Sol High School Las Vegas, Nevada Responsibilities: Collaborate with and provide strategies to high school resource teacher (Ms. Kelly Verba) working with students (9th – 12th graders) who qualified for math instruction in a resource room. Students had a variety of disabilities including: learning disabilities, mental retardation, Autism, emotional disturbances, or other health impairments. High quality instruction improved passing rate on the High School Proficiency Exam. (April 25th – June 1st)
2001-2006	Special Education Teacher Ulis Newton Elementary School Henderson, Nevada Responsibilities: Taught K-5th grade students with learning disabilities, mental retardation, Autism, emotional disturbances, or other health impairments. Instruction was provided in both resource and general education classrooms. Host student teachers and provide coaching and mentoring to address their needs.

2000-2001	Special Education Teacher Bendorf Elementary School Las Vegas, Nevada Responsibilities: Taught 3rd-5th grade students with learning disabilities, mental retardation, Autism, or other health impairments. Instruction was provided in both resource and general education classrooms.
1996	Special Education Adaptive Physical Education Assistant Wilson Middle School Glendale, California Responsibilities: Supported students with low incident disabilities in a summer school Adaptive Physical Education Program.

UNIVERSITY TEACHING

Graduate Courses

Spring 2009	ESP 719 Advanced Oral and Written Language Instruction for Students with Disabilities
	ESP 733 Behavior Management for Students with Disabilities
Fall 2008	ESP 719 Advanced Oral and Written Language Instruction for Students with Disabilities
	ESP 724 Math Methods in Special Education
Summer 2008	ESP 708 Advanced Education Strategies for Students with Disabilities
Spring 2008	ECE 781 Early Childhood Education Field Experience
Fall 2007	ESP 724 Math Methods in Special Education
	ESP 734 Vocational and Career Education for Persons with Disabilities in Transition
	ESP 708 Advance Education Strategies for Students with Disabilities
Summer 2007	ESP 723 Strategies for Students with Disabilities
	ESP 708 Advanced Education Strategies for Students with Disabilities
Spring 2007	ESP 724 Math Methods in Special Education
	ESP 719 Advanced Oral and Written Language Instruction for Students with Disabilities
Fall 2006	ESP 708 Advanced Education Strategies for Students with Disabilities
	ESP 707 Theories of Learning Disabilities

Undergraduate Courses

Spring 2013	SPE 222 Orientation to the Education of the Exceptional Child
Spring 2012	SPE 222 Orientation to the Education of the Exceptional Child
Fall 2011	SPE 222 Orientation to the Education of the Exceptional Child
Spring 2011	SPE 416 Quality Practices in Collaborative Classrooms
Fall 2010	EED 412 Mathematics in Elementary Schools

	SPE 416 Quality Practices in Collaborative Classrooms
Spring 2010	EED 412 Mathematics in Elementary Schools
	MTE 181 Math for Elementary Education Teachers II
Fall 2009	EDD 412 Mathematics in Elementary Schools
Spring 2009	ESP 414 Vocational and Career Education for Persons with Disabilities in Transition
Fall 2008	EDSP 411 Special Education Techniques in Inclusive Settings
Spring 2008	EDSP 432 Parent Teacher Interaction in Special
Fall 2007	ESP 472 Math Methods in Special Education
	ESP 463 Oral and Written Language Instruction for Students with Disabilities
Spring 2007	ECE 494 Student Teaching Seminar in Early Childhood Education
Fall 2006	ESP 463 Oral and Written Language Instruction for Students with Disabilities
	ESP 490 Student Teaching Seminar in Special Education
	ECE 494 Student Teaching Seminar in Early Childhood Education
Spring 2005	ESP 444 Special Education Techniques in Inclusive Settings
Fall 2005	ESP 478 Strategies for Students with Disabilities
Fall 2004	ESP 468 Collaborative Consultation in Special Education

COURSES TAUGHT FOR PROFESSIONAL DEVELOPMENT

Deer Valley Summer Institute Courses

Summer 2011	Course 1: Test-Taking and Study Strategies in Any Content for the Grade 3-12 Student
	Course 2: Unpacking the Standards for Differentiated Instruction
Summer 2010	Course 1: Test-Taking and Study Strategies in Any Content for the Grade 3-12 Student
	Course 2: Writing Transitional IEPs

GUEST LECTURES

Fall 2006	ESP 724 Math Methods in Special Education
Fall 2006	ESP 701 Introduction to Special Education
	ESP 724 Math Methods in Special Education

PROFESSIONAL PRESENTATIONS / WORKSHOPS

07/14 *Texas Teacher Evaluation and Support System (T-TESS) Appraisal Training.* Presented this two day training to district leadership team members and administers within Region 2. Corpus Christi, TX July 30th and 31st.

07/14 *Texas Teacher Evaluation and Support System (T-TESS) Appraisal Training.* Presented this two day training to district leadership team

members and administers within Region 10. Amarillo, TX July 28th and July 29th.

07/14 *Special Education and the TAP System.* Presented this single day training to all Special Education building level and district level staff in Partnership Academy, Minneapolis, MN July 15th .

06/14 *Texas Teacher Evaluation and Support System (T-TESS) Appraisal Training.* Presented this two day training to district leadership team members and administers within Region 16. De Soto, TX June 30th and July 1st .

06/14 *Phases of Goal Setting.* Presented this presentation at the TAP Summer Institute (TSI) Conference. Indianapolis, IN on June 26th – 27th at JW Marriott.

06/14 *Leveraging Student Work to Increase Effectiveness and Follow up Support.* Presented this presentation at the TAP Summer Institute (TSI) Conference. Indianapolis, IN on June 26th – 27th at JW Marriott.

06/14 *Creating Effective Assessment Plans and Teacher Made Assessments.* Presented this presentation at the TAP Summer Institute (TSI) Conference. Indianapolis, IN on June 26th – 27th at JW Marriott.

06/14 *Building a Culture Where Student Work is Validated through DICE.* Presented this presentation at the TAP Summer Institute (TSI) Conference. Indianapolis, IN on June 26th – 27th at JW Marriott.

06/14 *Phases of Goal Setting.* Presented this presentation at the TAP Summer Institute (TSI) Conference. Scottsdale, AZ on June 23rd – 24th at JW Marriott.

06/14 *Leveraging Student Work to Increase Effectiveness and Follow up Support.* Presented this presentation at the TAP Summer Institute (TSI) Conference. Scottsdale, AZ on June 23rd – 24th at JW Marriott.

06/14 *Creating Effective Assessment Plans and Teacher Made Assessments.* Presented this presentation at the TAP Summer Institute (TSI) Conference. Scottsdale, AZ on June 23rd – 24th at JW Marriott.

06/14 *Creating a Blueprint for Cluster Cycle 1.* Presented this presentation at the TAP Summer Institute (TSI) Conference. Scottsdale, AZ on June 23rd – 24th at JW Marriott.

06/14 *Building a Culture Where Student Work is Validated through DICE.* Presented this presentation at the TAP Summer Institute

(TSI) Conference. Scottsdale, AZ on June 23rd – 24th at JW Marriott.

06/14 *Texas Teacher Evaluation and Support System (T-TESS) Appraisal Training.* Presented this two day training to district leadership team members and administers within Region 2. Corpus Christi, TX June 16th and 17th .

06/14 *Best Practice Center (BPC) CORE Training: Evaluation A.* Presented this four day training for new Arizona State University (ASU) Clinical Faculty, Tenure Faculty, and School District Partners who were involved in ASU's iTeach program (i.e., teacher preparation program). Scottsdale, AZ June 2nd – 5th.

05/14 *Developing Teacher Evaluation with K12 Online Public Schools.* Workshop/Focus Group work both in Phoenix, AZ and Dallas, TX (05/07, 05/08, 05/29).

03/14 *Special Education and TAP Connections.* Moderator of a Panel at 14th National TAP Conference—*Building a System of Teacher Leaders*—in Los Angeles, CA. on March 7-8, 2014, at the JW Marriott's Conference Center.

03/14 *Growing Students while Growing Teachers in Cluster Cycle 1.* Presentation at 14th National TAP Conference—*Building a System of Teacher Leaders*—in Los Angeles, CA. on March 7-8, 2014, at the JW Marriott's Conference Center.

03/14 *Supporting Special Education/Special Area Teachers in TAP.* Presentation at 14th National TAP Conference—*Building a System of Teacher Leaders*—in Los Angeles, CA. on March 7-8, 2014, at the JW Marriott's Conference Center.

03/14 *Common Core and the Connection with Special Education and TAP.* Presentation at 14th National TAP Conference—*Building a System of Teacher Leaders*—in Los Angeles, CA. on March 7-8, 2014, at the JW Marriott's Conference Center.

03/14 *The Tap Rubric in Special Education Settings.* Presentation at 14th National TAP Conference—*Building a System of Teacher Leaders*—in Los Angeles, CA. on March 7-8, 2014, at the JW Marriott's Conference Center.

01/14 *Special Education and the TAP System.* Presented this single day training to all Special Education building level and district level staff in the Saydel Unified School District, Des Moines, IA January 29th.

01/14 *TAP System CORE Training: Evaluation A.* Presented this three day training for people who were newly hired to TAP leadership teams within the Hearn School District for the 2013.2014 school year. College Station, TX January 15th – 17th.

10/13	*TAP System CORE Training: Cluster & Leadership.* Presented this three day training for people who were newly hired to TAP leadership teams within the Geo Foundation Charter Schools for the 2013.2014 school year. Colorado Springs, CO October 16th – 18th.
10/13	*Texas: 1-Day New Faculty Training.* Presented this one day training for new faculty members who were newly hired to schools that were currently implementing the TAP evaluation tool (Texas Appraiser Evaluation) within Manor Independent School District for the 2013.2014 school year. Manor, TX October 14th.
10/13	*Texas: 2 - Day New Appraiser Training.* Presented this two day training for new faculty members who were newly hired to schools that were currently implementing the TAP evaluation tool (Texas Appraiser Evaluation) within Edgewood Independent School District and the Terrell Independent School District for the 2013.2014 school year. San Antonio, TX October 11th – 12th.
10/13	*Texas: 1-Day New Faculty Training.* Presented this one day training for new faculty members who were newly hired to schools that were currently implementing the TAP evaluation tool (Texas Appraiser Evaluation) within Birdville Independent School District for the 2013.2014 school year. Richland, TX October 10th.
09/13 – 10/13	*TAP System CORE Training: Cluster & Leadership.* Presented this three day training for people who were newly hired to TAP leadership teams within the Lincoln Consolidated School District and the Cross County School District for the 2013.2014 school year. Lincoln, AR September 12th, October 28th, & October 29th.
09/13	*Texas: 1-Day New Faculty Training.* Presented this one day training for new faculty members who were newly hired to schools that were currently implementing the TAP evaluation tool (Texas Appraiser Evaluation) within the Fort Worth Independent School District area for the 2013.2014 school year. Fort Worth, TX September 28th.
09/13	*TAP System CORE Training: Evaluation A.* Presented this three day training for people who were newly hired to TAP leadership teams within the Lincoln Consolidated School District and the Cross County School District for the 2013.2014 school year. Lincoln, AR September 9th – 11th.
09/13	*TAP System CORE Field Testing Training.* Presented this one day training for people who were newly hired to TAP leadership teams within the Cross County School District for the 2013.2014 school year. Cherry Valley, AR September 4th.
09/13	*TAP System CORE Field Testing Training.* Presented this one day training for people who were newly hired to TAP leadership teams

within the Lincoln Consolidated School District for the 2013.2014 school year. Lincoln, AR September 3rd.

08/13 *TAP System CORE Training: Evaluation A.* Presented this three day training for people who were newly hired to TAP leadership teams at the Hmong College Prep Academy for the 2013.2014 school year. St. Paul, MN August 20th – 22nd.

07/13 *High Impact Coaching.* Assisted with this workshop at the TAP Summer Institute (TSI) Conference. Dallas, TX on July 22nd – 24th at the Gaylord Texan Resort.

07/13 *TAP School Plan (Workshop).* Assisted with this workshop at the TAP Summer Institute (TSI) Conference. Dallas, TX on July 22nd – 24th at the Gaylord Texan Resort.

07/13 *High-Quality and Impactful Leadership.* Assisted in this presentation at the TAP Summer Institute (TSI) Conference. Dallas, TX on July 22nd – 24th at the Gaylord Texan Resort.

07/13 *Planning for Rubric Cycle 1.* Assisted in this presentation at the TAP Summer Institute (TSI) Conference. Dallas, TX on July 22nd – 24th at the Gaylord Texan Resort.

07/13 *Implementing Clusters at and Above Proficient.* Assisted in this presentation at the TAP Summer Institute (TSI) Conference. Dallas, TX on July 22nd – 24th at the Gaylord Texan Resort.

07/13 *TAP System CORE Training: Cluster and Leadership.* Presented this three day training for people who were newly hired to TAP leadership teams at the TAP Summer Institute (TSI) Conference for the 2013.2014 school year. Indianapolis, IN July 8th – July 9th at the JW Marriot.

06/13 *TAP System CORE Training: Cluster and Leadership.* Presented this three day training for people who were newly hired to TAP leadership teams at the TAP Summer Institute (TSI) Conference for the 2013.2014 school year. Phoenix, AZ June 17th – June 19th Hyatt Regency Scottsdale Resort.

06/13 *TAP System CORE Training: Overview & Evaluation A.* Presented this three day training for people who were newly hired to TAP leadership teams in the Florence School District for the 2013.2014 school year. Florence, AZ June 10th – June 12th.

03/13 *The Tap Rubric in SPED.* Presentation at 13th National TAP Conference—*Building a System of Teacher Leaders*—in Washington D.C. on March 8-9, 2013, at the Gaylord National Resort & Convention Center.

03/13 *Supporting SPED/Special Area Teachers in TAP*. Presentation at 13th National TAP Conference—*Building a System of Teacher Leaders*—in Washington D.C. on March 8-9, 2013, at the Gaylord National Resort & Convention Center.

05/12 *TAP System CORE Training Evaluation A.* Facilitated and presented at this three day training for people who were newly hired to TAP leadership teams within the Phoenix area for the 2012.2013 school year. Avondale, AZ May 29th – 31st.

03/12 *Moving Teachers from Proficiency to Exemplarary.* Presentation at 12th National TAP Conference—*Building a System of Teacher Leaders*—in Los Angeles, CA, on March 9-10, 2012, at the Hyatt Regency Century Plaza.

03/12 *Related Arts and Special Education in TAP*. Presentation at 12th National TAP Conference—*Building a System of Teacher Leaders*—in Los Angeles, CA, on March 9-10, 2012, at the Hyatt Regency Century Plaza.

01/12 *Special Education Roundtable Relating to TAP*. Facilitator for a roundtable discussion to develop guiding questions related to where to find evidence of TAP descriptors for special education teachers within different environments of special education service delivery models. Presentation held at ASU Mercado Downtown Campus, Phoenix, AZ.

04/11 *Creating Safe Environments for LGBTQ Students with Disabilities.* Paper presented at the Council for Exceptional Children Convention and Expo, National Harbor, MD. (Accepted presentation)

03/11 *An Overview of Co-Teaching*. Presentation at AZCEC and AZCASE Annual Conference and Law Conference, Phoenix, AZ.

11/10 *Special Education/General Education Co-Teaching.* Workshop presented to staff at Diamond Canyon K-8 School Staff Development Day. Anthem, AZ.

10/10 *Overview of Co-Teaching.* Presentation at state Council for Exceptional Children Conference, Chandler, AZ.

04/10 *Evidence-based Practices for Computation Instruction Among Elementary Students with Mathematical Disabilities.* Paper presented at the Council for Exceptional Children Convention and Expo, Nashville, TN.

03/10 *Before Co-Teaching: Scheduling, Grading, and Planning.* Presentation at AZCEC and AZCASE Annual Conference and Law Conference, Phoenix, AZ.

02/10 *Inclusive Practices in the General Education Classroom.* Workshop presented to K-12 teachers in the north region for Deer

	Valley Unified School District on Staff Development Day. Anthem, AZ.
01/10	*Presentation of the Evaluation Practices Taskforce.* Workshop presented to other Deer Valley Unified School District special education staff on Staff Development Day. Anthem AZ.
12/09	*History of Autism.* Workshop presented to staff at Diamond Canyon K-8 School Staff Development Day. Anthem, AZ.
10/09	*Responsive Instructional Practices and Strategies Promote Addition and Subtraction Achievement.* Paper presented at the 31st International Conference on Learning Disabilities, Dallas, Texas.
8/09	*Inclusive Strategies.* Workshop presented to staff at Diamond Canyon K-8 School Staff Development Day. Anthem, AZ.
11/08	*Using technology-based strategies to increase effectiveness and efficiency in higher education.* Paper presented at the Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Dallas, TX.
4/08	*Building Mathematical Competence and Motivation Among Elementary Students with Learning Disabilities.* Paper presented at the Council for Exceptional Children Convention and Expo, Boston, Massachusetts.
3/08	*Classroom uses of Technology for Students with Disabilities in the 21st Century.* Paper presented at the Society for Information Technology & Teacher Education International Conference, Las Vegas, NV.
3/08	*Effectively Using Instructional Games in Higher Education.* Paper presented at the Society for Information Technology & Teacher Education International Conference, Las Vegas, NV.
3/08	*Technology Options for Teaching Mathematics to All Students.* Paper presented at the Society for Information Technology & Teacher Education International Conference, Las Vegas, NV.
3/07	*Using Technology to Provide Teacher Induction: A University/ District Collaborative Project.* Paper presented at the Society for Information Technology & Teacher Education International Conference, San Antonio, TX.
3/07	*Using Technology to Increase IEP Efficiency for Educators.* Paper presented at the Society for Information Technology & Teacher Education International Conference, San Antonio, TX.
3/07	*Using Technology to Increase Teacher Educator Efficiency and to Prevent Work-Related Stress.* Paper presented at the Society for Information Technology & Teacher Education International Conference, San Antonio, TX.

10/06 *Using Teacher Enhancements to Promote Mathematics Mastery and Motivation.* Paper presented at the 28th International Conference on Learning Disabilities, Mclean, Virginia.

10/ 05 *Strategy Instruction Part II*. Workshop presented at Glendale Unified School District Staff Development Day, Glendale, CA.

10/ 04 *Strategy Instruction Part I*. Workshop presented at Glendale Unified School District Staff Development Day, Glendale, CA.

10/ 02 *How To Include Students With Disabilities In Your General Education Classroom*. Workshop presented at Newton Elementary School Staff Development Day, Henderson, NV.

PUBLICATIONS

Miller, S.P., Mancl, D., Ferreira, D., & Kennedy, M. (2012). Mathematics renewal for struggling learners within an elementary professional development school: A win-win-win partnership. *School-University Partnerships, 5*(2), 51 – 62.

Miller, S. P., Stringfellow, J. L., Kaffar, B. J., Ferreira, D., & Mancl, D. B. (2011). Developing computation competence among students who struggle with mathematics. Teaching Exceptional Children, 44(2), 38-46.

Morgan, J., Mancil, D., Kaffar, B., & Ferreira, D. (2010). Creating Safe Enviornments for the LGBTQ Students with Disabilities. Article accepted for publication in Intervention in School and Clinic fall 2011.

Miller, S.P., Stringfellow, J., Kaffar, B., Ferreira, D., Manci, D. (2009). Developing Computation Competence Among Students who Struggle with Mathematics. Article accepted for publication in Teaching Exceptional Children December 2011.

Cumming, T., Stringfellow, J., & Ferreira, D. (2008). Classroom Uses of Technology for Students with Disabilities in the21st Century. In Dee Anna Willis, Roger Carlsen, Roberta Weber, & Karen McFerrin, *Society for Information Technology & Teacher Education International Conference Annual Preceedings* Chesapeake: VA, Association for the Advancement of Computing in Education.

D'Aniello, S., Ferreira, D. & Miller, S. (2007). Using Technology to Provide Teacher Induction: A University/District Collaborative Project. In Caroline Crawford, Dee Anna Willis, Roger Carlsen, Ian Gibson, Karen McFerrin, Jerry Price & Roberta Weber, *Society for Information Technology & Teacher Education International Conference Annual Preceedings* Chesapeake: VA, Association for the Advancement of Computing in Education.

Ferreira, D. (2008). Effectively Using Instructional Games in Higher Education. In Dee Anna Willis, Roger Carlsen, Roberta Weber, & Karen McFerrin, *Society for*

Information Technology & Teacher Education International Conference Annual Preceedings Chesapeake: VA, Association for the Advancement of Computing in Education.

Ferreira, D., D'Anello, S., & Kaffar, B. (2007). Using Technology to Increase IEP Efficiency for Educators. In Caroline Crawford, Dee Anna Willis, Roger Carlsen, Ian Gibson, Karen McFerrin, Jerry Price & Roberta Weber, *Society for Information Technology & Teacher Education International Conference Annual Preceedings* Chesapeake: VA, Association for the Advancement of Computing in Education.

Miller, S., Kaffar, B., & Ferreira, D. (2007). Using Technology to Increase Educator Efficiency and to Prevent Work-Related Stress. In Caroline Crawford, Dee Anna Willis, Roger Carlsen, Ian Gibson, Karen McFerrin, Jerry Price & Roberta Weber, *Society for Information Technology & Teacher Education International Conference Annual Preceedings* Chesapeake: VA, Association for the Advancement of Computing in Education.

Stringfellow, J., Ferreira, D., & Cumming, T. (2008). Technology Options for Teaching Mathematics to All Students. In Dee Anna Willis, Roger Carlsen, Roberta Weber, & Karen McFerrin, *Society for Information Technology & Teacher Education International Conference Annual Preceedings* Chesapeake: VA, Association for the Advancement of Computing in Education.

SERVICE

Committee Memberships

2013	Alternative Public Day School Input Committee Member for Deer Valley Unified School District
2012 –2013	Teacher Advancement Program Advisory Council for Arizona member
2009 – 2013	Deer Valley Unified School District Mentor Co-Teaching Team Member and Team Lead
2009 – 2013	Deer Valley Unified School District Evaluation Practices Taskforce Member
2010	Deer Valley Unified School District Cookbooks Committee Member
2010	Diamond Canyon Total Quality Leadership Team Member
2010	Autism Spectrum Disorder Grant Team Member

2008 – 2009	Dean's Advisory Committee (Student Representative) University of Nevada, Las Vegas
2008	Local Arrangements Committee Strategy Instruction Model West Region Update Conference Las Vegas, Nevada
2007	Committee Chair of Syllabus Reform for ESP 468 Collaborative Consultation in Special Education
2007	Committee member of Syllabus Reform for ESP 719 and ESP 463 Oral and Written Language Instruction for Students with Disabilities
2006-2009	College of Education Multicultural and Diversity Committee University of Nevada, Las Vegas
2006-2007	Department of Special Education Doctoral Development Committee (Student Representative) University of Nevada, Las Vegas
2007	Local Arrangements Committee Strategy Instruction Model West Region Update Conference Las Vegas, Nevada
2005	Local Arrangements Committee Strategy Instruction Model West Region Update Conference Las Vegas, Nevada
2001-2006	Technology Committee Ulis Newton Elementary School Las Vegas, Nevada

Professional Organizations

2000 - present	Council for Exceptional Children
2007 – present	Teacher Education Division of the Council for Exceptional Children
2007 – present	Division of Learning Disabilities of the Council for Exceptional Children

School / Community

2003 /2001	Served as Mentor Teacher for University of Nevada Las Vegas Student Teacher
1993-1996	Volunteer teacher's assistant in a summer adaptive physical education program Glendale, CA.
1993-1996	Volunteer floor assistant at Glendale Community Home for the elderly Glendale, CA.

AWARDS

2012 Milken Educator Award Recipient

TAP School Ambassador Award Recipient at NIET conference, 2013

TAP Showcase School Recognition at NIET conference, 2013

Deer Valley Unified School District's Governing Board Recognition Certificate of Extraordinary Achievement, 2013

Ulis Newton's Rave Review Award, John Ward Principal, 2003

Southeast Region Distinguished Educator Award, Region Administration, 2003

Clark County School District's Rave Review Award, Clark County School District, 2003

Rebel Academic Top Thirty, Student Athletic Department at UNLV, 2000

NFCA All-American Scholar-Athlete, The National Fastpitch Coaches Association, 1999

Rebel Academic Top Thirty, Student Athletic Department at UNLV, 1999

Scholar-Athlete Award, Western Athletic Conference, 1998-1999

Glendale Teachers Association Annual Scholarship, Glendale Teachers Association, 1996

President's Education Awards for Outstanding Academic Achievement, U.S. Secretary of Education, 1996

Bill Sauer Memorial Award, Crescenta Sports Association, 1996

Dr. Ann Hammett Shaw

[redacted]

EDUCATION:

Doctor of Education
Nova Southeastern University, 1997
Fort Lauderdale, FL
Major: Curriculum Development and Systemic Change

Masters of Arts
Furman University, 1985
Greenville, SC
Major: Reading Education

Bachelor of Arts
University of South Carolina, 1982
Columbia, SC
Major: Elementary Education

PROFESSIONAL EXPERIENCE:

Present: Director of Programs
NIET
1250 Fourth Street
Santa Monica, CA

2010-2012: Regional Master Teacher
South Carolina TAP
1429 Senate Street
Columbia, SC

2004-2010: Instructional Coach
Tigerville Elementary
25 Tigerville School Road
Tigerville, SC

2002-2004: Master Teacher of Language Arts
East North Street Academy of Mathematics and Science
1720 East North Street
Greenville, SC

1994-2002: First Grade Teacher
Summit Drive Elementary School
424 Summit Drive
Greenville, SC

2003-2005: Adjunct Professor
Clemson University
Clemson, SC

1999-2007: Adjunct Professor
North Greenville College
P.O. Box 1892
Tigerville, SC 29688

1991-1994: Reading Specialist/Reading Recovery Teacher
Duncan Chapel Elementary/Ebenezer Elementary
School District of Greenville County, Greenville, SC

1982-1988: Elementary School Teacher
School District of Greenville County
Greenville, SC

CERTIFICATIONS:

Early Childhood, Elementary Education, Reading Specialist, Reading Recovery

PROFESSIONAL ACTIVITIES:

Advisory Education Board Member, ETV, Columbia, South Carolina
National Boards for Professional Teaching Standards, Certified Teacher
Member, Project Jericho, School District of Greenville County, Clemson University, Furman University
Member, Teacher Education Advisory Committee, North Greenville College
Member, Administrative Internship, School District of Greenville County
Member, Board of Clemson Writing Project, Clemson University
Member, Danforth Leadership Institute, School District of Greenville County
Member, Phi Delta Kappa, Upstate South Carolina Chapter
Member, Teacher Forum, School District of Greenville County
Chair, School Improvement Committee, Summit Drive Elementary
Chair, Southern Association of Colleges and Schools Committee, Summit Drive Elementary
Chair, Palmetto's Finest Committee, Summit Drive Elementary
Chair, Reading and Writing Committee, Summit Drive Elementary, Duncan Chapel Elementary
Volunteer Coordinator for P.T.A., Summit Drive Elementary

PRESENTATIONS & PROFESSIONAL DEVELOPMENT:

- Massachusetts Teacher Candidate Evaluation Development and Training
- Texas Teacher Evaluation Training
- Ohio Teacher Evaluation Training
- Tennessee Teacher Evaluation Training
- National TAP CORE Training
- NIET Best Practice Teacher and Principal Training
- Developed a Family Literacy Program for at-risk first grade readers and their parents
- Developed a writing curriculum for first grade students encouraging writing for authentic purposes and student self-assessment
- Conducted workshops on National Board Certification process, Greenville County Schools
- Presentation on the Danforth Experience from a teacher's perspective, In Praise of Education Conference, Seattle, Washington
- Presentation on Balanced Literacy, South Carolina Four Blocks Conference, 2001

PUBLICATIONS:

- **"i can write online. com", Shaw-Phillips Learning Associates Educational Software. 2006.**

SPECIAL RECOGNITIONS:

Milken National Outstanding Educator, 2000
South Carolina Year of the Child, Hero Award, 2001
Disney American Educator Award Nominee, 2001
Golden Apple Award Recognition, 2000-2001
National Board Certification, 2003
Project Jericho Technology Teacher for Language Arts, Greenville County Schools, 1999-2000
Danforth Fellow, Greenville County Schools and Furman University, 1998-1999
Member of Teacher Talk, South Carolina Department of Education, 1998
Top Ten Finalist for Teacher of the Year, Greenville County Schools, 1996
Teacher of the Year, Summit Drive Elementary, 1996
Outstanding Teacher of Reading, Summit Drive Elementary, 1994
Teacher of the Year, Ebenezer Elementary, 1984

REFERENCES

Available upon request

Payton Parker

[redacted]

SUMMARY OF QUALIFICATIONS

- Extensive knowledge of nonprofit operations as well as grant management and financial practices
- Proven ability to make important decisions while weighing the interests of several different stakeholders
- Strong oral and written communication skills
- Excellent organizational skills
- Proven ability to prioritize and handle multiple tasks in a challenging environment
- Demonstrated success in a team environment which worked closely to achieve goals

EDUCATION

University of Arkansas, Fayetteville, AR
Sam M. Walton College of Business
Bachelor of Science, Business Administration, May 2012

- Major: Finance with concentration in Banking
- Minor: Management

WORK EXPERIENCE

National Institute for Excellence in Teaching *November 2013 - Present*
Fayetteville, AR
Director of Grant Management and Business Operations
Fayetteville, AR

- Continued to serve as Director of Grant Management as well as embracing additional responsibilities
- Developed a new invoicing workflow and implemented processes that increased efficiency and accuracy of billing
- Continually track the progress of all contracts, statements of work and invoices associated with school services
- Responsible for reviewing and providing feedback on all external contracts
- Ensure that invoices for services are accurate, consistent and sent in a timely manner

Director of Grant Management

- Responsible for compliance and reporting for 8 Federal Grants with annual budgets exceeding $35M
- Assisted with creating the budgets, writing narratives and overall submission for several large-scale state contract bids and Federal grants
- Acted as financial liaison between NIET, grant partners and the Federal Government
- Calculated and negotiated a company-wide indirect rate
- Reviewed, processed and approved grant reimbursement packets from 22 grant partners on a quarterly basis
- Spearheaded the annual and interim performance report submissions as well as bimonthly monitoring calls
- Responsible for leading webinars and in-person presentations on several grant related topics
- Demonstrated an ability to work in a team setting by supporting Project Directors and Executive Leadership

Arvest Bank Group *June 2007 - November 2013*
Springdale, AR
Loan Officer

- Responsible for the growth and management of a $9.5M loan portfolio
- Demonstrated independent judgment by approving loans within lending limits
- Consistently met and exceeded sales goals by developing new business
- Protected the bank by continuously monitoring the quality and performance of serviced loans
- Motivated branch associates to look for lending opportunities with all customers

Deposit Counselor

- 20 - 30 hrs/wk while in college
- Grew customer relationships by cross-selling bank products
- Performed account openings and maintenance
- Maintained a high level of customer satisfaction through daily customer contact
- Worked with team members to achieve sales and referral goals
- Flexible utility worker cross-trained to perform multiple jobs within the bank

Teller

- Responsible for nightly closing procedures
- Mentored new tellers
- Processed transactions and explained bank policies and procedures as needed
- Maintained a high level of customer service in an often stressful environment

Springdale Country Club *May 2005 - June 2007*
Springdale, AR
Range Attendee

- Gained valuable contacts with influential local business men and women
- Attended to customer's needs while providing exceptional customer service
- Learned to work in a team setting to accomplish goals

VOLUNTEER EXPERIENCE

- Springdale Public Schools Patron Shelf - Member
- Springdale Public Schools Education Foundation - Volunteer
- Springdale Planning Commission - Member

Tanée M. Hudgens

[redacted]

EDUCATION

University of North Carolina at Chapel Hill
Ph.D., Developmental Psychology (Quantitative Psychology Concentration) 2012
M.A., Developmental Psychology 2009

Relevant Coursework: Advanced Research Methods, Statistical Methods, Factor Analysis, Structural Equation Modeling, Test Theory and Analysis, Multilevel Modeling

Selected Funding Awards
2011-2012 Predoctoral Fellowship: Human Development Interdisciplinary Training Grant
National Institute of Child Health and Human Development
2006-2008 Predoctoral Fellowship: Research on Black Child Development and Health
National Institute for Child Health and Human Development

Spelman College
B.A., Psychology 2006

Selected Honors: Magna Cum Laude, Dean's List, Ethell Waddell Githii Honors Program

RESEARCH EXPERIENCE

National Institute for Excellence in Teaching, Santa Monica, CA
Senior Research Associate January 2016 – Present
Research Associate January 2014 – December 2015

- Serve as a researcher and evaluator for several sites using U.S. Department of Education Teacher Incentive Fund (TIF) and Supporting Effective Educator Development (SEED) funds to implement TAP™: The System for Teacher and Student Advancement.
- Duties include planning and monitoring data collection activity, planning and executing data analysis, conducting interviews and focus groups, writing proposals, briefs and reports, preparing federal grant documentation, and meeting with project staff.

Los Angeles Universal Preschool, Los Angeles, CA February 2013 – December 2013
Research Analyst

- Served as an evaluator of several large-scale programs in Los Angeles County related to the quality of instruction and care provided to preschoolers and the development of the Early Childcare Education workforce.
- Evaluated the content, programming, and accessibility of these programs by interviewing participating students, parents, and teachers to assess program effectiveness.
- Extracted, imported, and exported data in various applications, merged datasets, and ran queries on datasets.

Youth Identity Project, Chapel Hill, NC August 2006 – July 2012
Lab Manager/Project Coordinator

- Coordinated recruitment and scheduling of over 900 youth and their caregivers for a longitudinal study of adolescent adjustment funded by the National Science Foundation.
- Designed surveys and interview protocols and administered questionnaires to students.
- Managed program purchases, expenses, and reconciliations.
- Organized quantitative and qualitative data entry, cleaning, backup, and analysis.

3-C Institute for Social Development, Cary NC September 2010 – July 2011
Research Assistant

- Recruited families according to inclusion criteria for a small group intervention program designed to teach and reinforce positive educational and cultural attitudes in elementary children.
- Led four groups with 8-10 children each through a 10-session curriculum.
- Administered pre- and post-tests to children and parents.
- Assisted with the entry and analysis of data assessing child outcomes and program implementation fidelity.

Peer's Perception Project, Chapel Hill, NC September 2008 – July 2009
Research Assistant

- Directed recruitment and screening for pilot study of youth perceptions.
- Administered surveys to over 50 children and parents.
- Trained junior research assistants in survey administration and data entry.
- Produced written and tabular materials for research reports and presentations.

Adolescent Identity Project, Chapel Hill, NC August 2007 – July 2009
Research Assistant

- Assisted with the creation of interview protocols and codebooks for a study of academic achievement in low-income students funded by the National Institutes of Health.
- Administered surveys to over 300 participating families and teachers.
- Fostered relationships with local school districts and families.
- Managed and protected confidential and sensitive information, including state testing data.

TEACHING EXPERIENCE

2012 Visiting Lecturer, University of North Carolina-Chapel Hill
2012 Instructor, Polk Correctional Facility
2006-2011 Teaching Fellow, University of North Carolina-Chapel Hill

- Independently designed and implemented curricula for 8 semesters of college-level courses related to the foundational theories of psychology and the fundamentals of children's physical, cognitive, social, and emotional development.
- Taught a diverse population of traditional students, working adults, first-generation college students, and inmates at a medium security prison.

SOFTWARE SKILLS

Quantitative Statistics and Database Management: SPSS, SAS, Mplus, Amos, Excel, Access
Qualitative Data Management and Analysis: ATLAS.ti, NVivo

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)
Society for Research on Adolescence (SRA)
Society for Research on Child Development (SRCD)
American Psychological Association (APA)

KRISTAN VAN HOOK
National Institute for Excellence in Teaching
Vice President, Public Policy and Development

EDUCATION

M.A., Public Policy, Harvard University, John F. Kennedy School of Government, Cambridge, Massachusetts, 1990, Teaching Assistant in Economics; Awarded Kennedy School Fellowship
B.A., History, Dartmouth College, Hanover, New Hampshire, 1986, Cum Laude

EMPLOYMENT HISTORY

2004-present	National Institute for Excellence in Teaching, Washington, DC, Vice President, Public Policy and Development
2002-2003	Infotech Strategies, Washington, DC, Principal
1997-2002	Mindbeam/Simon Strategies, Washington, DC, President
1996-1997	U.S. Commerce Department, National Telecommunications and Information Administration, Director, Office of Congressional Affairs
1993-1996	U.S. House of Representatives, Subcommittee on Telecommunications and Finance, Policy Analyst
1990-1992	U.S. House of Representatives, Legislative Assistant

RELEVANT EXPERIENCE

Policy and Communications for Teacher Effectiveness Reforms

- Ms. Van Hook serves as the Vice President of Public Policy and Development and develops and advocates policy initiatives in the area of teacher effectiveness. Her position at NIET is to be a thought leader and expert resource in the area of teacher effectiveness by building relationships with education practitioners, policymakers, other education organizations, business leaders and opinion leaders. Ms. Van Hook develops and executes public policy strategies to build awareness and support for NIET's work with schools, districts and states, and provides information and strategic advice to the NIET leadership staff regarding developments in education policy. She represents NIET in several national coalitions and partnerships.

- Ms. Van Hook provides communications and public information support to NIET and its partner schools and districts, and has experience providing support for multiple grant funded initiatives including federal TIF and SEED grants. She works to share teacher and school leaders' experiences in designing and implementing education improvements and reforms. These activities include analysis, reports and guides regarding educator effectiveness, performance based compensation, and education reform for local, state and national audiences. Ms. Van Hook has developed strong communications strategies to support educators to share their experiences to support the knowledge, expansion and visibility of successful reforms in education focused on teacher and school leader effectiveness.

- Her work at NIET includes the following publications: *More Than Measurement: The TAP System's Lessons Learned for Designing Better Teacher Evaluation Systems; Beyond Job-Embedded: Ensuring that Good Professional Development Gets Results in Knox County; Developing Teacher Leadership in Iowa; Voices from the Field: Teachers Describe Their Experience with a Bold System of Reform; When Teachers Thrive, Student Achieve: Redefining Education in Orangeburg South Carolina*. She also coordinates with partners and outside experts to provide information for publications and reports such as: *Increasing Educator Effectiveness: Lessons Learned from Teacher Incentive Fund Sites*. Ms. Van Hook leads the development of the NIET annual magazine *TAP in Focus*.

- Ms. Van Hook leads the development of videos capturing the experience of local districts implementing educator effectiveness reforms across the country, along with e-newsletters, blogs, presentations, opinion editorial, and letters to the editor.

- Ms. Van Hook works to identify or create opportunities to advance policy and funding for educator effectiveness through state, district and school plans and budgets. This work involves supporting local educators in telling the story of how their district or school has increased teacher and school leader effectiveness and raised student achievement.

Public Relations and Business Consulting

- Ms. Van Hook represented the nation's third largest Internet service provider in the areas of telecommunications policy, spam, new wireless applications, and consumer initiatives with an emphasis on education technology. She provided strategic advice on developments in broadband applications and services for an international equipment and content company. Her work included advising a leading national equipment provider on wireless spectrum developments and regulations, education policies and programs, and digital rights management; advising an educational foundation on its annual conference and on ways to develop greater national support and visibility for its teacher quality program; as well as working with national coalition of educators to retain access to education spectrum and to update rules to support its use for broadband services.

- Ms. Van Hook served as the Executive Director of the Partnership for 21st Century Skills, a business-education coalition working to promote 21st century skills in K-12 education.

- Ms. Van Hook built a highly successful consulting firm providing policy consulting and advice, representation, public affairs guidance and business development assistance. She also worked with a major telecommunications and Internet equipment supplier and an educational software company to provide business community support for the E Rate program.

- Ms. Van Hook's public speaking experience includes print and television interviews with national media. She has been invited to speaking presentations to organizations and conferences internationally and in states across the country.

SHEILA TALAMO

[redacted] [redacted] [redacted]

CAREER HIGHLIGHTS

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING ✦ Baton Rouge, Louisiana ✦
2015-Present
Director of Services

This position supports all aspects of NIET activities with the implementation and management of the TAP System and the Educator Effectiveness Best Practices to include trainings, partnership support, school review and evaluation, and projects as assigned. Responsibilities include: providing support, guidance, and coordination to TAP and BPC partners; coordination of annual school review process; development of partnerships through statements of work and formal/informal outreach; maintenance and development of anchor publications; coordinates all training materials; leads planning for large-scale trainings.

LOUISIANA DEPARTMENT OF EDUCATION ✦ Baton Rouge, Louisiana ✦ 1997 to 2015

Executive Director, TAP: The System for Teacher and Student Advancement
Multiple promotions through a dedicated 18-year career serving K-12 teachers and students in multiple capacities. Joined agency as a Senior Educational Technology Consultant (1997-1999). Promoted to Division Director for Teacher Certification and Preparation (2000) and Director for Educational Technology (2001-2002). Appointed as Assistant Superintendent for Office of Educator Support in 2003. Served as Assistant Superintendent until 2008 upon appointment as the State Executive Director of TAP.

Direct the development, implementation, and administration of the Louisiana TAP initiative, serving 15 public school systems, 80 K-12 schools, more than 1,900 educators, and 35,000 students. Serve as a liaison between the National Institute for Excellence in Teaching (NIET) and the State Department of Education. Guide a team consisting of a Teacher Incentive Fund Grant Coordinator, Senior Executive Master Teacher, two Educational Program Consultants, and 15 Executive Master Teachers.

✦ ✦ ✦

- Championed continuous improvement and expansion across all programmatic aspects of Louisiana TAP that resulted in a 300% increase in school participation, with gains in student achievement faster than state average, while serving higher-minority, higher-poverty population. In 2011, Louisiana TAP was honored with the *NIET TAP Award of Distinction* for outstanding achievement by a state whose efforts produced exemplary results through the implementation of TAP. In 2012, received the National TAP Distinguished Service Award for exemplary individual service.
- Led the development of a strategic professional development plan for TAP educators, providing annual training opportunities for TAP teachers, principals, and district-level

leaders. The plan includes ½ day and full day workshops addressing a variety of teaching and learning topics, as well as a 3-day summer institute for school leadership teams.

- Co-authored a USDOE Teacher Incentive Fund grant proposal to improve teacher quality and student achievement in our state. In 2010, the proposal resulted in a $49 million award to the Louisiana Department of Education.
- Strengthened teacher quality policies and programs, providing enhanced opportunities to advance the teaching profession. During the last two years of tenure as Assistant Superintendent for Office of Educator Support, Education Week ranked Louisiana as number one in the nation for its efforts to improve teacher quality.
- Played an integral role in the creation of an assortment of cutting-edge educational programs including the Louisiana Virtual School, Algebra I Online, and Teach Louisiana.

LOUISIANA SYSTEMIC INITIATIVES PROGRAM ✦ Baton Rouge, Louisiana ✦ 1995-1997
Mathematics Coordinator

- Partnered with the Louisiana Department of Education curriculum team in the development of the Louisiana Mathematics Framework and Standards for K-12.
- Created the agency's first website.
- Developed a series of teacher workshops to assist teachers in understanding and implementation of the new mathematics standards.
- Developed online teaching materials for math teachers.
- Assisted in the writing of NSF continuation grants.
- Recognized by agency for "exemplary and dedicated service to LaSIP and to the cause of systemic reform."

✦ ✦ ✦

LOUISIANA SCHOOLS - Teacher and Administrator ✦ 1971-1995

As a school administrator and classroom teacher for several Louisiana schools and systems:

- Analyzed student learning needs to determine instructional needs
- Planned and presented instruction and assessed student learning
- Developed and implemented instructional materials specific to secondary math (Algebra I/II, Geometry, Advanced Mathematics) and computer science content
- Served as faculty advisor to multiple student clubs
- Taught entry-level computer courses at university level
- Established overall high school curriculum/course of study for private Junior-Senior High School, during the school's initial years
- Recruited, hired, supported, and evaluated teaching and athletic staff
- Coordinated all student activities, including clubs and major events

EDUCATIONAL HIGHLIGHTS & CERTIFICATIONS

Bachelor of Science Degree, Louisiana State University
Secondary Mathematics Education Major, Speech Minor (3.5 GPA)

Master's in Education Degree, Nicholls State University
Administration and Supervision Major, Computer Science Minor (4.0 GPA)

Continuing Education

Graduate Coursework in Mathematics, University of Virginia

Online Course Design and Pedagogy, University of California Los Angeles Online Teaching Program

Online Course Instruction, Ed Teach Leaders Online Program

Areas of Certification

Mathematics, Grades 6-12

Speech, Grades 6-12

Computer Science

Computer Literacy

Parish/City School Supervisor of Instruction

Principal

Educational Technology Facilitator

Educational Technology Leader

TAP Evaluator

Compass Teacher Evaluator

Compass Leader Evaluator

APPENDIX E - Letters of Support and Memorandum of Understanding from Partners

		Organization		Name	Last Name
1	MOU	DeSoto Parish	endent		Brumley
2	MOU	East Feliciana Parish	Superintendent	Caras	Sam
3	MOU	Madison Parish	Superintendent	Benita	Young
4	MOU	Orleans Parish	Superintendent	Henderson	Lewis
5	MOU	Rapides Parish	Superintendent	Nathan	Authement
6	MOU	St. John Parish	Superintendent	Kevin	George
7	MOU	Algiers Charter School Association: Algiers Tech Academy, McDonogh Fischer, Eisenhower, Behrman, Landry-Walker	Superinte ndent/CEO	Rene	Lewis-Carter
8	Louisiana	U.S. Senate	Senator	Bill	Cassidy
	..	LA Dept of Education	State Superintendent of Education	John	White
8Louisiana		LA Senate Education Committee	Chair	Dan	Morrish
	Louisiana	LA House Education Committee	Chair	Nancy	Landry
12	Louisiana	APEL	Executive Director	Keith	Courville
13	Louisiana	Council for a Better LA	Sr Vice President	Stephanie	Deselle
14	Louisiana	La Association of Business & Industry	Vice President	Brigitte	Neiland
15	Louisiana	LA Association of Principals	Executive Director	Debbie	Schum
16	Louisiana	LA Board of Regents IHEs	Assistant Commission	-	Burns
1	CSA	Es Charter School ciation (ACSA)	Chief Executive Officer	Rene	Lewis-Carter
		John McDonogh #32	Principal	Danielle	Williams-Wood
19	ACSA	Algiers Technology Academy	Principal	Nia	Mitchell
20	ACSA	William Fischer	Principal	Staughton	Jennings
21	ACSA	Eisenhower	Principal	Ronicka	Briscoe
22	ACSA	Martin Behrman	Principal	Brian	Young
23	ACSA	Landry-Walker	Principal	Tyrone	Casby
		William Fischer	r	Nziki	Wiltz
2	ACSA	William Fischer	Teacher	Crissy	Pellerin
2	ACSA	Young Audiences of Louisiana	Executive Director	Rickie	Nutik
27	ACSA	Young Audiences of Louisiana	Associate Director	Richard	Bates
28	ACSA	Kid Smart	Executive Director	Echo	Olander
29	ACSA	Girls Scouts La East	Chief Executive Officer	Jacqueline	Alexander
30	ACSA	Delgado Community College	Vice Chancellor	Amel	Cosey
31	ACSA	LA House of Representatives	Representative	Gary	Carter

32	ACSA	N.0. City Council	Councilmember, Dist C	Nadine	Ramsey
33	ACSA	Silverback Society	Executive Director	Lloyd	Dennis
34	ACSA	Louisiana Senate	Senator	Troy	Carter
35	ACSA	LA SPCA	Community Outreach Director	Lori	Haeuser
36	ACSA	LA SPCA	Youth Programs Coordinator	Erica	Argraves-Yaw
37	Desoto	District Office	Superintendent	Cade	Brumley
38	Desoto	School Board	School Board President	Neil	Henderson
39	Desoto	Stanley High	Principal	Carolyn	Phillips
40	Desoto	Mansfield Elem	Principal	Debbie	Fuller
41	Desoto	Mansfield Middle	Principal	Grayson	Collins
42	Desoto	Mansfield High	Principal	Sedric	Clark
43	Desoto		Teachers		
44	Desoto	LA Federation of Teachers	President of DeSoto Local #06130	Lori	Gurley
45	East Feliciana	District Office	Superintendent	Carlos	Sam
46	East Feliciana	School Board	School Board President	Michael	Bradford
47	East Feliciana	Jackson Elementary	Principal	Megan	Phillips
48	East Feliciana	Clinton Elementary	Principal	Thelemese	Porter
49	East Feliciana	East Feliciana High	Principal	Curt	Green
50	East Feliciana	East Feliciana Middle	Principal	Laron	McCurry
51	East Feliciana	East Feliciana Middle	Guidance Counselor	Mica	Cooper
52	East Feliciana	East Feliciana Middle	Teacher	Jonkeyta	White
53	East Feliciana	Clinton Elementary	Teacher	Mary Anne	Newman
54	East Feliciana	East Feliciana Middle	Teacher	LaFaye	Dunn
55	East Feliciana	City of Clinton	Mayor	LoriAnn	Bell
56	Orleans Parish Schools	District office	Superintendent	Henderson	Lewis
57	Orleans Parish Schools	McDonogh 35 High	Principal	John	Green
58	Orleans Parish Schools	Mary Bethune Elem	Principal	Mary	Haynes-Smith
59	Orleans Parish Schools	Mahalia Jackson Elem	Principal	Latasha	Skidmore

60	Orleans Parish Schools	Ben Franklin Elem	Principal	Charlotte	Matthew
61	Orleans Parish Schools	McMain Secondary	Principal	LaKeysha	London
jodeans Parish	Schools	McDonogh 35 High	Teacher	Toshei	Woods
63	Orleans Parish Schools	Ben Franklin Elem	Teacher	Valerie	Hicks
64	Orleans Parish Schools	Ben Franklin Elem	Teacher	Tradonya	Domingue
65	Orleans Parish Schools	Ben Franklin Elem	Teacher	Kimberly	Hakes
66	Orleans Parish Schools	Mary Bethune Elem	Teacher	Dorothy	Braggs
67	Orleans Parish Schools	Mary Bethune Elem	Teacher	Linda	Bartholomew
68	Orleans Parish Schools	Mary Bethune Elem	Teacher	Kim	Duronslet
69	Orleans Parish Schools	Marv Bethune Elem	Teacher	Shelia	Hebert
70	Orleans Parish Schools	Mary Bethune Elem	Teacher	Kathy	Metoyer
71	Orleans Parish Schools	Mary Bethune Elem	Teacher	Ingrid	Rachal
72	Orleans Parish Schools	Mary Bethune Elem	Teacher	Medina	Romain
73	Orleans Parish Schools	Mary Bethune Elem	Teacher	Shelbie	DeBose
74	Orleans Parish Schools	Mary Bethune Elem	Teacher	Melvin	Hutchinson
75	Orleans Parish Schools	Mahalia Jackson Elem	Teacher	Shalanda	Jackson

76	Orleans Parish Schools	Mahalia Jackson Elem	Teacher	Tonia	Muse-Baker
77	Orleans Parish Schools	McMain Secondary	Teacher	Adrienell	Boyd
78	Orleans Parish Schools	McMain Secondary	Teacher	Nia	Smith
79	Orleans Parish Schools	McDonogh 35 High	Social Worker	Shawnell	Ware
80	Orleans Parish Schools	McDonogh 35 High	Parent	Kim	Jones
81	Orleans Parish Schools	McDonogh 35 High	Parent	Katrina	Lewis
82	Orleans Parish Schools	McMain Secondary	Parent	Curley	Anthony
83	Orleans Parish Schools	McMain Secondary	Parent	Simone	Marks
84	Orleans Parish Schools	Ben Franklin Elem	Parent	Charles	Blackwell
85	Orleans Parish Schools	Mary Bethune Elem	Parent	Renee	Cager
86	Orleans Parish Schools	Mary Beth[redacted]ne Elem	Parent	Elizabeth	O'Neal
87	Orleans Parish Schools	Mary Bethune Elem	Parent	Annetter	Hutton
88	Orleans Parish Schools	Mahalia Jackson Elem	Parent	Iesha	Valentine
89	Orleans Parish Schools	School Board	President	Seth	Bloom
90	Orleans	LSU School of Medicine	Coordinator, School-based health	Tabitha	Washington
91	Orleans	Orleans Public Education Network	Executive Director	Deirdre	Johsnon-Burel
92	Orleans	Urban League of Greater New Orleans	Preident and CEO	Erika	McConduit-Diggs
93	Orleans	McDonogh 35 Alumni Association	President	Darryl	Kilbert

94	Orleans	Ben Franklin Elem PTO	Vice Prsident	Jackie	Mayfield
95	Rapides Parish Schools	District Office	Superintendent	Nason	Authement
96	Rapides Parish Schools	Hadnot-Hayes Elem	Principal	Shannon	Carmouche
97	Rapides Parish Schools	Peabody Magnet High	Principal	Janie	Henagan
98	Rapides Parish Schools	Alexandria Middle Magnet	Principal	Dennis	Steward
99	Rapides Parish Schools	Brasher Elementary	Principal	Carol	Salard
100	Rapides Parish Schools	W.O. Hall Elementary	Principal	Emmett	Jefferson
101	Rapides Parish Schools	Martin Park Elementary	Principal	Cynthia	Corley
102	Rapides Parish Schools	Horseshore Drive Elementary	Principal	Denese	Carter
103	Rapides Parish Schools	Carter C Raymond	Principal	Kelli	Welch
104	Rapides Parish Schools	Moore Elementary	Principal	Laurie	Johnson
105	Rapides Parish Schools	Arthur Smith Middle	Principal	Norvella	Williams
106	Rapides Parish Schools	Carter C. Raymond	Assistant Principal	Tracy	Vorrice
107	Rapides Parish Schools	Martin Park Elementary	Assistant Principal	Catherine	Lewis
108	Rapides Parish Schools	Hadnot-Hayes Elem	Teacher Coach	Courtney	Stafford
109	Rapides Parish Schools	Hadnot-Hayes Elem	Teacher	Tammy	Hallet
110	Rapides Parish Schools	Alexandria Middle Magnet	Teacher	Lionnette	Phillips

111	Rapides Parish Schools	Brasher Elementary	Teacher Coach	Jennifer	Douglas
112	Rapides Parish Schools	W.O. Hall Elementary	Teacher	Pamela	Walker
113	Rapides Parish Schools	W.O. Hall Elementary	Teacher	Melissa	Fontenot
114	Rapides Parish Schools	Carter C Raymond	Teacher	Heather	Lipsey
115	Rapides Parish Schools	Horseshore Drive Elementary	Teacher	Courtney	Gistorb
116	Rapides Parish Schools	Horseshore Drive Elementary	Teacher	Barbara	Forest
117	Rapides Parish Schools	Horseshore Drive Elementary	Teacher	Terrica	Collins
118	Rapides Parish Schools	Moore Elementary	Teacher	Ashley	Doyle
119	Rapides Parish Schools	Arthur Smith Middle	Teacher	Renisha	Beaudion
120	Rapides Parish Schools	Arthur Smith Middle	Teacher	Melissa	Brown
121	Rapides Parish Schools	Peabody Magnet High	Teacher	Victoria	Aiken-Tesfay
122	Rapides Parish Schools	Alexandria Middle Magnet	Parent	Levette	Thomas
123	Rapides Parish Schools	School Board	President	Keith	Breazeale
124	Rapides Parish Schools	School Board	Member	John	Allen
125	Rapides Parish Schools	School Board	Member	Willard	McCall
126	Rapides Parish Schools	School Board	Member	Wilton	Barrios

127	Rapides Parish Schools	School Board	Member	Steve	Berry
128	Rapides Parish Schools	School Board	Member	Gerald	Crooks
129	Rapides Parish Schools	School Board	Member	Darrell	Rodriguez
130	Rapides Parish Schools	School Board	Member	Stephen	Chapman
131	Rapides Parish	City of Alexandria	Mayor	Jacques	Roy
132	Rapides Parish	Central LA Technical & Community College	Chancellor	James	Sawtelle
133	Rapides Parish	Orchard Foundation	Executive Director	Marjorie	Taylor
134	Rapdies Parish	Louisiana State Univ - Alexandria	Chair, Dept of Ed	Patsy	Jenkins
135	Rapdies Parish	Central LA Economic Development Alliance	Vice-President	Wayne	Denley
136	Rapdies Parish	Johnson, Siebeneicher, & Ingram Law Firm	Lawyer	Michael	Johnson
137	Rapdies Parish	Rapides Foundation	President, CEO	Joseph	Rosier
138	Rapides Parish	City of Pineville	Mayor	Clarence	Fields
139	Rapides Parish	Rapides Parish	Sheriff	William	Hilton
140	St John Parish	District Office	Superintendent	Kevin	George
141	St John Parish	District Leadership Team	Assistant Superintendent & 19 other district staff	Quentina	Timoll
142	St John Parish	Special Ed Dept	Director of Special Ed & 4 other staff	Stacey	Spies
143	St John Parish	School Board	All School Board members (11)	Russell	Jackson
144	St John Parish	Early Childhood Dept	Director of Head Start	Patricia	Triche
145	St John Parish	Counselors	All counselors (8)	Jennifer	Russell
146	St John Parish	Technology	Teacher	Michelle	Seymour
147	St John Parish	Teacher Leader Cohort	Teacher Leader Coordinator+ 22 teacher leaders	Shana	Beber
148	St John Parish		Teacher, retired	Betty	Clement

149	St John Parish	SCL Community College	Dean	Penelope	Freeman
150	St John Parish	River Parishes Community College	Chancellor	Dale	Doty
151	St John Parish	River Parishes Community College	Coordinator, College and Career Transitions	Angie	Bell
152	St John Parish	Urgent Care	Community Outreach Coordinator	Jennifer	Bent
153	St John Parish	Head Start Child Development Center	Teacher, Parent	Melissa	Watson
154	St John Parish	District Division A Court	District Court Judge	Madeline	Jasmine
155	St John Parish	RTC Communications	Vice-President	Annetter	Faircloth
156	St John Parish		Business Owner	Steve	Lee
157	St John Parish	Westbank Stakeholder Group	Community Members (10)	Nora	Pience
158	St John Parish	United Way	Executive Director	John	Olynick
159	St John Parish	La Federal Credit Union	Business Development Coordinator	Kim	Bourgeois
160	St John Parish	St John Parish Library	Director	Trina	Smith
161	St John Parish	Illuminate Education		Caycee	Francis
162	St John Parish	New Wine Christian Fellowship	Pastor	Neil	Bernard
163	St John Parish	St Joan of Arc Church	Pastor	Patrick	Collum
164	St John Parish	River Region Chamber of Commerce	Executive Director	Chassity	Mccomack
165	St John Parish	Clerk of Court	Clerk of Court	Eliana	DeFrancesch
166	St John Parish	La House of Representative	State Representative	Clay	Schexnayder
167	St John Parish	Sheriff Office	Sherriff	Mike	Tregre
168	St John Parish	La Senate	State Senator	Gary	Smith
169	St John Parish	40th Judicial Court	District Attorney	Bridget	Dinvaut
170	Madison Parish	District Office	Superintendent	Benita	Young
171	Madison Parish	School Board	President	Samuel	Dixon
172	Madison Parish	City ofTallulah	Mayor	Paxton	Branch
173	Madison Parish	Madison Parish Library	Director	Kizzy	Bynum-Wilmore

174	Madison Parish	Madison High	Administrator	Perry	Revels
175	Madison Parish	District Office	Director, Technology	Teresa	Johnson
176	Madison Parish	District Office	Assessment Teacher	Ferden	Smith
177	Parish	MPAC/Christian Acres	Principal	Erika	Purnell-January
178	Louisiana	U.S. House of Representatives	Representative	Ralph	Abraham

Memorandum of Understanding
between
the National Institute for Excellence in Teaching
and

LA BOLD TIF-5 PARTNER DISTRICT

THIS memorandum of understanding {this "MOU"), dated as of July 5, 2016, is made between the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation *("NIET"},* and DeSoto Parish School System *("Partner"),* with respect to a proprietary comprehensive schoolreform model, TAP: The System for Teacher ahd Student Advancement *("TAP System")* and to the individual best practices of TAP as captured within the NIET Educator Effectiveness Best Practices Center *("BPC"),* components which will be funded through a federal Teacher Incentive Fund {"T/F") grant. NIET and District shall sometimes individually be referred to herein as a "Party," and together shall sometimes collectively be referred to herein as the "Parties."

RECITALS

A. NIET will assist schools In the Partner location with implementation of the NIET Educator Effectiveness Best Practices, including the NIH/TAP Teaching Standards Rubric and/or the TAP System by (i) granting access to NIET's TAP System Training Portal arid human capital and data management system (Comprehensive Online Data Entry- CODE) and (ii) providing training, support, review and similar services.

B. Partner desires to obtain atcess and license to such systems and to engage NIET to provide support and technical assistance in order to implement the NIET Best Practices and/or TAP System during the 2016-17 school year.

AGREEMENT

NOW, THEREFORE, In consideration of the mutual promises and subject to the terms and conditions set forth herein, the parties hereto agree as follows:

I. STATEMENT OF OBJECTIVE.

Administrators and faculty in the participating high-needs schools will implement key NIET Best Practices including, but not limited to: 1) identifying and hiring master and mentor teachers to lead school-based professional development; 2) implementing a system of classroom teacher evaluations based on standards within the NIET/TAP Teaching Standards Rubric; 3) calculating teacher performance by measuring school- and classroom-value added achievement growth as well as observational scores; and 4) rewarding teachers and principals that demonstrate effectiveness through these multiple measures. Teachers in all schools district-wide will implement the NIET/TAP Teaching Standards Rubric.

II. NIET'S SERVICES.

I. Services. During the Term (as defined below) of this MOU, N!ET will provide annual evaluation of each site's TAP System implementation through the TAP School Review process (as applicable to schools implementing full TAP) and, if requested ongoing support and assistance on location at NIET Best Practice

Center schools and/or TAP System schools throughout the academic year (the *"Services"),* as more fully explained in Section II below.

2. License to Online Material. NIET will provide Services in part by granting access to training materials and the Comprehensive Online Data Entry system and the NIET Best Practice Center Training Pora! and/or TAP System Training Portal (collectively referred to as the *"Portaf').*

a. The Portal is an interactive Wei:> tool that provides individualized BPC and TAP trainings and support. BPC and TAP administrators, mentor and masterteachers have real-time access to the latest BPC/TAP trainings that they can download, review and deliver to teachers in order to improve instruction. The Portal includes a Strategies Library; a Video Library; NIET Documents; NIET Training Modules; Summer Institute & Conference Trainings; TAP Evaluation Process templates, research and reports; and TAP Professional Development tools.

b. The Comprehensive Online Data Entry *("COOE")* system is a hosted software solution designed to support the management of educator evaluation data and analysis.

III. **PARTNER RESPONSIBILITIES.**

1. Cooperation. PARTNER will cause its employees and administrators in targeted schools to participate in implementationof the identified NIET Best Practices and/or TAP System in their entirety with the highest level of fidelity as determined by (i) the NIET Leadership Handbook, (ii) the NIET Career Teacher Handbook; if applicable, (iii) the TAP Implementation Manual; and (iv) feedback/guidance from NIET, including the following:

a. Implement the NIET/TAP Teaching Standards Rubric system-wide.

b. Arrange and assist selected administrators, mentor and master teachers to (i) attend all scheduled Educator Effectiveness BPC and/or CORE trainings, and (ii) take the NIET Evaluator Recertification test through the Portal.

c. Arrange and assist with annual School Review for schools implementing full TAP, which measures both the qualitative and quantitative aspects of implementation. The on-site review is approximately four hours and is conducted by NIET and used for feedback and research purposes.

d. Arrange for each campus to subscribe to CODE to store and analyze teacher evaluation scores, including, at a minimum, directing principals to enter teacher evaluation scores, ensure inter-rater reliability, and make informed decisions about teacher support.

e. Commit to hiring effective teachers and administrators as part of the School Leadership team. In addition, the PARTNER agrees to have representation from NIET on the hiring committee for all TAP coordinator positions and anyone on a state or district level team.

f. Staff the NIET BPC and TAP campuses with master and mentor teachers as recommended by NIET, as well as provide salary augmentations and performance-based compensations within the recommended range. For TAP schools, the master and mentor teacher ratios, augmentations, and performance compensation should follow recommendations found in the TAP School Review Rubric. For BPC schools, a minimum of one master and two mentors is required; salary augmentation and performance pay as defined in the proposal.

g. Manage due process issues and adhere to PARTNER policies for teacher evaluation.

h. Send the School Leadership team (or designated representatives) to the NIEl National Conference and National TAP Summer Institute *("TS/")* on an annual basis.

i. Maintain documentation of NIET Best Practices and TAP System Processes (e.g. leadership team meeting log/agenda; cluster (or PLC) long range plan and meeting log/agenda; evaluation schedule and scores).

j. Agree to provide NIET teacher-, school- and district-level data upon request including, but hbt limited to, student and teacher demographic data, student achievement outcomes and school report card data.

k. Agree to provide NIET with school-level and aggregate teacher- and .student..Jevel d!:)tci for completing required federal progress reporting.

l. Immediately report to NIET in writing any misdeed, deficiency, or inability to fulfill any PARTNER responsibilities.

2, Fees. Fees for services provided by NIET include:

a. *Personnel Fees and Costs.* As applicable, district shall pay the following fees:

i. [redacted]

ii.

b, *Subscription Fees.* For online services via the Portal, PARTNER shall pay an annual St.Jbstriptiori fee for each school that participates in the TAP System, as follows:

[redacted]

The Subscription Fees and Personnel Fees and Costs agreed to pursuant to this Section 3 apply for the Term and may be increased up to 10 percent by NIET in subsequent twelve month periods, with 30 day advance notice to PARTNER.

3. Invoice and Payment, NIET shall invoice PARTNER, and PARTNER shall promptly pay each invoice.

a. The Subscription Fees shall be paid on or before access is provided, and in advance of each subsequent school year.

b. All invoices will be mailed to PARTNER at the following address, unless PARTNER provides a written change of address:

[redacted]

AITN: Dr. Cade Brumley

IV. SOLE SOURCE PROVIDER OF TAP SYSTEM

NIET serves as the sole source provider for the TAP System, NIET Educator Effectiveness Best Practices Center, and associated products and services. Based on proper review and evaluation of implementation, NIET may determine if a project, school, or district has met the expectations of the BPC and TAP System (based on school review and/or grant requirements as applicable). If NIET deems the Host is not fulfilling the responsibilities and duties outlined above, NIET reserves the right to revoke the use of all NIET copyrighted materials and/or re direct the use of materials, services and support to non-TAP System Implementation within the NIET Best Practice Center.

V. ADDITIONAL TERMS.

I. *Term of MOU.* This MOU shall be effective on July 15, 2016, and terminate, except as provided herein, on July 15, 2017 (the *"Term"),* unless renewed in writing for a subsequent twelve month period. NIET or PARTNER may terminate this MOU during the Term by written notice delivered to the addresses set forth besides each P;;irty's signature below 30 days in advance of such early termination. Upon termination hereof, PARTNER shall pay the Personnel. Fees and Costs for services rendered and costs incurred, if any, by NIET prior to the date of termination. NIET shallnot refund any portion of the Subscriber Fees. The Parties may agree in writing to contract for transition services following such termination. Section IV hereof and the General Terms and Conditions attached hereto shall survive termination or expiration of this MOU.

2. *Sovereign Immunity.* Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of LOCATION, of the staff and employees of PARTNER and NIH.

3. *Dispute Resolution.* The President of NIET or his/her designee, and the authorized agent of PARTNER shall resolve disputes that develop under this MOU.

4. *General Terms and Conditions.* The General Terms and Conditions, attached hereto and initialed by PARTNER are, by reference hereof, made part of this MOU and all references herein to "this MOU" shall be deemed to refer to this MOU and the General Terms and Conditions together.

5. *Entire Agreement.* This MOU and the General Terms and Conditions contain all of the agreement between the Parties with respect to the matters contained herein and no prior agreement or understanding pertaining to any such matters shall be effective for anypurpose.

6. *Amendments.* This MOU may not be amended, modified or changed, nor shall any waiver of any provision hereof be effective, except by an instrument in writing and signed by each of the Parties.

7. *Counterparts.* This MOU may be executed in counterparts, each of which shall constitute an original, but all of which together shall constitute one and the same instrument. Electronic signatures, including electronic counterparts, shall be recognized ahd deemed as an original signature to this MOU.

IN WITNESS WHEREOF, for adequate consideration and intending to be legally bound, the Parties hereto have caused this MOU to be executed by their duly authorized representatives.

FOR AND ON BEHALF OF PARTNER

[redacted]

Name: Dr. Cade u y
Title: Superintendent
July 5, 2016
Date

[redacted]

Name: Patrice Pujol
Title: NIET President
7/7/16
Date

Memorandum of Understanding
between
the National Institute for Excellence in Teaching
and

LA BOLD TIF·S PARTNER DISTRICT

THIS memorandum of understanding (this "MOU"}, dated as of July 5, 2016, is made between the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation *("NJEr'},* and East Feliciana Parish School System *("Partner"},* with respect to a proprietary comprehensive school reform model, TAP: The System for Teacher and Student Advancement *("TAP System")* ancl to the individual best practices of TAP as captured within the NIET Educator Effectiveness Best Practices Center *("BPC'),* components which will be funded through a federal Teacher Incentive Fund ("T/F"} grant. NIET and District shall sometimes individually be referred to herein as a "Party," and together shall sometimes collectively be referred to herein as the "Parties."

RECITALS

A. NIET will assist schools in the Partner location with implementation of the NIET Educator Effectiveness Best Practices, including the NIET/TAP Teaching Standards Rubric and/or the TAP System by (i) granting access to NIET's TAP System Training Portal and human capital and data management system (Comprehensive Online Data Entry - CODE} and (ii} providing training, support, review and similar services.

B. Partner desires to obtain access and license to such systems and to engage NIET to provide support and technical assistance in order to implement the NIET Best Practices and/or TAP System during the 2016-17 school year.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual promises and subject to the terms and conditions set forth herein, the parties hereto agree as follows:.

I. STATEMENT OF OBJECTIVE.

Administrators and faculty in the participating high-needs schools will implement key NIET Best Practices including, but not limited to: 1) identifying and hiring master and mentor teachers to lead school-based professional development; 2) implementing a system of classroom teacher evaluations based on standards within the NIET/TAP Teaching Standards Rubric; 3) calculating teacher performance by measuring school- and classroom-value added achievement growth as well as observational scores; and 4) rewarding teachers and principals that demonstrate effectiveness through these multiple measures. Teachers in all schools district-wide will implement the NIET/TAP Teaching Standards Rubric.

II. NIET'S SERVICES.

I. Services. During the Term (as defined below) of this MOU, NIET will provide annual evaluation of each site's TAP System implementation through the TAP School Review process (as applicable to schools implementing full TAP) and, if requested ongoing support and assistance on location at NIET Best Practice

Center schools and/or TAP System schools throughout the academic year (the *"Services"),* as more fully explained in Section II below.

2. License to Online Material. NIET will provide Services in part by granting access to training materials and the Comprehensive Online Data Entry system and the NIET Best Practice Center Training Poral and/or TAP System Training Portal (collectively referred to as the *"Portal").*

a. The Portal is an interactive Web tool that provides individualized BPC and TAP trainings and support BPC and TAP administrators, mentor and master teachers have real-time access to the latest BPC/TAP trainings that they can download, review and deliver to teachers in order to improve instruction. The Portal includes a Strategies Library; a Video Library; NIET Documents; NIET Training Modules; Summer Institute & Conference Trainings; TAP Evaluation Process templates, research and reports; and TAP Professional Development tools.

b. The Comprehensive Online Data Entry ("CODE") system is a hosted software solution designed to support the management of educator evaluation data and analysis.

III. **PARTNER RESPONSIBILITIES.**

1. Cooperation. PARTNER will cause its employees and administrators in targeted schools to participate in implementation of the identified NIET Best Practices and/or TAP System in their entirety with the highest level of fidelity as determined by (i) the NIET Leadership Handbook, (ii) the NIET Career Teacher Handbook; if applicable, (iii) the TAP Implementation Manual; and (iv) feedback/guidance from NIET, including the following:

a. Implement the NIET/TAP Teaching Standards Rubric system-wide.

b. Arrange and assist selected administrators, mentor and master teachers to {i) attend all scheduled Educator Effectiveness BPC and/or CORE trainings, and (H) take the NIET Evaluator Recertification test through the Portal.

c. Arrange and assist with annual School Review for schools implementing full TAP, which measures both the qualitative and quantitative aspects of implementation. The on-site review is approximately four hours and is conducted by NIET and used for feedback and research purposes.

d. Arrange for each campus to subscribe to CODE to store and analyze teacher evaluation scores, including, at a minimum, directing principals to enter teacher evaluation scores, ensure inter-rater reliability, and make informed decisions about teacher support.

e. Commit to hiring effective teachers and administrators as part of the School Leadership team. In addition, the PARTNER agrees to have representation from NIET on the hiring committee for all TAP coordinator positions and anyone on a state or district level team.

f. Staff the NIET BPC and TAP campuses with master and mentor teachers as recommended by NIET, as well as provide salary augmentations and performance-based compensations within the recommended range. For TAP schools, the master and mentor teacher ratios, augmentations, and performance compensation should follow recommendations found in the TAP School Review Rubric. For BPC schools, a minimum of one master and two mentors is required; salary augmentation and performance pay as defined in the proposal.

g. Manage due process issues and adhere to PARTNER policies for teacher evaluation.

h. Send the School Leadership team (or designated representatives) to the NIET National Conference and National TAP Summer Institute ("TS/") on an annual basis.

i. Maintain documentation of NIET Best Practices and TAP System Processes (e.g. leadership team meeting log/agenda; cluster (or PLC) long range plan and meeting log/agenda; evaluation schedule and scores).

j. Agree to provide NIET teacher-, schopl- and district-level data upon request including; but not limited to, student and teacher demographic data, student achievement outcomes and school report card data.

k. Agree to provide NIET with school-level and aggregate teacher- and student-level data for completing-required federal progress reporting,

l. Immediately report to NIET in writing any misdeed, deficiency, or inability to fulfill any PARTNER responsibilities.

2. Fees. Fees for services provided by NIET include:

a. *Personnel Fees and Costs.* As applicable, district shall pay the following fees:

[redacted]

b. *Subscription Fees.* For online services via the Portal, PARTNER shall pay an annual subscription fee for each school that participates in the TAP System, as follows:

[redacted]

The Subscription Fees and Personnel Fees and Costs agreed to pursuant to this Section 3 apply for the Term and may be increased up to 10 percent by NIET in subsequent twelve month periods, with 30 day advance notice to PARTNER.

3. Invoice and Payment. NIET shall invoice PARTNER, and PARTNER shall promptly pay each invoice.

a. The Subscription Fees shall be paid on or before access is provided, and in advance of each subsequent school year.

b. All invoices will be mailed to PARTNER at the following address, unless PARTNER provides a written change of address:

[redacted]

ATTN: Mr. Carlos J. Sam, Superintendent

IV. SOLE SOURCE PROVIDER OF TAP SYSTEM

NIET serves as the sole source provider for the TAP System, NIET Educator Effectiveness Best Practices Center, and associated products and services. Based on proper review and evaluation of implementation, NIET may determine if a project, school; or district has met the expectations of the BPC and TAP System (_based on school review and/or grant requirements as applicable). if NIET deems the Host is not fulfilling the responsibilities and duties outlined above, NIET reserves the right to revoke the use of all NIET copyrighted materials and/or re directthe use of materials, services and support to non-TAP System implementation within the NIET Best Practice Center.

V. ADDITIONAL TERMS.

1. *Term bf MOU.* This MOU shall be effective on July 15, 2016, and terminate, except as provided herein, on July 15, 2017 (the *"Term"),* unless renewed in writing for a subsequent twelve month period. NIET or PARTNER may terminate this MOU during the Term by written notice delivered to the addresses set forth besides each Party's signature below 30 days in advance of such early termination. Upon termination hereo(PARTNER shall pay the Personnel Fees and Costs for services rendered and costs incurred, if any, by NIET prior to the date of termination. NIET shall not refund any portion of the Subscriber Fees. The Parties may agree in writing to contract for transition services following such termination. Section IV hereof and the General Terms and Conditions attached hereto shall survive termination or expiration of this MOU.

2. *Sovereign Immunity.* Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of LOCATION, of the staff and employees of PARTNER and NIET.

3. *Dispute Resolution;* The President of NIETor his/her designee, and the authorized agent of PARTNER shall.resolve disputes that develop under this MOU,

4. *General Terms and Conditions.* The General Terms and Conditions, attached hereto and initialed by PARTNER are, by reference hereof, made part of this MOU and all references herein to "this MOU" shall be deemed to refer to this MOU and the General Terms and Conditions together.

5. *Entire Agreement.* This MOU and the General Terms and Conditions contain all of the agreement between the Parties With respect to the matters contained herein and no prior agreement or understanding pertaining to any such matters shall be effective for any purpose.

6. *Amendments.* This MOU may not be amenoed, modified or changed, nor shall any waiver of any provision hereof be effective, except by an instrument in writing and signed by each of the Parties.

7. *Counterparts.* This MOU may be executed in counterparts, each of which shall constitute an original, but all of which together shall constitute one and the same instrument. Electronic signatures, including electronic counterparts, shall be recognized and deemed as an original signature to this MOU.

IN WITNESS WHEREOF, for adequate consideration and intending to be legally bound, the Parties hereto have caused this MOU to be executed by their duly authorized representatives.

FOR AND ON BEHALF OF PARTNER

[redacted]

Name: Carlos Sam
Title: Superintendent

6/30/16
Date

FOR [redacted] ON BE[redacted] OF NIET

[redacted]

Name: Patrice Pujo P
Title: NIET President

7/7/16
Date

GENERAL TERMS AND CONDITIONS

These General Terms and Conditions ("General Terms and Conditions") are applicable to any Services (as defined below) provided by the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation ("NIET') as retained and subscribed pursuant to the "Memorandum of Understanding" ("MOU", and together with these General Terms and Conditions, the "Agreement") by the party identified therein as District ("Client").

1. THE SERVICES

a. Provision of the Services. Pursuant to the MOU, NIET has agreed to provide Client with training related services as more particularly described in the MOU, (the "Services"). The Services may be provided to Client in person by NIET personnel, by granting access to NJET's Best Practices Center Training Portal and Comprehensive Online Data Entry systems (collectively referred to herein as the "Portal"), or as more fully set forth in the MOU. All references herein to "Client" shall refer to Client and its affiliates that are receiving the Services pursuant hereto. Certain Services are available only for as long as clients meet NIET's eligibility requirements and require execution of addltional forms (e.g. website Terms of Use}).

b. Performance Standard. NIET will perform the Services in a professional manner, using personnel having a level of skill in the area commensurate with the requirements of the Services to be performed, NIET shall use commercially reasonable efforts to maintain the timeliness of the transmission of the Services,

c. Use of Services. Client agrees that (i) it will not knowingly use the Services in contravention of any laws or regulations, (ii) it will use the Services in accordance with the instructions and reasonable policies established by NIET from time to time and communicated to Client and (iii) it will use the Services only for internal training purposes. Client will not provide, directly or indirectly, any of the Services or any portion thereof to any third-party.

d. Client Responsible for Compliance with Laws. Client (and not NIET) will be responsible (i) for compliance by Client with all laws and governmental regulations affecting its employees (including labor regulations (e.g., time and attendance) and collective bargaining agreements, and (ii) for any use Client may make of the Services to assist in complying with laws and governmental regulations, including qualifying for and obtaining grants or complying with any related audits.

e. Web-Based Services. Client understands that a portion of the Services supplied by NIET hereunder are delivered over the Internet and the reliability of the Internet is beyond the reasonable control of NIH. Therefore, although NIET makes reasonable efforts to ensure the accuracy and reliability of such Services, neither NIET nor any third party supplier guarantees such accuracy or reliability, and client acknowledges that NIET, its employees, agents, contractors, sub-contractors and other third party suppliers will not be held liable for any damages suffered or incurred by Client or any other person or entity arising out of (a} any fault, interruption or delay in any service supplied to client, (b) out of any inaccuracy, error or omission in any Service supplied to client, (c) any loss of data, or (d) any reliance upon any Service supplied to Client however such faults, interruptions, delays, inaccuracies, errors or omissions arise, unless due to NIET's gross negligence or willful misconduct,

2. FEES; TAXES

a. Fees. Client shall pay NIET for the Services in the amount and at the time set forth in the MOU. Client will pay all invoices, if any, in full within thirty (30) days of invoice date. If Client fails to pay any amount due hereunder, whether by acceleration or otherwise, Client, on written demand, shall pay interest at the rate of 1.5% (or the maximum allowed by law if less) on such past due amount from the due date thereof until the payment date. Client shall reimburse N!ET for any expenses incurred, including interest and reasonable attorney fees, in collecting amounts due NIET hereunder.

b. Taxes. There shall be added to all payments hereunder amounts equal to any applicable sales or use taxes levied or based on this Agreement, unless Client provides the appropriate proof of exemption.

3. DISCLAIMER OF WARRANTIES

EXCEPT AS EXPRESSLY SET FORTH IN THIS AGREEMENT, NIET EXPRESSLY DISCLAIMS ALL EXPRESS AND IMPLIED WARRANTIES, INCLUDING ANY IMPLIED WARRANTIES OF MERCHANTABILITY, TITLE, ACCURACY, INTEGRATION

OR FITNESS FOR A PARTICULAR PURPOSE, NON-INFRINGEMENT, NON-INTERRUPTION OF USE, AND FREEDOM FROM PROGRAM ERRORS WITH RESPECT iO THE SERVICES, THE NIET PRODUCTS, ANY CUSTOM PROGRAMS CREATED BY NIET OR ANY THIRD-PARTY SOFTWARE DELIVERED BY NIET.

4. INTELLECTUAL PROPERTY

a. Ownership of Proprietary Rights. All software applications and related documentation made available, directly or indirectly, by NIET to Client, including without limitation the Portal and all manuals, reports, studies and similar material created by NIET, as part of the Services (collectively, the "NIET Products"} are the exclusive property of NIET or the third parties from whom NIET has secured the rights to such NIET Product. All rights, title and interest in or to any copyright, trademark, service mark and other proprietary right relating to the NIET Products and the related logos, product names, etc. are reserved. The use of any software included in, or supplied by NIET for use with, the NIET Products, shall be governed by the license agreement (whether written, shrink-wrapped or on-line) delivered with such software, Neither Client nor any recipient shall: (i) alter or remove from any NIET Product or associated documentation any proprietary, copyright, trademark or trade secret legend, or (ii) attempt to decompile, disassemble or reverse engineer the NIET Product or other confidential and proprietary information.

b. Use of Proprietary Rights You are authorized to use the NIET Products only for the purposes described in the MOU. You agree that you will not use, copy, reproduce, republish, upload, post, publicly display, transmit or distribute the NIET Products in any way whatsoever except in compliance with the MOU and these General Terms and Conditions. You agree not to modify, rent, lease, loan, sell, distribute, or create derivative works based on the NIET Products in any manner.

c. NIET Infringement Indemnity. NIET will defend Client in any suit or cause of action alleging that the N!ET Products, as provided by NIET and used in accordance with the terms of this Agreement, infringe upon any United States copyright, trade secret, or other proprietary right of a third party. NIET will pay damages assessed, including reasonable attorneys' fees, against Client in any such suit or cause of action, provided that, (i) NIET is promptly notified in writing of such a suit or cause of action, (ii) NIET controls any negotiations or defense and Client assists NIET as reasonably required by NIET, and (iil) Client takes all reasonable steps to mitigate any potential damages that may result. The foregoing infringement indemnity will not apply and N!ET will *nbt* be liable for any damages assessed in any suit or cause of action whereby Client is required to indemnify NIET pursuant to Section 4.c. below. If any NIET Product is held or believed to infringe on any third-party's intellectual property rights, NIET may, in its sole discretion, (a) modify the NIET Product to be non-infringing, (b) obtain for Client a license to continue using such NIET Product, or (c) if neither (a) nor (b) are practical, terminate this Agreement as to the infringing NIET Product and return to Client any unearned fees paid by Client to NIET in advance. This section 4.b. states NIET's entire liability and Client's exclusive remedies for infringement of intellectual property rights of any kind.

d. Client Infringement Indemnity. To the extent permitted by State law, Client will defend NIET against, and pay damages assessed in, any suit or cause of action alleging that the NIET Products infringe upon any United States copyright, trade secret, or other proprietary right of a third party, to the extent that any such suit or cause of action results from {i) any alteration, change, modification and /or enhancement of the NIET Products made by Client or any third party on behalf of Client without NIET's express permission; (ii) Client's use of the NIET Products in combination with any hardware, software or other materials not expressly authorized by NIET, or use of other than the most current release of the NIET Products that results in a claim or action for infringement that could have been avoided by use of the current release, (iii) use of the NIET Products after Client has been notified that the NIET Products infringe upon the intellectual property rights of a third party, or (iv) use by Client of unmodified NIET Products after Client has been informed of modifications that would avoid claims of infringement.

5. GENERAL PROVISIONS.

a. Protection of Client Files. NIET will take reasonable precautions to prevent the loss of or alteration to Client's data files in NIET's possession, but NIET does not undertake to guarantee against any such loss or alteration. NIET will maintain a record retention policy and may from time to time, in its sole discretion, modify or amend such policy. However, NIET is not and will not be, Client's official record keeper. Accordingly, Client will, to the

extent it deems necessary, keep copies of all source documents of the information delivered to NIET.

b. Confidential Information. All Confidential Information disclosed hereunder will remain the exclusive and confidential property of the disclosing party. The receiving party will not disclose the confidential information of the disclosing party and will use at least the same degree of care, discretion and diligence in protecting the Confidential Information of the disclosing party as it uses with respect to its own confidential information. The receiving party will limit access to Confidential Information to its employees and authorized agents with a need to know and will instruct such persons to keep such information confidential. Notwithstanding the foregoing, (i) NEIT may use information collected in the Portal for its noncommercial research purposes and (ii) the receiving party may disclose Confidential Information to the extent necessary to comply with any law, rule, regulation or ruling applicable to it and to the extent necessary to enforce its rights under this Agreement.

6. LIMITATION OF LIABILITY

This Section 6 sets forth the full extent of NIET's liability for damages resulting from this Agreement or the Services rendered or to be rendered hereunder, regardless of the form in which such liability or claim for damages may be asserted, and sets forth the full extent of Client's remedies. Each of NIET and Client acknowledge that the Fees for the Services to be provided hereunder reflect the allocation of risk set forth in this Section 6.

a. Client Responsibility. Client will be responsible for (i) the consequences of any instructions Client may give to NIET, (ii) Client's failure to use the Services in the manner prescribed by NIET, and (iii) Client's failure to supply accurate and timely information,

b. Errors and Omissions. NIET's sole liability to Client or any third party for claims of any type or character arising from errors or omissions in the Services that are caused by NIET shall be to correct the affected Client study, report or material, as the case may be. Upon the request of Client, NIET will correct any error or omission made by NIET in connection with the Services at no additional charge to Client.

c. Limit on Monetary Damages. Notwithstanding anything to the contrary contained in this agreement (other than and subject to its indemnity obligations pursuant to Section 4B above), NIET's liability under this Agreement for damages (monetary or otherwise) under any circumstances for claims of any type or character made by Client or any third party arising from or related to the Services will be limited in each instance to the lesser of (i) the amount of actual damages incurred by Client or, (ii) NIET's charges for the affected Services; provided however, that NIET's aggregate liability hereunder in any calendar year will not exceed the Fees collected by NIET during the previous twelve {12) months. NIET will issue Client a credit(s) equal to the applicable amount and any such credit(s) will be applied against future Services. The foregoing limitation shall not apply to actual damages incurred by Client as a direct result of the criminal or fraudulent acts of NIET or any of its employees.

d. No Consequential Damages. NEITHER NIET NOR CLIENT WILL BE RESPONSIBLE FOR SPECIAL, INDIRECT, INCIDENTAL, CONSEQUENTIAL, OR OTHER SIMILAR DAMAGES THAT THE OTHER PARTY MAY INCUR OR EXPERIENCE IN CONNECTION WITH THIS AGREEMENT OR THE SERVICES, HOWEVER CAUSED AND UNDER WHATEVER THEORY OF LIABILITY, EVEN IS SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

7. TERM AND TERMINATION

a. Term. NIET or Client may terminate the MOU as provided therein. The Terms of this General Terms and Conditions shall survive the termination of the MOU, as applicable.

b. Post-Termination Services. If the parties agree to any post termination services, such as transition services, the Agreement shall continue to with respect to such Services to the extent not expressly contradicted by any such post-termination agreement.

c. Post-Termination Data. If requested by Client within 6 months of the termination of the MOU, NIET shall deliver CODE reports to Client in, at NIET's election, an Excel or .pdf format. Client may request within 6 months of the termination of the MOU CODE reports in another format, or raw data, and NIET will attempt to accommodate Client at a fee to be mutually agreed upon by the parties.

8. GENERAL

a. Assignment. Neither party may assign this Agreement without the prior written consent of the other.

b. Inducement. Client has not been induced to enter into this Agreement by any representation or warranty not set forth in this Agreement. This Agreement contains the entire agreement of the parties with respect to its subject

Memorandum of Understanding
between
the National Institute for Excellence in Teaching
and

LA BOLD TIF-5 PARTNER DISTRICT

THIS memorandum of understanding (this *"MOU"),* dated as of July 5, 2016, is made between the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation ("NJET"), and Madison Parish School System *("Portner"),* with respect to a proprietary comprehensive school reform model, TAP: The System for Teacher and Student Advancement *("TAP System")* and to the individual best practices of TAP as captured within the NIET Educator Effectiveness Best Practices Center ("BPC"), components which will be funded through a federal Teacher Incentive Fund *("TIP')* grant. NIET and District shall sometimes individually be referred to herein as a "Party," and together shall s·ometimes collectively be referred to herein as the "Parties."

RECITALS

A. NIET will assist schools in the Partner location with implementation of the NIET Educator Effectiveness Best Practices, including the NIET/TAP Teaching Standards Rubric and/or the TAP System by (i) granting access to NIET's TAP System Training Portal and human capital *qnd* data management system (Comprehensive Online Data Entry - CODE) and (ii) providing training, support, review and similar services.

B. Partner desires to obtain access and license to such systems and to engage NIET to provide support and technical assistance in order to implement the NIET Best Practices and/or TAP System during the 2016-17 school year.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual promises and subjec:t to the terms and conditions set forth herein, the parties hereto agree as follows:

I. STATEMENT OF OBJECTIVE.

Administrators and faculty in the participating high-needs schools will implement key NIET Best Practices including, but not limited to: 1) identifying and hiring master and mentor teachers to lead school-based professional development; 2) implementing a system of classroom teacher evaluations based on standards within the NIET/TAP Teaching Standards Rubric; 3) calculating teacher performance by measuring school- and classroom-value added achievement growth as well as observational scores; and 4) rewarding teachers and principals that demonstrate effectiveness through these multiple measures. Teachers in all schools district-wide will implement the NIET/TAP Teaching Standards Rubric.

II. NIET'S SERVICES.

1. Services. During the Term (as defined below) of this MOU, NIET will provide annual evaluation of each site's TAP System implementation through the TAP School Review process (as applicable to schools implementing fullTAP) and, if requested ongoing support and assistance on location at NIET Best Practice

Center schools and/or TAP System schools throughout the academic year (the *"Services"),* as more fully explained in Section ll below.

2. License to Online Material. NIET will provide Services in part by granting access to training materials and the Comprehensive Online Data Entry system and the NIH Best Practice Center Training Pora! and/or TAP System Training Portal (collectively referred to as the *"Portal"),*

a. The Portal is an interactive Web tool thatprovides individualized BPC and TAP trainings and support. BPC and TAP administrators, mentor and master teachers have real-time access to the latest BPC/TAP trainings that they can download revi w and deliver to teachers in order to improve instruction. The Portal includes a Strategies Library; a Video Library; NIET Documents; NIET Training Modules; Summer Institute & Conference Trainings; TAP Evaluation Process templates, research and reports; and TAP Professional Development tools.

b. The Comprehensive Online Data Entry (*"CODE"*) system is a hosted software solution designed to support the management of educator evaluation data and analysis.

III. PARTNER RESPONSIBILITIES.

1. Cooperation. PARTNER will cause its employees and administrators in targeted schools to participate in implementation of the identified NIET Best Practices and/or TAP System in their entirety with the highest level of fidelity as determined by (i) the NIET Leadership Handbook, (ii) the NIET Career Teacher Handbook; if applicable, {iii) the TAP Implementation Manual; and {iv) feedback/guidance from NIET, including the following:

a. Implement the NIET/TAP Teaching Standards Rubric system-wide.

b. Arrange and assist selected administrators, mentor and master teachers to (i) attend all scheduled Educator Effectiveness BPC and/or CORE trainings, and (ii) take the NIET Evaluator Recertification test through the Portal.

c. Arrange and assist with annual School Review for schools implementing full TAP, which measures both the qualitative and quantitative aspects of implementation. The on-site review is approximately four hours and is conducted by NIET an·d used for feedback and research purposes.

d. Arrange for each campus to subscribe to CODE to store and analyze teacher evaluation scores, including, at a minimum, directing principals to enter teacher evaluation scores, ensure inter-rater reliability, and make informed decisions about teacher support.

e. Commit to hiring effective teachers and administrators as part of the School Leadership team. In addition, the PARTNER agrees to have representation from NIET on the hiring committee for all TAP coordinator positions and anyone on a state or district level team:

f. Staff the NIET BPC and TAP campuses with master and mentor teachers as recommended by NIET, as well as provide salary augmentations and performance-based compensations within the recommended range. For TAP schools, the master and mentor teacher ratios, augmentations, and performance compensation should follow recommendations found in the TAP School Review Rubric. For BPC schools, a minimum of one master and two mentors is required; salary augmentation and performance pay as defined in the proposal.

g. Manage due process issues and adhere to PARTNER policies for teacher evaluation.

h. Send the School Leadership team (or designated representatives) to the NIET National Conference and National TAP Summer Institute ("TS/") on an annual basis.

i. Maintain documentation of NIET Best Practices and TAP System Processes (e.g. leadership team meeting log/agenda; cluster (or PLC) long range plan and meeting log/agenda; evaluation schedule and scores).

j; Agree to provide NIET teacher-:, school- and district-level data upon request including, but not limitedto, student and teacher demographic data, student achievement outcomes and school report; card data.

k. Agree to provide NIET with school-level and aggregate teacher- and student-level data for cohlpleting re.quired federal progress reporting.

l. Immediately report to NIET in writing any misdeed, deficiency, or inability to fulfill any PARTNER responsibilities.

2. Fees.Fees for services provided by NIET include:

a. *Persqnnel Fees and Costs.* As applicable; district shall pay the following fees:

[redacted]

b. *Subscrlptlon Fees.* For online services via the Portal, PARTNER shall pay an annual subscription fee for each school that participates in the TAP System, as follows:

[redacted]

The Subscription Fees and Personnel Fees and Costs agreed to pursuant to this Section 3 apply for the Term and may be increased up to 10 percent by NIET in subsequent twelve month. periods, with 30 day advance notice to PARTNER.

3. Invoice and Payment. NIET shall invoice PARTNER, and PARTNER shall promptly pay each invoice.

a. The Subscription Fees shall be paid on or before access is provided, and in advance of each subsequent school year.

b. All invoices will be mailed to PARTNER at the following address, unless PARTNER provides a written change of address:

[redacted]

ATIN: **Gloria Henderson**

IV. SOLE SOURCE PROVIDER OF TAP SYSTEM

NIET serves as the sole source provider for the TAP System, NIET Educator Effectiveness Best Practices Center, and associated products and services. Based on proper review and evaluation of implemeiltatioli, NIET may determine if a project, school, or district has met the expectations of the BPC and TAP System (based on. school review and/or grant requirements as applicable). If NIET deems the Host is not fulfilling the responsibilities and d1,.1ties outlined above, NIET reserves the right to revoke the 1,1se of alFNIET copyrighted materfals and/or re directthe use of materials, services and support to non..TAP System implementation within the NtETBest Practice Center.

V. ADDITIONAL TERMS.

1. *Term of MOU.* This MOU shall be effective on July 15, 2016, anc:l terminate; except as provided herein, on July 15, 2017 (the *"Term"),* unless renewed in writing for a subsequent twelve month period. NIET or PARTNER may terminate this MOU during the Term by written· notice delivered to the addresses set forth besides each Party's signature below 30 days in advance of.such early termination, Upon termination hereof, PARTNER shall pay the Personnel Fees and Costs for service.s rendered and costs incurred, if any, by NIET prior to the date of termination. NIET shall not refund any portion ofthe Subscriber Fees. The Partie may agree in writing to contract for transition services following such termination. Section IV hereof arid the GeneralTerms and Conditions attached hereto shall survive termination or expiration of thisMOU.

2. *Sovereign Immunity.* Nothing in this MOU shall be deemed to waJve the sovereign immunity of the State of LOCATION, of the staff and employees of PARTNER.and NIET.

3. *Dispute Resolution.* The President of NIET or his/her designee, and the authorized agent of PARTNER shall resolve disputes that develop under this MOU.

4. *General Terms and Conditions.* The General Terms and Conditions, attached hereto and, initialed by PARTNER are, by reference hereof, made part of this MOU and all references herein to "this MOU" Shall be deemed to refer to this MOU and the General Terms and Conditions together,

5. *Entire Agreement.* This MOU and the General Terms and Conditions contain all of the agreement between the Parties with respect to the matters contained herein and .no prior agreement or understanding pertaining to any such matters shall be effective for any purpose.

6. *Amendments.* This MOU may not be amended, modified or changed, nor shall any waiver of any provision hereof be effective, except by an instrument in writing and signed by each of the Parties.

7. *counterparts.* This MOU may be executed in counterparts, each of which shall constitute an original, but all of which together shall constitute one and the same instrument. Electronic signatures, including electronic counterparts, shall be recognized and deemed as an original signature to this MOU.

IN WITNESS WHEREOF, for adequate consideration and intending to be legally bound, the Parties hereto have caused this MOU to be executed by their duly authorized representatives.

FOR AND ON BEHALF OF PARTNER

[redacted]

Name: Benita Young

Title: Superintendent

July 6, 2016

Date

FOR AND ON BEHALF OF NIET

[redacted]

Name: Patrice Pujol

Title: NIET President

7/7116

Date

Memorandum of Understanding
between
the National Institute for Excellence in Teaching
and

LA BOLD TIF-5 PARTNER DISTRICT

THIS memorandum of understanding (this *"MOU"),* dated as of July 5, 2016, is made between the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation *("N/Ef'),* and Orleans Parish School Board("Partner" or "District"), with respect to a proprietary comprehensive school reform model, TAP: The System for Teacher and Student Advancement *("TAP System")* and to the individual best practices of TAP as captured within the NIET Educator Effectiveness Best Practices Center *("BPC"),* components which will be funded through a federal Teacher Incentive Fund *("T/F")* grant. NIET and District shall sometimes individually be referred to herein as a "Party," and together shall sometimes collectively be referred to herein as the "Parties."

RECITALS

A. NIET will assist schools in the Partner location with implementation of the NIET Educator Effectiveness Best Practices, including the NIET/TAP Teaching Standards Rubric and/or the TAP System by (i) granting access to NIET's TAP System Training Portal and human capital and data management system (Comprehensive Online Data Entry- CODE) and (ii} providing training, support, review and similar services.

B. Partner desires to obtain access and license to such systems and to engage NIETto provide support and technical assistance in order to implement the NIET Best Practices and/or TAP System during the 2016-17 school year.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual promises and subject to the terms and conditions set forth herein, the parties hereto agree as follows:

I. STATEMENT OF OBJECTIVE.

Administrators and faculty in the participating high-needs schools will implement key NIET Best Practices including, but not limited to: 1) identifying and hiring master and mentor teachers to lead school-based professional development; 2) implementing a system of classroom teacher evaluations based on standards within the NIET/TAP Teaching Standards Rubric; 3) calculating teacher performance by measuring school- and classroom-value added achievement growth as well as observational scores; and 4) rewarding teachers and principals that demonstrate effectiveness through these multiple measures. Teachers in all schools district-wide will implement the NIET/TAP Teaching Standards Rubric.

II. NIET'S SERVICES.

I. Services. During the Term (as defined below) of this MOU, NIET will provide annual evaluation of each site's TAP System implementation through the TAP School Review process (as applicable to schools implementing full TAP) and, if requested ongoing support and assistance on location at NIET Best Practice

Center schools and/or TAP System schools throughout the academic year (the *"Services"),* as more fully explained in Section II below.

2. License to Online Material. NIET will provide Services in part by granting access to training materials and the Comprehensive Online Data Entry system and the NIET Best Practice Center Training Portal and/orTAP System Training Portal (collectively referred to as the *"Portal").*

a. The Portal is an interactive Web tool that provides individualized BPC and TAP trainings and support. BPC and TAP administrators, mentor and master teachers have real-time access to the latest BPC/TAP trainings that they can download, review and deliver to teachers in order to improve instruction. The Portal includes a Strategies Library; a Video Libraryj NIET Documents; NIET Training Modules; Summer Institute & Conference Trainings; TAP Evaluation Process templates, research and reports; and TAP Professional Development tools.

b. The Comprehensive Online Data Entry *("CODE")* system is a hosted software solution designed to support the management of educator evaluation data and analysis.

III. PARTNER RESPONSIBILITIES.

1. Cooperation. PARTNER will cause its employees and administrators in targeted schools to participate in implementation of the identified NIET Best Practices and/or TAP System in their entirety with the highest level of fidelity as determined by (i) the NIET Leadership Handbook, (ii) the N!ET Career Teacher Handbook; if applicable, (iii) the TAP Implementation Manual; and (iv) feedback/guidance from NIET, including the following:

a. Implement the NIET/TAP Teaching Standards Rubric system-wide.

b. Arrange and assist selected administrators, mentor and master teachers to (i) attend all scheduled Educator Effectiveness BPC and/or CORE trainings, and (ii) take the NIET Evaluator Recertification test through the Portal.

c. Arrange and assist with annual School Review for schools implementing full TAP, which measures both the qualitative and quantitative aspects of implementation. The on-site review is approximately four hours and is conducted by NIET and used for feedback and research purposes.

d. Arrange for each campus to subscribe to CODE to store and analyze teacher evaluation scores, including, at a minimum, directing principals to enter teacher evaluation scores, ensure inter-rater reliability, and make informed decisions about teacher support

e. Commit to hiring effective teachers and administrators as part of the School Leadership team. In addition, the PARTNER agrees to have representation from NIET on the hiring committee for all TAP coordinator positions and anyone on a state or district level team.

f. Staff the NIET BPC and TAP campuses with master and mentor teachers as recommended by NIET, as well as provide salary augmentations and performance-based compensations within the recommended range. For TAP schools, the master and mentor teacher ratios, augmentations, and performance compensation should follow recommendations found in the TAP School Review Rubric. For BPC schools, a minimum of one master and two mentors is required; salary augmentation and performance pay as defined in the proposal.

g. Manage due process issues and adhere to PARTNER policies for teacher evaluation.

h. Send the School Leadership team (or designated representatives) to the NIH National Conference and National TAP Summer Institute *("TSI")* on an annual basis.

i. Maintain documentation of NIET Best Practices and TAP System Processes (e.g. leadership team meeting log/agenda; cluster (or PLC) long range plan and meeting log/;;igenda; evaluation schedule and scores).

j. Agree to provide NIET teacher-, school- and district-level data upon request including, but not limited to, student and teacher demographic data, student achievement outc.omes and school report card data.

k. Agree to provide NIET with school-level and aggregate teacher- and student-level data for completing required federal progress reporting. (See, Student Privacy Addendum to Contract)

l. Immediately report to NIET in writing any misdeed, deficiency, or inability to fulfill any PARTNER responsibilities.

2. Fees. Fees for services provided by NIET include:

a. *Personnel Fees and Costs.* As applicable, Distri.ct shall pay the following fees;

[redacted]

b. *Subscription Fees.* For online services via the Portal, PARTNER shall pay an annual subscription fee for each school that participates in the TAP System, as follows:

[redacted]

The Subscription Fees and Personnel Fees and Costs agreed to pursuant to this Section 3 apply for the Term and may be increased up to 10 percent by NIH in subsequenttwelve month periods, with 30 day advance notice to PARTNER.

3. Invoice and Payment. NIET shall invoice PARTNER, and PARTNER shall promptly pay each invoice.

a. The Subscription Fees shall be paid on or before access is provided, and in advance of each subsequent School yea

b. All invoices will be mailed tci PARTNER at the following address, unless PARTNER provides a written change of address:

[redacted]

IV. SOLE SOURCE PROVIDER OF TAP SYSTEM

NIET serves as the sole source provider for the TAP System, NIET Educator Effectiveness Best Practices Center, and associated products and services. Based on proper review and evaluation of implementation, NIET may determine if a project, school, or district has met the expectations of the BPC and TAP System (based on school review and/or grant requirements as applicable). If NIET deems the District is not fulfilling the responsibilities and duties outlined above, NIET reserves the right to revoke the use of all NIET copyrighted materials and/or re direct the use of materials, services and support to non-TAP System implementation within the NIET Best Practice Center.

V. ADDITIONAL TERMS.

1. *Term of MOU.* This MOU shall be effective on July 15, 2016, and terminate, except as provided herein, on July 15, 2017 (the *"Term"),* unless renewed in writing for a subsequent twelve month period. NIET or PARTNER may terminate this MOU during the Term by written notice delivered to the addresses set forth besides each Party's signature below 30 days in advance of such early termination. Upon termination hereof, PARTNER shall pay the Personnel Fees and Costs for services rendered and costs incurred, if any, by NIET prior to the date of termination. NIET shall not refund any portion of the Subscriber Fees. The Parties may agree in writing to contract for transition services following such termination. Section IV hereof and the General Terms and Conditions attached hereto shall survive termination or expiration of this MOU.

2. *Fiscal Funding.* This MOU is contingent upon the appropriation and continued availability of TIF grant funds to fulfill the requirements of this MOU. Should District, for any reason, fail to appropriate sufficient funds to provide for this MOU, this MOU shall be terminated as of the date upon which the District sends written notice to NEIT, that the funds are no longer available without any charge or penalty to District.

3. *State Law and Venue.* The obligations herein assumed by Consultant and OPSB shall be governed by the laws of the State of Louisiana and the parties hereto agree to submit to the jurisdiction of the Civil District Court for the Parish of Orleans, State of Louisiana

4.

5. *Dispute Resolution.* The President of NIET or his/her designee, and the Superintendent of PARTNER shall resolve disputes that develop under this MOU.

6. *General Terms and Conditions.* The General Terms a.nd Conditions, attached hereto and initialed by PARTNER are, by reference hereof, rnade part of this MOU and all references herein to "this MOU" shall be deemed to refer to this MOU and the General Terms and Conditions together.

7. *Entire Agreement.* This MOU and the General Terms and Conditions contain all of the agreement between the Parties with respect to the matters contained herein and no prior agreement or understanding pertaining to any such matters shall be effective for any purpose.

8. *Amendments.* This MOU may not be amended, modified or changed, nor shall any waiver of any provision hereof be effective, except by an instrument in writing and signed by each of the Parties.

9. *Counterparts.* This MOU may be executed in counterparts, each of which shall constitute an original, but all of which together shall constitute one and the same instrument. Electronic signatures, including electronic counterparts, shall be recognized and deemed as an original signature to this MOU.

IN WITNESS WHEREOF, for adequate consideration and intending to be legally bound, the Parties hereto have caused this MOU to be executed by their duly authorized representatives.

[redacted]

Title: Superintendent
Orleans Parish School Board
3520 General DeGaulle Drive
Suite 5055
New Orleans, Louisiana 70114

7-6-2016
Date

FOR [redacted]

Name: Patrice Pujol
Title: NIET President
NIET | National Institute for Excellence in Teaching
1250 Fourth Street | Santa Monica, CA 90401

7/7/16
Date

GENERAL TERMS AND CONDITIONS

These General Terms and Conditions ("General Terms and Conditions") are applicable to any Services (as defined below) provided by the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation ("NIET") as retained and subscribed pursuant to the "Memorandum of Understanding" ("MOU", and together with these General Terms and Conditions, the "Agreement") by the party identified therein as District ("Client").

1. THE SERVICES

a. Provision of the Services. Pursuant to the MOU, NIET has agreed to provide Client with training related services as more particularly described in the MOU, (the "Services"). The Services may be provided to Client in person by NIET personnel, by granting access to NIET's Best Practices Center Training Portal and Comprehensive Online Data Entry systems (collectively referred to herein as the "Portal"), or as more fully set forth in the MOU. All references herein to "Client" shall refer to Client and its affiliates that are receiving the Services pursuant hereto. Certain Services are available only for as long as clients meet NIET's eligibility requirements and require execution of additional forms *(e.g.* website Terms of Use)).

b. Performance Standard. NIET will perform the Services in a professional manner, using personnel having a level of skill in the area commensurate with the requirements of the Services to be performed. NIET shall use commercially reasonable efforts to maintain the timeliness of the transmission of the Services.

c. Use of Services. Client agrees that (i) it will not knowingly use the Services in contravention of any laws or regulations, (ii) it will use the Services in accordance with the instructions and reasonable policies established by NIET from time to time and communicated to Client and (iii) it will use the Services only for internal training purposes. Client will not provide, directly or indirectly, any of the Services or any portion thereof to any third-party.

d. Client Responsible for Compliance with Laws. Client (and not NIET) will be responsible (i) for compliance by Client with all laws and governmental regulations affecting its employees (including labor regulations (e.g., time and attendance) and collective bargaining agreements, and (ii) for any use Client may make of the Services to assist in complying with laws and governmental regulations, including qualifying for and obtaining grants or complying with any related audits.

e. Web-Based Services. Client understands that a portion of the Services supplied by NIET hereunder are delivered over the Internet and the reliability of the Internet is beyond the reasonable control of NIET. Therefore, although NIET makes reasonable efforts to ensure the accuracy and reliability of such Services, neither NIET nor any third party supplier guarantees such accuracy or reliability, and client acknowledges that NIET, its employees, agents, contractors, sub-contractors and other third party suppliers will not be held liable for any damages suffered or incurred by Client or any other person or entity arising out of (a) any fault, interruption or delay in

ADDENDUM TO CONTRACT

This Addendum to Contract ("Addendum") is entered into by and en the Orleans Parish School Board (hereinafter "School Board") and- _____ (hereinafter "Vendor"). This Addendum and the terms contained herein are hereby incorporated into the Contra tJthe "Contract") attached hereto and entered into between Vendor and the School Board, dated ..JJ I*:\ &1 20 I lo. This Addendum is effective as of the date of the execution of the referenced Contra t.

During the 20 I 4 Louisiana Legislative Session, the State of Louisiana enacted new laws governing the collection, disclosure and use of students' personally identifiable information. The new laws require that any contracts between a school system and a third-party, who is entrusted with personally identifiable information of any student, contain the statutotily prescribed minimum requirements as to the use of personally identifiable information, In order to comply with the requirements of the new laws, this Addendum and the terms contained herein are incorporated into the Contract

In accordance with La. R.S. 17:39 l 4(F), Vendor agrees to protect personally identifiable information in a manner that allows only those individuals, who are authorized by Vendor to access the information, the ability to do so. Personally identifiable information should be protected by appropriate security measures, including, but not limited to, the use of user names, secure passwords, encryption, security questions, etc. Vendor's network rnust maintain a high level of electronic protection to ensure the integrity of sensitive information and to prevent .unauthorized access in these systems. The Vendor agrees to perform regular reviews of its protection methods and perform system auditing to maintain protection of its systems. Vendor agrees to maintain secure systems that are patched, up to date, and have all appropriate security updates installed.

To ensure that the only individuals and entities that can access student data are those that have been specifically authorized by Vendor to access personally identifiable student data, Vendor shall implement various forms of authentication to identify the specific individual who is accessing the information. Vendor must individually determine the appropriate level of security that will provide the necessary level of protection for the student data it maintains. Vendor shall not allow any individual or entity unauthenticated access to confidential personally identifiable student records or data at any time.

Vendor shall implement appropriate measures to ensure the confidentiality and security of personally identifiable information, protect against any unanticipated access or disclosure of information, and prevent any other action that could result in substantial harm to the School Board or any individual identified by the data.

Vendor agrees that any and all personally identifiable student data will be stored, processed, and maintained in a secure location and solely on designated servers. No School Board data, at any time, will be processed on or transferred to any portable computing device or any p01table storage medium, unless that storage medium is in use as part of the vendor's designated backup and recovery processes. All servers, storage, backups, and network paths

utilized in the delivery of the service shall be contained within the United States unless specifically agreed to in writing by the School Board,

Vendor agrees that any and all data obtained from the School Board shall be used expressly and solely for the purposes enumerated in the original Contract. Data shall not be distributed, used, or shared for any other purpose. As required by Federal and State Jaw, Vendor fu1ther agrees that no data of any kind shall be revealed, transmitted, exchanged or otherwise passed to other vendors or interested parties. Vendor shall not sell, transfer, share or process any student data for any purposes other than th<)se listed in the Conti-act, including commercial advertising, marketing, or any other commercial purpose.

Vendor shall establish and imple1nent a clear data breach response plan outlining organizational policies and procedures for addressing a potential breach. Vendor's response plan shall require prompt response for minimizing the risk of any fu11her data loss and a11y negative consequences of the breach, including potential harm to affected individuals. A data breach is any instance in which there is an unauthorized release or access of personally identifiable information or other information not suitable for public release. This definition applies regardless of whether Vendor stores and manages the data directly or through a contractor, such as a cloud service provider.

Vendor shall develop a policy for the protection and storage of audit logs. The policy shall require the storing of audit logs and records on a server separate from the system that generates the audit trail. Vendor must restrict access to audit logs to prevent tampering or altering of audit data. Retention of audit trails shall be based on a schedule determined after consultation with operational, technical, risk management, and legal staff.

Vendor is permitted to disclose Confidential Information to its employees, authorized subcontractors, agents, consultants and auditors on a need to know basis only, provided that all such subcontractors, agents, consultants, and auditors have written confidentiality obligations to Vendor and the School Board. The confidentiality obligations shall survive termination of any agreement with Vendor for a period of fifteen (15) years or for so long as the information remains confidential, whichever is longer, and will inure to the benefit of the School Board.

Vendor acknowledges and agrees that unauthorized disclosure or use of protected information may irreparably damage the School Board in such a way that adequate compensation could not be obtained solely in monetary damages. Accordingly, the School Board shall have the right to seek injunctive relief restraining the actual or threatened unauthorized disclosure or use of any protected information, in addition to any other remedy otherwise available (including reasonable attorney fees). Vendor hereby waives the posting of a bond with respect to any action for injunctive relief. Vendor further grants the School Board the right, but not the obligation, to enforce these provisions in Vendor's name against any of Vendor's employees. officers, board members, owners, representatives, agents, contractors, and subcontractors.

Vendor agrees to comply with the requirements of La. R.S. 51 :3071 *et seq.* (Louisiana Database Breach Notification Law) as well as any other applicable laws that require the notification or individuals in the event of unauthorized release of personally identifiable

information or other event requiring notification. In the event of a breach of any of the Vendor's security obligations or other event requiring notification under applicable law, Vendor agrees to notify the School Board immediately and assume responsibility for informing all such individuals in accordance with applicable law and to indemnify, hold harmless and defend the School Board and its employees from and against any and all claims, damages, or causes of action related to the unauthorized release.

In accordance with applicable state and federal law, Vendor agrees that auditors from any state, federal, or other agency, as well as auditors so designated by the School Board, shall have the option to audit Vendor's service. Records pertaining to the service shall be made available to auditors and the School Board when requested.

Vendor agrees that if the original Contract is tenninated or if the original Contract expires, Vendor shall return all data to the School Board in a useable electronic format. Vendor further agrees to erase, destroy, and render unreadable, all data in its entii·ety in a manner that prevents its physical reconstruction through the use of commonly available file restoration utilities. Vendor shall certify in writing that these actions have been completed within 30 days of the termination of the Contract or within seven (7) days from receipt of any request by the School Board, whichever comes first.

The tenns of this Addendum shall supplement and supersede any conflicting tenns or conditions of the original Cor1tract between the Parties. Subject to the foregoing, the terms of the original Contract shall remain in full force and effect.

VENDOR	ORLEANS PARISH SCHOOL BOARD
[redacted]	[redacted]
Authorized Representative of Vendor	Authorized Representative Signature
Patrice Pujol	H--hd€ V-$ en"\ Le.1..,v \ S) ·:y(:
Authorized Representative Name (Print)	Authorized Representative Name (Print)
NIEI President	Superintendent
Title	Title
7/7/16	7-6-2016
Date	Date

Memorandum of Understanding
between
the National Institute for Excellence in Teaching
and

LA BOLD TIF-5 PARTNER DISTRICT

THIS memorandum of understanding (this "MOU"), dated as of July 5, 2016, is made between the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation *("N!Er'),* and Rapides Parish School System *("Partner"),* with respect to a proprietary comprehensive school reform model, TAP: The System for Teacher and Student Advancement *("TAP System")* and to the individual best practices of TAP as captured within the NIET Educator Effectiveness Best Practices Center *("BPC"),* components which will be funded through a federal Teacher Incentive Fund ("TIF") grant. NIET and District shall sometimes individually be referred to herein as a "Party," and together shall sometimes collectively be referred to herein as the "Parties."

RECITALS

A. NIET will assist schools in the Partner location with implementation of the NIET Educator Effectiveness Best Practices, including the NIET/TAP Teaching Standards Rubric and/or the TAP System by (i) granting access to NIET's TAP System Training Portal and human capital and data management system (Comprehensive Online Data Entry - CODE) and (ii) providing training, support, review and similar services.

B. Partner desires to obtain access and license to such systems and to engage NIET to provide support and technical assistance in order to implement the NIET Best Practices and/or TAP System during the 2016-17schoolyea

AGREEMENT

NOW, THEREFORE, in consideration of the mutual promises and subject to the terms and conditions set forth herein, the parties hereto agree as follows:

I. STATEMENT OF OBJECTIVE.

Administrators and faculty in the participating high-needs schools will implement key NIET Best Practices including, but not limited to: 1) identifying and hiring master and mentor teachers to lead school-based professional development; 2) implementing a system of classroom teacher evaluations based on standards within the NIET/TAP Teaching Standards Rubric; 3) calculating . teacher performance by measuring school- and classroom-value added achievement growth as well as observational scores; and 4) rewarding teachers and principals that demonstrate effectiveness through these multiple measures. Teachers in all schools district-wide will implement the NIET/TAP Teaching Standards Rubric.

II. NIET'S SERVICES.

I. Services. During the Term (as defined below) of this MOU, NIET will provide annual evaluation of each site's TAP System implementation through the TAP School Review process (as applicable to schools implementing full TAP) and, if requested ongoing support and assistance on location at NIET Best Practice

Center schools and/or TAP System schools throughout the academic year (the *"Services"),* as more fully explained in Section II below.

2. License to Online Material. NIET will provide Services in part by granting access to training materials and the Comprehensive Online Data Entry system and the NIET Best Practice Center Training Poral and/or TAP System Training Portal (collectively referred to as the *"Portal").*

a. The Portal is an interactive Web tool that provides individualized BPC and TAP trainings and support. BPC and TAP administrators, mentor and master teachers have real-time access to the latest BPC/TAP trainings that they can download, review and deliver to teachers in order to improve instruction. The Portal includes a Strategies Library; a Video Library; NIET Documents; NIET Training Modules; Summer Institute & Conference Trainings; TAP Evaluation Process templates, research and reports; and TAP Professional Development tools.

b. The Comprehensive Online Data Entry *("CODE")* system is a hosted software solution designed to support the management of educator evaluation data and analysis.

III. **PARTNER RESPONSIBILITIES.**

1. Cooperation. PARTNER will cause its employees and administrators in targeted schools to participate in implementation of the identified NIET Best Practices and/or TAP System in their entirety with the highest level of fidelity as determined by (i) the NIET Leadership Handbook, (ii) the NIET Career Teacher Handbook; if applicable, (iii) the TAP Implementation Manual; and (iv) feedback/guidance from NIET, including the following:

a. Implement the NIET/TAP Teaching Standards Rubric system-wide.

b. Arrange and assist selected administrators, mentor and master teachers to (i) attend all scheduled Educator Effectiveness BPC and/or CORE trainings, and (ii) take the NIET Evaluator Recertification test through the Portal.

c. Arrange and assist with annual School Review for schools implementing full TAP, which measures both the qualitative and quantitative aspects of implementation. The on-site review is approximately four hours and is conducted by NIET and used for feedback and research purposes.

d. Arrange for each campus to subscribe to CODE to store and analyze teacher evaluation scores, including, at a minimum, directing principals to enter teacher evaluation scores, ensure inter-rater reliability, and make informed decisions about teacher support.

e. Commit to hiring effective teachers and administrators as part of the School Leadership team. In addition, the PARTNER agrees to have representation from NIET on the hiring committee for all TAP coordinator positions and anyone on a state or district level team.

f. Staff the NIET BPC and TAP campuses with master and mentor teachers as recommended by NIET, as well as provide salary augmentations and performance-based compensations within the recommended range. For TAP schools, the master and mentor teacher ratios, augmentations, and performance compensation should follow recommendations found in the TAP School Review Rubric. For BPC schools, a minimum of one master and two mentors is required; salary augmentation and performance pay as defined in the proposal.

g. Manage due process issues and adhere to PARTNER policies for teacher evaluation.

h. Send the School Leadership team {or designated representatives) to the NIET National Conference and National TAP Summer Institute ("TS/") on an annual basis.

i. Maintain documentation of NIET Best Practices and TAP System Processes {e.g. leadership team meeting log/agenda; cluster {or PLC) long range plan and meeting log/agenda; evaluation schedule and scores).

j. Agree to provide NIET teacher-, school- and district-level data upon request including, but not limited to, student and teacher demographic data, student achievement outcomes and school report card data.

k. Agree to provide NIET with school-level and aggregate teacher- and student-level data for completing required federal progress reporting.

l. Immediately report to NIET in writing any misdeed, deficiency, or inability to fulfill any PARTNER responsibilities.

2. Fees. Fees for services provided by NIET include:

a. *Personnel Fees and Costs.* As applicable, district shall pay the following fees:

[redacted]

b. *Subscription Fees.* For online services via the Portal, PARTNER shall pay an annual subscription fee for each school that participates in the TAP System, as follows:

[redacted]

The Subscription Fees and Personnel Fees and Costs agreed to pursuant to this Section 3 apply for the Term and may be increased up to 10 percent by NIET in subsequent twelve month periods, with 30 day advance notice to PARTNER.

3. Invoice and Payment. NIET shall invoice PARTNER, and PARTNER shall promptly pay each invoice.

a. The Subscription Fees shall be paid on or before access is provided, and in advance of each subsequent school yea

b. All invoices will be mailed to PARTNER at the following address, unless PARTNER provides a written change of address:

[redacted]
ATIN: **Nason Authement, Superintendent**

IV. SOLE SOURCE PROVIDER OF TAP SYSTEM

NIET serves as the sole source provider for the TAP System, NIET Educator Effectiveness Best Practices Center, and associated products and services. Based on proper review and evaluation of implementation, NIET may determine if a project, school, or district has met the expectations of the BPC and TAP System (based on school review and/or grant requirements as applicable). If NIET deems the Host is not fulfilling the responsibilities and duties outlined above, NIET reserves the right to revoke the use of all NIET copyrighted materials and/or re direct the use of materials, services and support to non-TAP System implementation within the NIET Best Practice Center.

V. ADDITIONAL TERMS.

I. *Term of MOU.* This MOU shall be effective on July 15, 2016, and terminate, except as provided herein, on July 15, 2017 (the *"Term"),* unless renewed in writing for a subsequent twelve month period. NIET or PARTNER may terminate this MOU during the Term by written notice delivered to the addresses set forth besides each Party's signature below 30 days in advance of such early termination. Upon termination hereof, PARTNER shall pay the Personnel Fees and Costs for services rendered and costs incurred, if any, by NIET prior to the date of termination. NIET shall not refund any portion of the Subscriber Fees. The Parties may agree in writing to contract for transition services following such termination. Section IV hereof and the General Terms and Conditions attached hereto shall survive termination or expiration of this MOU.

2. *Sovereign Immunity.* Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of LOCATION, of the staff and employees of PARTNER and NIET.

3. *Dispute Resolution.* The President of NIET or his/her designee, and the authorized agent of PARTNER shall resolve disputes that develop under this MOU.

4. *General Terms and Conditions.* The General Terms and Conditions, attached hereto and initialed by PARTNER are, by reference hereof, made part of this MOU and all references herein to "this MOU" shall be deemed to refer to this MOU and the General Terms and Conditions together.

5. *Entire Agreement.* This MOU and the General Terms and Conditions contain all of the agreement between the Parties with respect to the matters contained herein and no prior agreement or understanding pertaining to any such matters shall be effective for any purpose.

6. *Amendments.* This MOU may not be amended, modified or changed, nor shall any waiver of any provision hereof be effective, except by an instrument in writing and signed by each of the Parties.

7. *Counterparts.* This MOU may be executed in counterparts, each of which shall constitute an original, but all of which together shall constitute one and the same instrument. Electronic signatures, including electronic counterparts, shall be recognized and deemed as an original signature to this MOU.

IN WITNESS WHEREOF, for adequate consideration and intending to be legally bound, the Parties hereto have caused this MOU to be executed by their duly authorized representatives.

[redacted]

Title: S perintendent

7 *LS* f *I<c,*

Date / I

FOR [redacted]

Name: Patrice Pujol

Title: NIET President

7/7/16

Date

Memorandum of Understanding
between
the National Institute for Excellence in Teaching
and

LA BOLD TIF-5 PARTNER DISTRICT

THIS memorandum of understanding (this "MOU"), dated as of July 5, 2016, is made between the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation *("NIET'),* and St. John Parish School System *("Partner"),* with respect to a proprietary comprehensive school reform model, TAP: The System for Teacher and Student Advancement *("TAP System")* and to the individual best practices of TAP as captured within the NIET Educator Effectiveness Best Practices Center ("BPC"), components which will be funded through a federal Teacher Incentive Fund *("TIF")* grant. NIET and District shall sometimes individually be referred to herein as a "Party," and together shall sometimes collectively be referred to herein as the "Parties."

RECITALS

A. NIET will assist schools in the Partner location with implementation of the NIET Educator Effectiveness Best Practices, including the NIET/TAP Teaching Standards Rubric and/or the TAP System by (i) granting access to NIET's TAP System Training Portal and human capital and data management system (Comprehensive Online Data Entry - CODE) and (ii) providing training, support, review and similar services.

B. Partner desires to obtain access and license to such systems and to engage NIET to provide support and technical assistance in order to implement the NIET Best Practices and/or TAP System during the 2016-17 school year.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual promises and subject to the terms and conditions set forth herein, the parties hereto agree as follows:

I. STATEMENT OF OBJECTIVE.

Administrators and faculty in the participating high-needs schools will implement key NIET Best Practices including, but not limited to: 1) identifying and hiring master and mentor teachers to lead school-based professional development; 2) implementing a system of classroom teacher evaluations based on standards within the NIET/TAP Teaching Standards Rubric; 3) calculating teacher performance by measuring school- and classroom-value added achievement growth as well as observational scores; and 4) rewarding teachers and principals that demonstrate effectiveness through these multiple measures. Teachers in all schools district-wide will implement the NIET/TAP Teaching Standards Rubric.

II. NIET'S SERVICES.

1. Services. During the Term (as defined below) of this MOU, NIET will provide annual evaluation of each site's TAP System implementation through the TAP School Review process (as applicable to schools implementing full TAP) and, if requested ongoing support and assistance on location at NIET Best Practice

Center schools and/or TAP System schools throughout the academic year (the *"Services"),* as more fully explained in Section II below.

2. License to Online Material. NIET will provide Services in part by granting access to training materials and the Comprehensive Online Data Entry system and the NIET Best Practice Center Training Portal and/or TAP System Training Portal (collectively referred to as the *"Portal").*

a. The Portal is an interactive Web tool that provides individualized BPC and TAP trainings and support. BPC and TAP administrators, mentor and master teachers have real-time access to the latest BPC/TAP trainings that they can download, review and deliver to teachers in order to improve instruction. The Portal includes a Strategies Library; a Video Library; NIET Documents; NIET Training Modules; Summer Institute & Conference Trainings; TAP Evaluation Process templates, research and reports; and TAP Professional Development tools.

b. The Comprehensive Online Data Entry *("CODE")* system is a hosted software solution designed to support the management of educator evaluation data and analysis.

III. PARTNER RESPONSIBILITIES.

1. Cooperation. PARTNER will cause its employees and administrators in targeted schools to participate in implementation of the identified NIET Best Practices and/or TAP System in their entirety with the highest level of fidelity as determined by (i) the NIET Leadership Handbook, (ii) the NIET Career Teacher Handbook; if applicable, (iii) the TAP Implementation Manual; and (iv) feedback/guidance from NIET, including the following:

a. Implement the NIET/TAP Teaching Standards Rubric system-wide.

b. Arrange and assist selected administrators, mentor and master teachers to (i) attend all scheduled Educator Effectiveness BPC and/or CORE trainings, and (ii) take the NIET Evaluator Recertification test through the Portal.

c. Arrange and assist with annual School Review for schools implementing full TAP, which measures both the qualitative and quantitative aspects of implementation. The on-site review is approximately four hours and is conducted by NIET and used for feedback and research purposes.

d. Arrange for each campus to subscribe to CODE to store and analyze teacher evaluation scores, including, at a minimum, directing principals to enter teacher evaluation scores, ensure inter-rater reliability, and make informed decisions about teacher support.

e. Commit to hiring effective teachers and administrators as part of the School Leadership team. In addition, the PARTNER agrees to have representation from NIET on the hiring committee for all TAP coordinator positions and anyone on a state or district level team.

f. Staff the NIET BPC and TAP campuses with master and mentor teachers as recommended by NIET, as well as provide salary augmentations and performance-based compensations within the recommended range. For TAP schools, the master and mentor teacher ratios, augmentations, and performance compensation should follow recommendations found in the TAP School Review Rubric. For BPC schools, a minimum of one master and two mentors is required; salary augmentation and performance pay as defined in the proposal.

g. Manage due process issues and adhere to PARTNER policies for teacher evaluation.

h. Send the School Leadership team (or designated representatives) to the NIET National Conference and National TAP Summer Institute *("TS/"}* on an annual basis.

i. Maintain documentation of NIET Best Practices and TAP System Processes (e.g. leadership team meeting log/agenda; cluster (or PLC} long range plan and meeting log/agenda; evaluation schedule andscores).

j. Agree to provide NIETteacher-, school- and district-level data upon request including, but not limited to, student and teacher demographic data, student achievement outcomes and school report card data.

k. Agree to provide NIET with school-level and aggregate teacher- and student-level data for completing required federal progress reporting.

l. Immediately report to NIET in writing any misdeed, deficiency, or inability to fulfill any PARTNER responsibilities.

2. Fees. Fees for services provided by NIET include:

a. *Personnel Fees and Costs.* As applicable, district shall pay the following fees:

[redacted]

b. *Subscription Fees.* For online services via the Portal, PARTNER shall pay an annual subscription fee for each school that participates in the TAP System, as follows:

[redacted]

The Subscription Fees and Personnel Fees and Costs agreed to pursuant to this Section 3 apply for the Term and may be increased up to 10 percent by NIET in subsequent twelve month periods, with 30 day advance notice to PARTNER.

3. Invoice and Payment. NIET shall invoice PARTNER, and PARTNER shall promptly pay each invoice.

a. The Subscription Fees shall be paid on or before access is provided, and in advance of each subsequent school year.

b. All invoices will be mailed to PARTNER at the following address, unless PARTNER provides a written change of address:

[redacted]

Attn: Dr. Quentina Timoll

IV. SOLE SOURCE PROVIDER OF TAP SYSTEM

NIET serves as the sole source provider for the TAP System, NIET Educator Effectiveness Best Practices Center, and associated products and services. Based on proper review and evaluation of implementation, NIET may determine if a project, school, or district has met the expectations of the BPC and TAP System (based on school review and/or grant requirements as applicable). If NIET deems the Host is not fulfilling the responsibilities and duties outlined above, NIET reserves the right to revoke the use of all NIET copyrighted materials and/or re direct the use of materials, services and support to non-TAP System implementation within the NIET Best Practice Center.

V. ADDITIONAL TERMS.

1. *Term of MOU.* This MOU shall be effective on July 15, 2016, and terminate, except as provided herein, on July 15, 2017 (the *"Term"),* unless renewed in writing for a subsequent twelve month period. NIET or PARTNER may terminate this MOU during the Term by written notice delivered to the addresses set forth besides each Party's signature below 30 days in advance of such early termination. Upon termination hereof, PARTNER shall pay the Personnel Fees and Costs for services rendered and costs incurred, if any, by NIET prior to the date of termination. NIET shall not refund any portion of the Subscriber Fees. The Parties may agree in writing to contract for transition services following such termination. Section IV hereof and the General Terms and Conditions attached hereto shall survive termination or expiration of this MOU.

2. *Sovereign Immunity.* Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of LOCATION, of the staff and employees of PARTNER and NIET.

3. *Dispute Resolution.* The President of NIET or his/her designee, and the authorized agent of PARTNER shall resolve disputes that develop under this MOU.

4. *General Terms and Conditions.* The General Terms and Conditions, attached hereto and initialed by PARTNER are, by reference hereof, made part of this MOU and all references herein to "this MOU" shall be deemed to refer to this MOU and the General Terms and Conditions together.

5. *Entire Agreement.* This MOU and the General Terms and Conditions contain all of the agreement between the Parties with respect to the matters contained herein and no prior agreement or understanding pertaining to any such matters shall be effective for any purpose.

6. *Amendments.* This MOU may not be amended, modified or changed, nor shall any waiver of any provision hereof be effective, except by an instrument in writing and signed by each of the Parties.

7. *Counterparts.* This MOU may be executed in counterparts, each of which shall constitute an original, but all of which together shall constitute one and the same instrument. Electronic signatures, including electronic counterparts, shall be recognized and deemed as an original signature to this MOU.

IN WITNESS WHEREOF, for adequate consideration and intending to be legally bound, the Parties hereto have caused this MOU to be executed by their duly authorized representatives.

[redacted]

Title: Superintendent

June 30, 2016

Date

[redacted]

Title: NIET President

7/7/16

Date

GENERAL TERMS AND CONDITIONS

These General Terms and Conditions ("General Terms and Conditions") are applicable to any Services (as defined below) provided by the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation ("NIET") as retained and subscribed pursuant to the "Memorandum of Understanding" ("MOU", and together with these General Terms and Conditions, the "Agreement") by the party identified therein as District ("Client").

1. THE SERVICES

a. Provision of the Services. Pursuant to the MOU, NIET has agreed to provide Client with training related services as more particularly described in the MOU, (the "Services"). The Services may be provided to Client in person by NIET personnel, by granting access to NIET's Best Practices Center Training Portal and Comprehensive Online Data Entry systems (collectively referred to herein as the "Portal"), or as more fully set forth in the MOU. All references herein to "Client" shall refer to Client and its affiliates that are receiving the Services pursuant hereto. Certain Services are available only for as long as clients meet NIET's eligibility requirements and require execution of additional forms *(e.g.* website Terms of Use)).

b. Performance Standard. NIET will perform the Services in a professional manner, using personnel having a level of skill in the area commensurate with the requirements of the Services to be performed. NIET shall use commercially reasonable efforts to maintain the timeliness of the transmission of the Services.

c. Use of Services. Client agrees that (i) it will not knowingly use the Services in contravention of any laws or regulations, (ii) it will use the Services in accordance with the instructions and reasonable policies established by NIET from time to time and communicated to Client and (iii) it will use the Services only for internal training purposes. Client will not provide, directly or indirectly, any of the Services or any portion thereof to any third-party.

d. Client Responsible for Compliance with Laws. Client (and not NIET) will be responsible (i) for compliance by Client with all laws and governmental regulations affecting its employees (including labor regulations (e.g., time and attendance) and collective bargaining agreements, and (ii) for any use Client may make of the Services to assist in complying with laws and governmental regulations, including qualifying for and obtaining grants or complying with any related audits.

e. Web-Based Services. Client understands that a portion of the Services supplied by NIET hereunder are delivered over the Internet and the reliability of the Internet is beyond the reasonable control of NIET. Therefore, although NIET makes reasonable efforts to ensure the accuracy and reliability of such Services, neither NIET nor any third party supplier guarantees such accuracy or reliability, and client acknowledges that NIET, its employees, agents, contractors, sub-contractors and other third party suppliers will not be held liable for any damages suffered or incurred by Client or any other person or entity arising out of (a) any fault, interruption or delay in any service supplied to client, (b) out of any inaccuracy, error or omission in any Service supplied to client, (c) any loss of data, or (d) any reliance upon any Service supplied to Client however such faults, interruptions, delays, inaccuracies, errors or omissions arise, unless due to NIET's gross negligence or willful misconduct.

2. FEES; TAXES

a. Fees. Client shall pay NIET for the Services in the amount and at the time set forth in the MOU. Client will pay all invoices, if any, in full within thirty (30) days of invoice date. If Client fails to pay any amount due hereunder, whether by acceleration or otherwise, Client, on written demand, shall pay interest at the rate of 1.5% (or the maximum allowed by law if less) on such past due amount from the due date thereof until the payment date. Client shall reimburse NIET for any expenses incurred, including interest and reasonable attorney fees, in collecting amounts due NIET hereunder.

b. Taxes. There shall be added to all payments hereunder amounts equal to any applicable sales or use taxes levied or based on this Agreement, unless Client provides the appropriate proof of exemption.

3. DISCLAIMER OF WARRANTIES

EXCEPT AS EXPRESSLY SET FORTH IN THIS AGREEMENT, NIET EXPRESSLY DISCLAIMS ALL EXPRESS AND IMPLIED WARRANTIES, INCLUDING ANY IMPLIED WARRANTIES OF MERCHANTABILITY, TITLE, ACCURACY, INTEGRATION

OR FITNESS FOR A PARTICULAR PURPOSE, NON-INFRINGEMENT, NON-INTERRUPTION OF USE, AND FREEDOM FROM PROGRAM ERRORS WITH RESPECT TO THE SERVICES, THE NIET PRODUCTS, ANY CUSTOM PROGRAMS CREATED BY NIET OR ANY THIRD-PARTY SOFTWARE DELIVERED BY NIET.

4. INTELLECTUAL PROPERTY

a. Ownership of Proprietary Rights. All software applications and related documentation made available, directly or indirectly, by NIET to Client, including without limitation the Portal and all manuals, reports, studies and similar material created by NIET, as part of the Services (collectively, the "NIET Products") are the exclusive property of NIET or the third parties from whom NIET has secured the rights to such NIET Product. All rights, title and interest in or to any copyright, trademark, service mark and other proprietary right relating to the NIET Products and the related logos, product names, etc. are reserved. The use of any software included in, or supplied by NIET for use with, the NIET Products, shall be governed by the license agreement (whether written, shrink-wrapped or on-line) delivered with such software. Neither Client nor any recipient shall: (i) alter or remove from any NIET Product or associated documentation any proprietary, copyright, trademark or trade secret legend, or (ii) attempt to decompile, disassemble or reverse engineer the NIET Product or other confidential and proprietary information.

b. Use of Proprietary Rights You are authorized to use the NIET Products only for the purposes described in the MOU. You agree that you will not use, copy, reproduce, republish, upload, post, publicly display, transmit or distribute the NIET Products in any way whatsoever except in compliance with the MOU and these General Terms and Conditions. You agree not to modify, rent, lease, loan, sell, distribute, or create derivative works based on the NIET Products in any manner.

c. NIET Infringement Indemnity. NIET will defend Client in any suit or cause of action alleging that the NIET Products, as provided by NIET and used in accordance with the terms of this Agreement, infringe upon any United States copyright, trade secret, or other proprietary right of a third party. NIET will pay damages assessed, including reasonable attorneys' fees, against Client in any such suit or cause of action, provided that, (i) NIET is promptly notified in writing of such a suit or cause of action, (ii) NIET controls any negotiations or defense and Client assists NIET as reasonably required by NIET, and (iii) Client takes all reasonable steps to mitigate any potential damages that may result. The foregoing infringement indemnity will not apply and NIET will not be liable for any damages assessed in any suit or cause of action whereby Client is required to indemnify NIET pursuant to Section 4.c. below. If any NIET Product is held or believed to infringe on any third-party's intellectual property rights, NIET may, in its sole discretion, (a) modify the NIET Product to be non-infringing, (b) obtain for Client a license to continue using such NIET Product, or (c) if neither (a) nor (b) are practical, terminate this Agreement as to the infringing NIET Product and return to Client any unearned fees paid by Client to NIET in advance. This section 4.b. states NIET's entire liability and Client's exclusive remedies for infringement of intellectual property rights of any kind.

d. Client Infringement Indemnity. To the extent permitted by State law, Client will defend NIET against, and pay damages assessed in, any suit or cause of action alleging that the NIET Products infringe upon any United States copyright, trade secret, or other proprietary right of a third party, to the extent that any such suit or cause of action results from (i) any alteration, change, modification and /or enhancement of the NIET Products made by Client or any third party on behalf of Client without NIET's express permission; (ii) Client's use of the NIET Products in combination with any hardware, software or other materials not expressly authorized by NIET, or use of other than the most current release of the NIET Products that results in a claim or action for infringement that could have been avoided by use of the current release, (iii) use of the NIET Products after Client has been notified that the NIET Products infringe upon the intellectual property rights of a third party, or (iv) use by Client of unmodified NIET Products after Client has been informed of modifications that would avoid claims of infringement.

5. GENERAL PROVISIONS.

a. Protection of Client Files. NIET will take reasonable precautions to prevent the loss of or alteration to Client's data files in NIET's possession, but NIET does not undertake to guarantee against any such loss or alteration. NIET will maintain a record retention policy and may from time to time, in its sole discretion, modify or amend such policy. However, NIET is not and will not be, Client's official record keeper. Accordingly, Client will, to the

extent it deems necessary, keep copies of all source documents of the information delivered to NIET.

b. Confidential Information. All Confidential Information disclosed hereunder will remain the exclusive and confidential property of the disclosing party. The receiving party will not disclose the confidential information of the disclosing party and will use at least the same degree of care, discretion and diligence in protecting the Confidential Information of the disclosing party as it uses with respect to its own confidential information. The receiving party will limit access to Confidential Information to its employees and authorized agents with a need to know and will instruct such persons to keep such information confidential. Notwithstanding the foregoing, (i) NEIT may use information collected in the Portal for its noncommercial research purposes and (ii) the receiving party may disclose Confidential Information to the extent necessary to comply with any law, rule, regulation or ruling applicable to it and to the extent necessary to enforce its rights under this Agreement.

6. LIMITATION OF LIABILITY

This Section 6 sets forth the full extent of NIET's liability for damages resulting from this Agreement or the Services rendered or to be rendered hereunder, regardless of the form in which such liability or claim for damages may be asserted, and sets forth the full extent of Client's remedies. Each of NIET and Client acknowledge that the Fees for the Services to be provided hereunder reflect the allocation of risk set forth in this Section 6.

a. Client Responsibility. Client will be responsible for (i) the consequences of any instructions Client may give to NIET, (ii) Client's failure to use the Services in the manner prescribed by NIET, and (iii) Client's failure to supply accurate and timely information.

b. Errors and Omissions. NIET's sole liability to Client or any third party for claims of any type or character arising from errors or omissions in the Services that are caused by NIET shall be to correct the affected Client study, report or material, as the case may be. Upon the request of Client, NIET will correct any error or omission made by NIET in connection with the Services at no additional charge to Client.

c. Limit on Monetary Damages. Notwithstanding anything to the contrary contained in this agreement (other than and subject to its indemnity obligations pursuant to Section 4B above), NIET's liability under this Agreement for damages (monetary or otherwise) under any circumstances for claims of any type or character made by Client or any third party arising from or related to the Services will be limited in each instance to the lesser of (i) the amount of actual damages incurred by Client or, (ii) NIET's charges for the affected Services; provided however, that NIET's aggregate liability hereunder in any calendar year will not exceed the Fees collected by NIET during the previous twelve (12) months. NIET will issue Client a credit(s) equal to the applicable amount and any such credit(s) will be applied against future Services. The foregoing limitation shall not apply to actual damages incurred by Client as a direct result of the criminal or fraudulent acts of NIET or any of its employees.

d. No Consequential Damages. NEITHER NIH NOR CLIENT WILL BE RESPONSIBLE FOR SPECIAL, INDIRECT, INCIDENTAL, CONSEQUENTIAL, OR OTHER SIMILAR DAMAGES THAT THE OTHER PARTY MAY INCUR OR EXPERIENCE IN CONNECTION WITH THIS AGREEMENT OR THE SERVICES, HOWEVER CAUSED AND UNDER WHATEVER THEORY OF LIABILITY, EVEN IS SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

7. TERMANDTERMINATION

a. Term. NIET or Client may terminate the MOU as provided therein. The Terms of this General Terms and Conditions shall survive the termination of the MOU, as applicable.

b. Post-Termination Services. If the parties agree to any post termination services, such as transition services, the Agreement shall continue to with respect to such Services to the extent not expressly contradicted by any such post-termination agreement.

c. Post-Termination Data. If requested by Client within 6 months of the termination of the MOU, NIET shall deliver CODE reports to Client in, at NIET's election, an Excel or .pdf format. Client may request within 6 months of the termination of the MOU CODE reports in another format, or raw data, and NIET will attempt to accommodate Client at a fee to be mutually agreed upon by the parties.

8. GENERAL

a. Assignment. Neither party may assign this Agreement without the prior written consent of the other.

b. Inducement. Client has not been induced to enter into this Agreement by any representation or warranty not set forth in this Agreement. This Agreement contains the entire agreement of the parties with respect to its subject

matter. This Agreement shall not be modified except by a writing signed by NIET and Client.

c. Independent Contractor Status. Each party and its people are independent contractors in relation to the other party with respect to all matters arising under this Agreement. Nothing herein shall be deemed to establish a partnership, joint venture, association or employment relationship between the parties.

d. Third Party Beneficiaries. Nothing in this Agreement creates, or will be deemed to create, third party beneficiaries of or under this Agreement, NIET has no obligation to any third party by virtue of this Agreement.

e. Force Majeure. Any party hereto will be excused from performance under this Agreement for any period of time that the party is prevented from performing its obligations hereunder as a result of an act of God, war, earthquake, civil disobedience, court order, labor dispute, or other cause beyond the party's reasonable control.

f. Governing Law. This Agreement shall be governed, construed, and enforced according to the laws of the State of Texas, without giving effect to principles of conflicts of laws.

g. Notices. Notices sent to either party shall be effective when delivered in person or transmitted by fax machine, one (1) day after being sent by overnight courier, or two (2) days after being sent by first class mail postage prepaid, to the address or fax number, as the case may be, set forth in the MOU. A facsimile of this Agreement and notices generated in good form by a fax machine (as well as a photocopy thereof) shall be treated as "original" documents admissible into evidence unless a document's authenticity is genuinely placed in question.

Memorandum of Understanding
between
the National Institute for Excellence in Teaching
and

LA BOLD TIF-5 PARTNER DISTRICT

THIS memorandum of understanding (this *"MOU"),* dated as of July 5, 2016, is made between the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation *("NIET'),* and_ Algiers Charter School Association *("Partner"),* with respect to a proprietary comprehensive school reform model, TAP: The System for Teacher and Student Advancement *("TAP System")* and to the individual best practices of TAP as captured within the NIET Educator Effectiveness Best Practices Center *("BPC'),* components which will be funded through a federal Teacher Incentive Fund *("TIP')* grant. NIET and District shall sometimes individually be referred to herein as a "Party," and together shall sometimes collectively be referred to herein as the "Parties."

RECITALS

A. NIET will assist schools in the Partner location with implementation of the NIET Educator Effectiveness Best Practices, including the NIET/TAP Teaching Standards Rubric and/or the TAP System by (i) granting access to NIET's TAP System Training Portal and human capital and data management system (Comprehensive Online Data Entry - CODE) and (ii) providing training, support, review and similar services.

B. Partner desires to obtain access and license to such systems and to engage NIET to provide support and technical assistance in order to implement the NIET Best Practices and/or TAP System during the 2016-17 school year.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual promises and subject to the terms and conditions set forth herein, the parties hereto agree as follows:

I. STATEMENT OF OBJECTIVE.

Administrators and faculty in the participating high-needs schools will implement key NIET Best Practices including, but not limited to: 1) identifying and hiring master and mentor teachers to lead school-based professional development; 2) implementing a system of classroom teacher evaluations based on standards within the NIET/TAP Teaching Standards Rubric; 3) calculating teacher performance by measuring school- and classroom-value added achievement growth as well as observational scores; and 4) rewarding teachers and principals that demonstrate effectiveness through these multiple measures. Teachers in all schools district-wide will implement the NIET/TAP Teaching Standards Rubric.

II. NIET'S SERVICES.

I. Services. During the Term (as defined below) of this MOU, NIET will provide annual evaluation of each site's TAP System implementation through the TAP School Review process (as applicable to schools implementing full TAP) and, if requested ongoing support and assistance on location at NIET Best Practice

Center schools and/or TAP System schools throughout the academic year (the *"Services"),* as more fully explained in Section II below.

2. License to Online Material. NIET will provide Services in part by granting access to training materials and the Comprehensive Online Data Entry system and the NIET Best Practice Center Training Poral and/or TAP System Training Portal (collectively referred to as the *"Portal").*

a. The Portal is an interactive Web tool that provides individualized BPC and TAP trainings and support. BPC and TAP administrators, mentor and master teachers have real-time access to the latest BPC/TAP trainings that they can download, review and deliver to teachers in order to improve instruction. The Portal includes a Strategies Library; a Video Library; NIET Documents; NIH Training Modules; Summer Institute & Conference Trainings; TAP Evaluation Process templates, research and reports; and TAP Professional Development tools.

b. The Comprehensive Online Data Entry ("CODE") system is a hosted software solution designed to support the management of educator evaluation data and analysis.

III. **PARTNER RESPONSIBILITIES.**

1. Cooperation. PARTNER will cause its employees and administrators in targeted schools to participate in implementation of the identified NIET Best Practices and/or TAP System in their entirety with the highest level of fidelity as determined by {i) the NIET Leadership Handbook, (ii) the NIET Career Teacher Handbook; if applicable, (iii) the TAP Implementation Manual; and (iv) feedback/guidance from NIET, including the following:

a. Implement the NIET/TAP Teaching Standards Rubric system-wide.

b. Arrange and assist selected administrators, mentor and master teachers to (i) attend all scheduled Educator Effectiveness BPC and/or CORE trainings, and (ii) take the NIET Evaluator Recertification test through the Portal.

c. Arrange and assist with annual School Review for schools implementing full TAP, which measures both the qualitative and quantitative aspects of implementation. The on-site review is approximately four hours and is conducted by NIET and used for feedback and research purposes.

d. Arrange for each campus to subscribe to CODE to store and analyze teacher evaluation scores, including, at a minimum, directing principals to enter teacher evaluation scores, ensure inter-rater reliability, and make informed decisions about teacher support.

e. Commit to hiring effective teachers and administrators as part of the School Leadership team. In addition, the PARTNER agrees to have representation from NIET on the hiring committee for all TAP coordinator positions and anyone on a state or district level team.

f. Staff the NIET BPC and TAP campuses with master and mentor teachers as recommended by NIET, as well as provide salary augmentations and performance-based compensations within the recommended range. For TAP schools, the master and mentor teacher ratios, augmentations, and performance compensation should follow recommendations found in the TAP School Review Rubric. For BPC schools, a minimum of one master and two mentors is required; salary augmentation and performance pay as defined in the proposal.

g. Manage due process issues and adhere to PARTNER policies for teacher evaluation.

h. Send the School Leadership team (or designated representatives) to the NIET National Conference and National TAP Summer Institute ("TS/") on an annual basis.

I. Maintain documentation of NJET Best Practices and TAP System Processes (e.g. leadership team meeting log/agenda; cluster (or PLC) long range plan and meeting log/agenda; evaluation schedule and scores).

j. Agree to provide NIET teacher-, school- and district-level data upon request including, but not limited to, student and teacher demographic data, student achievement outcomes and school report card data.

k. Agree to provide NIET with school-level and aggregate teacher- and student-level data for completing required federal progress reporting.

I. Immediately report to NIET in writing any misdeed, deficiency, or inability to fulfill any PARTNER responsibilities.

2. Fees. Fees for services provided by NIET include:

a. *Personnel Fees and Costs.* As applicable, district shall pay the following fees:

[redacted]

b. *Subscription Fees.* For online services via the Portal, PARTNER shall pay an annual subscription fee for each school that participates in the TAP System, as follows:

[redacted]

The Subscription Fees and Personnel Fees and Costs agreed to pursuant to this Section 3 apply for the Term and may be Increased up to 10 percent by NIET in subsequent twelve month periods, with 30 day advance notice to PARTNER.

3. Invoice and Payment. NIET shall invoice PARTNER, and PARTNER shall promptly pay each invoice.

a. The Subscription Fees shall be paid on or before access is provided, and in advance of each subsequent school year.

b. All Invoices will be mailed to PARTNER at the following address, unless PARTNER provides written change of address:

[redacted]

IV. SOLE SOURCE PROVIDER OF TAP SYSTEM

NIET serves as the sole source provider for the TAP System, NIET Educator Effectiveness Best Practices Center, and associated products and services. Based on proper review and evaluation of implementation, NIET may determine if a project, school, or district has met the expectations of the BPC and TAP System (based on school review and/or grant requirements as applicable). If NIET deems the Host is not fulfilling the responsibilities and duties outlined above, NIET reserves the right to revoke the use of all NIET copyrighted materials and/or re direct the use of materials, services and support to non-TAP System implementation within the NIET Best Practice Center.

V. ADDITIONAL TERMS.

1. *Term of MOU.* This MOU shall be effective on July 15, 2016, and terminate, except as provided herein, on July 15, 2017 (the *"Term"),* unless renewed in writing for a subsequent twelve month period. NIET or PARTNER may terminate this MOU during the Term by written notice delivered to the addresses set forth besides each Party's signature below 30 days in advance of such early termination. Upon termination hereof, PARTNER shall pay the Personnel Fees and Costs for services rendered and costs incurred, if any, by NIET prior to the date of termination. NIET shall not refund any portion of the Subscriber Fees. The Parties may agree in writing to contract for transition services following such termination. Section IV hereof and the General Terms and Conditions attached hereto shall survive termination or expiration of this MOU.

2. *Sovereign Immunity.* Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of LOCATION, of the staff and employees of PARTNER and NIET.

3. *Dispute Resolution.* The President of NIET or his/her designee, and the authorized agent of PARTNER shall resolve disputes that develop under this MOU.

4. *General Terms and Conditions.* The General Terms and Conditions, attached hereto and initialed by PARTNER are, by reference hereof, made part of this MOU and all references herein to "this MOU" shall be deemed to refer to this MOU and the General Terms and Conditions together.

5. *Entire Agreement.* This MOU and the General Terms and Conditions contain all of the agreement between the Parties with respect to the matters contained herein and no prior agreement or understanding pertaining to any such matters shall be effective for any purpose.

6. *Amendments.* This MOU may not be amended, modified or changed, nor shall any waiver of any provision hereof be effective, except by an instrument in writing and signed by each of the Parties.

7. *Counterparts.* This MOU may be executed in counterparts, each of which shall constitute an original, but all of which together shall constitute one and the same instrument. Electronic signatures, including electronic counterparts, shall be recognized and deemed as an original signature to this MOU.

IN WITNESS WHEREOF, for adequate consideration and intending to be legally bound, the Parties hereto have caused this MOU to be executed b their dul authorized representatives.

[redacted]

Name: Mrs. Rene Lewis-Carter
Title: Chief Executive Officer
July 7, 2016
Date

FOR [redacted]

Nam[redacted]
Title: NIET President
7/7/16
Date

GENERAL TERMS AND CONDITIONS

These General Terms and Conditions ("General Terms and Conditions") are applicable to any Services (as defined below) provided by the National Institute for Excellence in Teaching, a California nonprofit, public benefit corporation ("NIET") as retained and subscribed pursuant to the "Memorandum of Understanding" ("MOU", and together with these General Terms and Conditions, the "Agreement") by the party identified therein as District ("Client").

1. THE SERVICES

a. Provision of the Services. Pursuant to the MOU, NIET has agreed to provide Client with training related services as more particularly described in the MOU, (the "Services"). The Services may be provided to Client in person by NIET personnel, by granting access to NIET's Best Practices Center Training Portal and Comprehensive Online Data Entry systems (collectively referred to herein as the "Portal"), or as more fully set forth in the MOU. All references herein to "Client" shall refer to Client and its affiliates that are receiving the Services pursuant hereto. Certain Services are available only for as long as clients meet NIET's eligibility requirements and require execution of additional forms *(e.g.* website Terms of Use)}.

b. Performance Standard. NIET will perform the Services in a professional manner, using personnel having a level of skill in the area commensurate with the requirements of the Services to be performed. NIET shall use commercially reasonable efforts to maintain the timeliness of the transmission of the Services.

c. Use of Services. Client agrees that (i) it will not knowingly use the Services in contravention of any laws or regulations, (ii} it will use the Services in accordance with the instructions and reasonable policies established by NIET from time to time and communicated to Client and (iii) it will use the Services only for internal training purposes. Client will not provide, directly or indirectly, any of the Services or any portion thereof to any third-party.

d. Client Responsible for Compliance with Laws. Client (and not NIET) will be responsible (i) for compliance by Client with all laws and governmental regulations affecting its employees (including labor regulations (e.g., time and attendance) and collective bargaining agreements, and (ii) for any use Client may make of the Services to assist in complying with laws and governmental regulations, including qualifying for and obtaining grants or complying with any related audits.

e. Web-Based Services. Client understands that a portion of the Services supplied by NIET hereunder are delivered over the Internet and the reliability of the Internet is beyond the reasonable control of NIET. Therefore, although NIET makes reasonable efforts to ensure the accuracy and reliability of such Services, neither NIET nor any third party supplier guarantees such accuracy or reliability, and client acknowledges that NIET, its employees, agents, contractors, sub-contractors and other third party suppliers will not be held liable for any damages suffered or incurred by Client or any other person or entity arising out of (a) any fault, interruption or delay in any service supplied to client, (b} out of any inaccuracy, error or omission in any Service supplied to client, (c) any loss of data, or (d) any reliance upon any Service supplied to Client however such faults, interruptions, delays, inaccuracies, errors or omissions arise, unless due to NIET's gross negligence or willful misconduct.

2. FEES; TAXES

a. Fees. Client shall pay NIET for the Services in the amount and at the time set forth in the MOU. Client will pay all invoices, if any, in full within thirty (30) days of invoice date. If Client fails to pay any amount due hereunder, whether by acceleration or otherwise, Client, on written demand, shall pay interest at the rate of 1.5% (or the maximum allowed by law if less) on such past due amount from the due date thereof until the payment date. Client shall reimburse NIET for any expenses incurred, including interest and reasonable attorney fees, in collecting amounts due NIET hereunder.

b. Taxes. There shall be added to all payments hereunder amounts equal to any applicable sales or use taxes levied or based on this Agreement, unless Client provides the appropriate proof of exemption.

3. DISCLAIMER OF WARRANTIES

EXCEPT A5 EXPRESSLY SET FORTH IN THIS AGREEMENT, NIET EXPRESSLY DISCLAIMS ALL EXPRESS AND IMPLIED WARRANTIES, INCLUDING ANY IMPLIED WARRANTIES OF MERCHANTAB1LI1Y, TITLE, ACCURACY, INTEGRATION

OR FITNESS FOR A PARTICULAR PURPOSE, NON-INFRINGEMENT, NON-INTERRUPTION OF USE, AND FREEDOM FROM PROGRAM ERRORS WITH RESPECT TO THE SERVICES, THE NIET PRODUCTS, ANY CUSTOM PROGRAMS CREATED BY NIET OR ANY THIRD-PARTY SOFTWARE DELIVERED BY NIET.

4. INTELLECTUAL PROPERTY

a. Ownership of Proprietary Rights. All software applications and related documentation made available, directly or indirectly, by NIET to Client, including without limitation the Portal and all manuals, reports, studies and similar material created by NIET, as part of the Services (collectively, the "NIET Products") are the exclusive property of NIET or the third parties from whom NIET has secured the rights to such NIET Product. All rights, title and interest in or to any copyright, trademark, service mark and other proprietary right relating to the NIET Products and the related logos, product names, etc. are reserved. The use of any software included in, or supplied by NIET for use with, the NIET Products, shall be governed by the license agreement (whether written, shrink-wrapped or on-line) delivered with such software. Neither Client nor any recipient shall: (i) alter or remove from any NIET Product or associated documentation any proprietary, copyright, trademark or trade secret legend, or {ii} attempt to decompile, disassemble or reverse engineer the NIET Product or other confidential and proprietary information.

b. Use of Proprietary Rights You are authorized to use the NIET Products only for the purposes described in the MOU. You agree that you will not use, copy, reproduce, republish, upload, post, publicly display, transmit or distribute the NIET Products in any way whatsoever except in compliance with the MOU and these General Terms and Conditions. You agree not to modify, rent, lease, loan, sell, distribute, or create derivative works based on the NIET Products in any manner.

c. NIH Infringement Indemnity. NIET will defend Client in any suit or cause of action alleging that the NIET Products, as provided by NIET and used in accordance with the terms of this Agreement, infringe upon any United States copyright, trade secret, or other proprietary right of a third party. NIET will pay damages assessed, including reasonable attorneys' fees, against Client in any such suit or cause of action, provided that, (i} NIET is promptly notified in writing of such a suit or cause of action, (ii) NIET controls any negotiations or defense and Client assists NIET as reasonably required by NIET, and (iii) Client takes all reasonable steps to mitigate any potential damages that may result. The foregoing infringement indemnity will not apply and NIET will not be liable for any damages assessed in any suit or cause of action whereby Client is required to indemnify NIET pursuant to Section 4.c. below. If any NIET Product is held or believed to infringe on any third-party's intellectual property rights, NIET may, in its sole discretion, (a} modify the NIET Product to be non-infringing, {b) obtain for Client a license to continue using such NIET Product, or {c} if neither {a) nor {b) are practical, terminate this Agreement as to the infringing NIET Product and return to Client any unearned fees paid by Client to NIET in advance. This section 4.b. states NIET's entire liability and Client's exclusive remedies for infringement of intellectual property rights of any kind.

d. Client Infringement Indemnity. To the extent permitted by State law, Client will defend NIET against, and pay damages assessed in, any suit or cause of action alleging that the NIET Products infringe upon any United States copyright, trade secret, or other proprietary right of a third party, to the extent that any such suit or cause of action results from {i) any alteration, change, modification and /or enhancement of the NIET Products made by Client or any third party on behalf of Client without NIET's express permission; (ii) Client's use of the NIET Products in combination with any hardware, software or other materials not expressly authorized by NIET, or use of other than the most current release of the NIET Products that results in a claim or action for infringement that could have been avoided by use of the current release, (iii) use of the NIET Products after Client has been notified that the NIET Products infringe upon the intellectual property rights of a third party, or (iv) use by Client of unmodified NIET Products after Client has been informed of modifications that would avoid claims of infringement.

5. GENERAL PROVISIONS.

a. Protection of Client Files. NIET will take reasonable precautions to prevent the loss of or alteration to Client's data files in NIET's possession, but NIH does not undertake to guarantee against any such loss or alteration. NIET will maintain a record retention policy and may from time to time, in its sole discretion, modify or amend such policy. However, NIET is not and will not be, Client's official record keeper. Accordingly, Client will, to the

extent it deems necessary, keep copies of all source documents of the information delivered to NIET.

b. Confidential Information. All Confidential Information disclosed hereunder will remain the exclusive and cor1fiderrtial property of the disclosing party. Tile receiving party **wiii** not ciisciose the conficientiai information of the disclosing party and will use at least the same degree of care, discretion and diligence in protecting the Confidential Information of the disclosing party as it uses with respect to its own confidential information. The receiving party will limit access to Confidential Information to its employees and authorized agents with a need to know and will instruct such persons to keep such information confidential. Notwithstanding the foregoing, (i) NEIT may use information collected in the Portal for its noncommercial research purposes and (ii) the receiving party may disclose Confidential Information to the extent necessary to comply with *any* law, rule, regulation or ruling applicable to it and to the extent necessary to enforce its rights under this Agreement.

6. LIMITATION OFLIABILITY

This Section 6 sets forth the full extent of NIET's liability for damages resulting from this Agreement or the Services rendered or to be rendered hereunder, regardless of the form in which such liability or claim for damages may be asserted, and sets forth the full extent of Client's remedies. Each of NIET and Client acknowledge that the Fees for the Services to be provided hereunder reflect the allocation of risk set forth in this Section 6.

a. Client Responsibility. Client will be responsible for (i) the consequences of *any* instructions Client may give to NIET, (ii} Client's failure to use the Services in the manner prescribed by NIET, and (iii) Client's failure to supply accurate and timely information.

b. Errors and Omissions. NIET's sole liability to Client or any third party for claims of any type or character arising from errors or omissions in the Services that are caused by NIET shall be to correct the affected Client study, report or material, as the case may be. Upon the request of Client, NIET will correct any error or omission made by NIET in connection with the Services at no additional charge to Client.

c. Limit on Monetary Damages. Notwithstanding anything to the contrary contained in this agreement (other than and subject to its indemnity obligations pursuant to Section 48 above), NIET's liability under this Agreement for damages (monetary or otherwise) under any circumstances for claims of any type or character made by Client or any third party arising from or related to the Services will be limited in each instance to the lesser of (i) the amount of actual damages incurred by Client or, (ii} N!ET's charges for the affected Services; provided however, that NIET's aggregate liability hereunder in any calendar year will not exceed the Fees collected by NIET during the previous twelve (12) months. NIET will issue Client a credit(s} equal to the applicable amount and any such credit(s) will be applied against future Services. The foregoing limitation shall not apply to actual damages incurred by Client as a direct result of the criminal or fraudulent acts of NIET or any of its employees.

d. No Consequential Damages. NEITHER NIET NOR CLIENT WILL BE RESPONSIBLE FOR SPECIAL, INDIRECT, INCIDENTAL, CONSEQUENTIAL, OR OTHER SIMILAR DAMAGES THAT THE OTHER PARTY MAY INCUR OR EXPERIENCE IN CONNECTION WITH THIS AGREEMENT OR THE SERVICES, HOWEVER CAUSED AND UNDER WHATEVER THEORY OF LIABILITY, EVEN IS SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

7. TERM AND TERMINATION

a. Term. NIET or Client may terminate the MOU as provided therein. The Terms of this General Terms and Conditions shall survive the termination of the MOU, as applicable.

b. Post-Termination Services. If the parties agree to any post termination services, such as transition services, the Agreement shall continue to with respect to such Services to the extent not expressly contradicted by any such post-termination agreement.

c. Post-Termination Data. If requested by Client within 6 months of the termination of the MOU, NIET shall deliver CODE reports to Client in, at NIET's election, an Excel or .pdf format. Client may request within 6 months of the termination of the MOU CODE reports in another format, or raw data, and NIET will attempt to accommodate Client at a fee to be mutually agreed upon by the parties.

8. GENERAL

a. Assignment. Neither party may assign this Agreement without the prior written consent of the other.

b. Inducement. Client has not been induced to enter into this Agreement by any representation or warranty not set forth in this Agreement. This Agreement contains the entire agreement of the parties with respect to its subject

matter. This Agreement shall not be modified except by a writing signed by NIET and Client.

c. Independent Contractor Status. Each party and its people are independent contractors in relation to the other party w:th respect to all matters arising under ihis Agreement. Nothing herein shaii be cieemeci 1:0 es'i:abiish a partnership, joint venture, association or employment relationship between the parties.

d. Third Party Beneficiaries. Nothing in this Agreement creates, or will be deemed to create, third party beneficiaries of or under this Agreement, NIET has no obligation to any third party by virtue of this Agreement.

e. Force Majeure. Any party hereto will be excused from performance under this Agreement for any period of time that the party is prevented from performing its obligations hereunder as a result of an act of God, war, earthquake, civil disobedience, court order, labor dispute, or other cause beyond the party's reasonable control.

f. Governing Law. This Agreement shall be governed, construed, and enforced according to the laws of the State of Texas, without giving effect to principles of conflicts of laws.

g. Notices. Notices sent to either party shall be effective when delivered in person or transmitted by fax machine, one (1} day after being sent by overnight courier, or two (2) days after being sent by first class mail postage prepaid, to the address or fax number, as the case may be, set forth in the MOU. A facsimile of this Agreement and notices generated in good form by a fax machine (as well as a photocopy thereof} shall be treated as "original" documents admissible into evidence unless a document's authenticity is genuinely placed in question.

BILL CASSIDY, M.D.
L0U1Slf1NA

WASHINGTON, OC OFfICE
Sum SH-703
tfAfH SENJ\1£- 0fFICE BUILDING
WN.;11tr,GTON, DC 20510
(202) 224-5824

<]:lnitrd cStatrs cnotr

c.or.1Mint:fS
APPROPRIATIONS
ENERGY AND NATURAL RESOURCES
HEALTH, EDUCATION, LABOR, AND PENSIONS
VETERANS' AFFAIRS
JOINT ECONOMIC COMMITIEE

July 6, 2016

The Honorable John King
Secretary
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-0001

Dear Sec. King:

It has recently come to my attention that the National Institute for Excellence in Teaching (NIET) is applying for funding from the Teach Incentive Fund. They are requesting $55 million over five years to improve classroom instruction via a project entitled "LA BOLD: Louisiana's Building on Leadership Development."

It is my understanding that NIET will partner with Algiers Charter Association, DeSoto Parish School System, East Feliciana Parish School System, Madison Parish School System, Orleans Parish School System, Rapides Parish School System, and St. John the Baptist Parish School System to implement LA BOLD. The grant will allow NIET to provide its results-oriented model of educator development and evaluation to the school systems. The goal is to increase student achievement by increasing the percent of effective teachers and principals in the systems. I understand they will accomplish this through high standards in the recruitment and evaluation of educators as well as providing professional development, career advancement, and incentives.

I am thankful for the U.S. Department of Education's consideration in securing funding for this worthwhile project. I ask that you please keep my office informed on the progress of this proposal as well as when a final decision has been made regarding this grant. Should you hav [redacted] ase feel free to contact Michael Eby in my Baton Rouge Office a

Sincerely,

[redacted]

Bill Cassidy, M.D.
United States Senator

BC\ME

it (;,0 J,.-,.:,-sor; $H!l: tr
Suit 11!),'\
At(YA', ,/:1\, LA 7130t
1:;rn) ,t.!8-717G

5555 Hilton Avenue
Suite 100
81,101: nov:::t, LA 708DB
ins} 92:1-n 11

101 L\ Fkl 1'-!!t,1.u
Su:n 505
LAf-1,YFtH. U\ 705(1/J
13371 :?Gi-1'1tJ:J

1 Lakeshore Drive
Suite 1156
Lake Charles, LA 70629
(337) 261-1400

3421 N. Causeway Boulevard
Suite 204
!,11:1?.,r.;,c LA 70002
(5Q;l) 038-0130

1651 Louisville Avenue
Suite 123
f,11J•,11or. L;\ 7[1201
!31[i) 32·1--211 i

6425 Youree Drive
Suite 415
Shreveport, LA 711
(318) 798-3215

LOUISIANA DEPARTMENT OF EDUCATION

June 27, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

I am writing to express my support for the Teacher Incentive Fund grant application by eight Louisiana districts entitled "LA BOLD" to support the development of effective teachers and principals in partnership with the National Institute for Excellence in Teaching (NIET).

Louisiana has made teacher and school leader effectiveness the centerpiece of our education improvement efforts over a number of years. We have prioritized increasing teacher and school leader effectiveness in our highest need schools, in order to close historic achievement gaps and improve academic outcomes for all students. We have funded new programs to support principal leadership development and new teacher preparation that align with our goal of improving classroom instruction in high need schools. Our state equity plan focuses on the development of more effective new teacher candidates, particularly those entering high need schools. This proposal would help to advance that work by creating structures for continued growth, accountability and career opportunity that are designed to support continuous growth over the course of a teachers' career.

Over the last ten years, a number of districts across the state have worked with the National Institute for Excellence in Teaching and its TAP System for increasing educator effectiveness. NIET's track record of success in supporting high need districts to improve classroom instruction are based on elements that are aligned with our priorities at the state level:

- Putting in place more rigorous requirements for new teacher preparation, and systems for tracking the effectiveness of teachers by program
- Working with school leaders to build distributed leadership structures, and developing teacher leaders to support principals in driving instructional improvement
- Instituting performance based evaluation systems with multiple measures of effectiveness, including student learning
- Building performance measures into compensation systems
- Supporting the development of school based professional learning

Lou,tstG\. G\. Belteves

POST OFFICE BOX 94064 I BATON ROUGE. LA 70B04-9064 J Ul77,453.2721 I WWW.LOUISIANABELIEVES.COM

Given the alignment between our state goals and the work proposed in the LA BOLD proposal, and the track record of success that Louisiana districts have had in partnership with NIET, I strongly support this grant proposal.

Sincerely,

[redacted]

State Superintendent of Education

SENATE
STATE OF **LOUISIANA**

DAN "BLADE" MORRISH
Stole Senotcr
Di,trict 25
119 W, Nezpique Street
Jennings, LA 70546
Photie: (337) 824,3979
Fox: (3371 824-5898

COMMITTEES:
Education, Chairman
Environmental Quality
Insurance
Finance, Interim Member
Select Commiltee on Coastal Restoration
and Flood Conlrol
Select Committee on Hurricane Recovery
Select Committee on Vocational
and Technical Education

The Honorable Jolm King, Jr.
Secretary of Education
United States Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July7,2016

Dear Secretary King:

I am writing in support of the application from eight Louisiana school districts, "LA BOLD", submitted for consideration of a Teacher Incentive Fund grant. Jf received, the TIF grant funds will be used by the patiicipating districts, in partnership with the National Institute for Excellence in Teaching (NIET), to supporl the development of effective teachers and principals and to improve the effectiveness of existing and prospective teachers.

Louisiana is a high poverty state with a critical need to recruit and retain effective teachers and principals, especially in our districts with large numbers of high poverty, low-performing schools and students who need extra assistance. The research clearly shows the impact the teacher has on student academic achievement and increasing teacher and principal effectiveness is essential to improving student learning and closing achievement gaps among our students. I believe receipt of a TIF grant will greatly assist our local efforts to put an effective educator in the classrooms most in need.

The eight high-need districts submitting the LA BOLD grant proposal are working together to align their efforts with state priorities and have an excellent patiner in NIET, which has a proven record of success in building educator effectiveness. As chairman of the Education Committee of the Louisiana State Senate, I believe receipt of a TIF grant could provide the opportunity to improve educator effectiveness and student achievement, first in the LA BOLD districts, and then expand in a manner to have a statewide impact.

I trust you will give the LA BOLD grant proposal every consideration.

Sincerely,

[redacted]

Dan "Blade" Morrish
Chairman, Senate Committee on Education

LOUISIANA HOUSE OF REPRESENTATIVES

Nancy Landry
Chairman

Edward J. Price
Vice Chairman

Committee on Education
P.O. Box 44486, Baton Rouge, LA 70804-4486
(225) 342-2408
Fax: (225) 342-2392

July 8, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

As an elected representative and chairman of the House Education Committee, I am writing to express my support for the Teacher Incentive Fund grant application by eight Louisiana districts entitled "LA BOLD" to support the development of effective teachers and principals and to improve teacher effectiveness an1ong existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I am very supportive of these districts' vision for improvement and the plan to use grant funds to accelerate efforts to prioritize great classroom teaching and student achievement in high poverty schools. I would also call to your attention that these districts are finding ways to work together to align their goals with state priorities and are partnering with a national nonprofit organization with a record of success in building educator effectiveness. Louisiana benefits when we find ways to advance and sustain this important work together, with the opportunity to have a broad statewide impact.

The LA BOLD grant proposal submitted by these high-need Louisiana districts will enable our state to continue its leadership role in prioritizing education as a key lever for economic and community development and in creating life opportunities for young people.

Sincerely, [redacted]

Nancy Landry

ASSOCIATED PROFESSIONAL EDUCATORS OF LOUISIANA

June 28, 2016

Dear Secretary King,

As the Executive Director of A+PEL, one of the oldest and largest independent teacher associations in the nation, I am writing to express my support for the Teacher Incentive Fund grant application by eight Louisiana districts entitled "LA BOLD" to suppo1t the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in prutnership with the National Institute for Excellence in Teaching (NIET). The "LA BOLD" grru1t proposal by eight high need Louisiana districts will enable our state to continue its leadership role in prioritizing education as a key lever for economic ru1d community development ru1d in creating life opportunities for young people.

We need effective teachers who are ready on "Day One" of the classroom. The "LA BOLD" initiative, involving innovative leaders such as Dr. Patrice Pujol, will be instrumental in supporting educators. Not only is it importru1t for each student to have an effective teacher, but I was most impressed to see that "LA BOLD" plans on specifically targeting our highest need schools.

Thank you for your consideration of this letter in support of "LA BOLD".

Sincerely,

[redacted]

Dr. Keith Courville Ed.S., Ph.D.
Executive Director
Associated Professional Educators of Louisiru1a

WWW.APELEDUCATORS.ORG
7907 WRENWOOD BLVD. STE. B. BATON ROUGE, LA 70809
(225) 769 - 4005
Fax: (225) 766 – 5053

CABL

P.O. Box 4308
BATON ROUGE. LOUISIANA 70821
(225) 344·2225 FAX(225) 338·9470
COUNCIL FOR A BETTER LOUISIANA
WWW.CABL.ORG

June 28, 2016

The Honorable John King, Jr.
Secretary of Education, U.S.D.O.E.
400 Mmyland Avenue, S.W
Washington, D.C. 20202-5900

Dear Secretary King:

On behalf of the Council for a Better Louisiana (CABL), I am writing to express our support of the multi-year initiative, entitled "LA BOLD," to improve teaching practices in Louisiana. Eight Louisiana districts have come together under this proposed effort and seek grant support through the *Teacher Incentive Fund.* Their goal is to help develop strong teachers and principals and directly improve instructional effectiveness for existing and future classroom teachers.

CABL is especially suppo1iive of the joint plan of these districts to accelerate efforts to increase high-quality classroom teaching and student achievement because of its focus in high poverty schools where many students still lag academically. It is also imp01iant to note that these districts are collaborating on ways to align their goals with state priorities and are pminering with the National Institute of Excellence in Teaching (NIET) which has a record of success in building educator effectiveness. Our most at-risk students will benefit when these educators work together to adopt teaching strategies that have been shown to work in other similar schools.

For nearly 55 years, as a non-pmiisan citizen/business research and policy organization, CABL has promoted ideas for the betterment of our state's people, focusing on education, fiscal policy, poverty, workforce, economic growth, and civic engagement. We actively support sound policy ideas, best practices and innovation. While Louisiana is rich in cultural and natural assets with a dynamic economy, poverty and joblessness persist in ce1iain areas. For too long, strong instruction, varied strategies, resources, and high expectations were lacking for significant numbers of children, especially in areas of poverty. Thankfully, our state has adopted policies designed to help students achieve more, including: rigorous content standards, interventions for low-performing schools and students, quality instruction and leadership, PreK, and early stmi to college and careers.

However, increasing effective teaching, especially in high-poverty schools, continues to be a critical need in many areas of the state. Please give consideration to the "LA Bold" grant proposal through TIF so efforts to develop more teachers and principals can be accelerated for the benefit of students most in need.

Sincerely,

[redacted]

Stephanie Desselle, Senior Vice President

FO BDX 802f)2
l{A10/ fWUGC L,\ 'i0ttl8 026:3

LABI . Louisiana Association
OF BUSINESS AND INDUSTRY

www.l.illi.org

225 928.5388
225 929.6054

June 29, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

As a Louisiana business representative, I am writing to express my support for theTeacher Incentive Fund grant application being submitted by eight Louisiana school districts entitled 11 LA OLD/' The purpose of the application is to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our state's teachers and principals is essential to our efforts to increase student academic achievement anddose long-standing achievement gaps. The Louisiana Association of Business and Industry (LABI) is very supportive of these districts' vision for improvement and the plan to use grant funds to accelerate efforts to prioritize great classroom teaching and student achievement in high poverty schools. I would also like to call to your attention the fact that these districts are finding ways to Work together to align their goals with state priorities, and are partnering with a national nonprofit organization with a record of success in building educator effectiveness. Louisiana benefits when we find ways to advance and sustain this important work together, with the opportunity to have a broad statewide impact.

For years, LAB! has prioritized quality public education as critical to economic development and ending the decades of institutional poverty in Louisiana. Our Program of Work for Education and Workforce Development calls for the business community to support highly effective teachers in every classroom, and principals who are instructional leaders as well as managers. Our association serves as the state chamber of commerce and manufacturers' association, with over 2,500 members statewide, and our members represent over 321,000 employees working and living in Louisiana.

The LA BOLD grant proposal by eight high need Louisiana districts will enable our state to continue its leadership role in prioritizing education as a key lever for economic and community development and in creating life opportunities for young people. We urge your favorable consideration of the propos,;11.

Sincerely,

[redacted]

Brigitte Nie 'and
Vice President, Education and Workforce Development
LABI

LOUISIANA ASSOCIATION OF PRINCIPALS
103 Crawford Street
Winnfield, LA 71483

Telephone: 318-648-2999
Fax: 318-648-2990

Web Page: www.laprincipals.org
E-Mail: debra.schum@laprincipals.org

Secretary of Education
U.S. Department of Education
400 Maryland Avenue, **S.W.**
Washington, D.C. 20202-5900

July 8, 2016

Dear Secretary King,

As the Executive Director for Louisiana Association of Principals, I am writing to express my support for the Teacher Incentive Fund grant application by twelve Louisiana districts entitled "LA BOLD" to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I am very supportive of these districts' vision for improvement and the plan to use grant funds to accelerate efforts to prioritize great classroom teaching and student achievement in high poverty schools. I would also call to your attention that these districts are finding ways to work together to align their goals with state priorities, and are pai1nering with a national non profit with a record of success in building educator effectiveness. Louisiana benefits when we find ways to advance and sustain this important work together, with the opportunity to have a broad statewide impact.

Louisiana Association of Principals (LAP) supports effective teachers and principals in every school. Training and professional development are essential to achieve this standard and we strongly support programs that will provide school districts and individual schools with the tools that will support the development of effective teachers and principals.

The LA BOLD grant proposal by 12 high need Louisiana districts will enable our state to continue its leadership role in prioritizing education as a key lever for economic and community development and in creating life opportunities for young people.

Sincerely,
Debra Schum
Debra Schum
LAP Executive Director
[redacted]

Richard A. Lipsey
Chair

Edwanl D. Markle
Vice Chair

Joseph P. Farr
Secretary

Joseph C. Ra/lo, Ph.D.
Commissioner of
Higher Education

REGENTS

*Claudia **H.** Adley*
Raymond J. Brandt
Marty J. Chabert
Joel E. Dupre
William H. Fenstermaker
Chris D. Gorman
Thomas G. Henning
Robe,t W. Levy
Roy 0. Martin III
W. Gray Stream
Collis B. Temple Ill
Joseph C. Wiley
Benson T. Kimzey, Stu<lelll

***BOARD OF** REGENTS*
***P. 0.** Box 3677*
Baton Rouge, LA 70821-3677
*Phone (225) 342-4253, **FAX** (225) 342-9318*
www.rege11ts.la.gov

July 8, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Wash in gton, D.C. 20202-5900

Dear Secretary King:

As the Associate Commissioner for Teacher and Leader Initiatives for the Louisiana Board of Regents, I am writing to express our support for the Teacher Incentive Fund grant application by eight Louisiana districts entitled "LA BOLD" to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps in Louisiana . We are ve1y supportive of these districts' vision for improvement and the plan to use grant funds to accelerate efforts to prioritize great classroom teaching and student achievement in high poverty schools. These districts are working together to align their goals with state priorities and are partnering with a national non-profit with a record of success in building educator effectiveness.

This grant proposal will support paiinerships that are being established between universities and the rural districts to create high quality clinical experiences in K-12 schools for candidates in teacher preparation programs. Representatives from all universities recently participated in training from the National Institute for Excellenc e in Teachin g to identify ways to better prepare new teachers who will be working in school districts that are using NIET strategies and tools. University faculty now want to deepen their knowledge and the knowledge of their teacher candidates in order for smooth transitions to occur from clinical experiences during preparation to full time teaching as new teachers. This grant will help to suppoti those efforts.

The LA BOLD grant proposal by eight high need Louisiana districts will enable our state to continue its leadership role in prioritizing education as a key lever for economic and community development and will help students be better prepared for post-seconda,y education and fulfilling careers.

Sincerely,

[redacted]

Jeanne M. Burns, Ph.D.
Associate Commissioner for
Teacher and Leader Initiatives

7 he Board of Regen/s is an Equal Oppor /w 1ily and ADA Empl oyer

ALGIERS CHARTER
SCHOOL ASSOCIATION

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

June 24, 2016

Dear Secretary King:

As Chief Executive Officer of Algiers Charter School Association, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving over four thousand students, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIP offers us this opportunity.

This application is directly aligned with Algiers Charter School Asociation's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of Algiers Charter School Association in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Algiers Charter, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

Reine Lewis-Carter,
CEO Algiers Charter School Association

JOHN MCDONOGH # 32 LITERACY ACADEMY
800 De Armas Stre2t, New Orleans, LA 70114
Phone: {504) 302-7144 ***Fa: (504)363-1058***
Mrs. Danielle Woods, Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, **S.W.**
Washington, D.C. 20202-5900

June 24, 2016

Dear Secretary King,

As an administrator in Algiers Charter Schools, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching(NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, we believe our schools will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

[redacted]

Darnel e Williams-Woods, Principal

ALGIERS TECHNOLOGY ACADEMY

NIA MITCHELL, PRINCIPAL · CARLEN JACOBS, VICE-PRINCIPAL · GWENDOLYN BARNES, OPERATIONS MANAGER

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

June 24, 2016

Dear Secretary King,

As an administrator in Algiers Charter Schools, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant fimds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, we believe our schools will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

_____
Nia Mitchell, Principal

9511h"IQlrM
1m111ttun.1.1 nm
® !(it li},i!,,, lll!;MIIfl| Fax: 504-398-7105

Williain J. Fischer Accelerated Academy

Dr. Staughton Jennings, Principal
Karen Williams-Ross, Vice Principal
Trenease Knox, Assistant Principal
Donna Glapion, Operations Manager

1801 L. B. Landry Avenue
New Orleans, Louisiana 70114
(504) 302-7111- Office
(504) 363-1016 - Fax

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, **S.W.**
Washington, D.C. 20202-5900

June 24, 2016

Dear Secretary King,

As an administrator in Algiers Charter Schools, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIE1J.

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, we believe our schools will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Dr. Staughton Jennings, Principal [redacted]

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

June 24, 2016

Dear Secretary King,

As an administrator in Algiers Charter Schools, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, we believe our schools will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Ronicka Briscoe, Principal

::aqg,rau PI Drive;:New Od ns, '"10131 Pri'bne (50),302-71t9 • F"fx::(504) 398-1129

School Administrators
Mr. Brillll Young
Ms. Danneka Tassin

715 Opelousas Avenue
New Orleans, LA 70114

Phone: 504.302.7090/7091
Fax: 504.309.8042
www.behrmancharter.org

MARTIN BEHRMAN CHARTER SCHOOL
ACADEMY OF CREATIVE ARTS & SCIENCES

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

June 24, 2016

Dear Secretary King,

As an administrator in Algiers Charter Schools, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, we believe our schools will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

(type in principa[redacted]re), Principal

L. B. LANDRY - O. P. WALKER

College and Career Preparatory High School

1200 L. B. Landry Avenue • New Orleans, LA 70114
(504) 302-7170- Phone• (504) 302-7229- Fax

June 24, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

As an administrator in Algiers Charter Schools, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, we believe our schools will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sin[redacted]

Ty[redacted]

Young Audiences
Bright Ideas for Learning

3900 General Taylor St
Suite 201
New Orleans, LA 70125
T 504.523.3525
F 504.249.5222
E **info@yMla.org**
www.ya4la.org

P1ezideml

MoconMoor1::

BOOfd of Dlredors

Btodley D. Boin
Cynthia Beaulieu
Jennifer SenJomin
Stella Del Bianco
AnifoDemps
Porn Dongieux
Dr Mortin Orell
Krystle Ferbos
Anc!§ew ffeemo11
Ano Gershonfk
Kim Glazer Goklbery
JohnHospel
YtJlio HoughtoUng
Terrence Humphrey
Emlly Marcotte
Bevooy Matheney
Demetric **M.** Mercade1
Ma"guertte M. Moisio
Sfephonie Osborne
ArUiurine Poyton
Joyce Pulilzef
Tracy J. Stewart
Cordelia Tullous
Watter Willard
Elizobetti M. WIiiiams
Tom-oro J. Wyre
JoooZoslow

Naflonol llocrn:l **Memo**

Mary Noss

LegocyCouru:lt

GollGettand
Ivy Kushnet
Gail 3omes McKer1no

AdvlsotY locrd

Scori liutcheson
Teo-once Osbome
Gary Solomon Jr
Nell Nolan Young

Executive Dlrootor

Rickie Nutile

Associate Direct:01

Richard Bates

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a non-profit organization operating throughout Orleans Parish, Young Audiences of Louisiana (YALA) would like to signify enthusiastic support of Algiers Charter School Association's (ACSA)Teacher Incentive Fund grant application to expand development of effective teachers and principals and to improve teacher effectiveness in partnership with the National Institute for Excellence in Teaching.

Effectiveness of teachers and principals is essential to efforts to increase student academic achievement and to close achievement gaps. YALA appreciates the Algiers Charter School Association's vision for improvement as well as their plan to use grant funds to prioritize great classroom teaching. YALA admires ACSA's commitment to students. For over ten years: YALA has partnered to provide in-school. afterschool, and summer programming during which time dedication of administration and staff has been apparent and unfailing to the benefit of thom;ands of children.

Through implementation of proposed grant activities, YALA believes ACSA will be more successful in attracting, retaining, developing, and motivating a highly effective staff, further enabling us as a community to close achievement gaps and to help students meet academic goals.

[redacted]

Rickie Nutik

Richard Bates

Education through Imagination.

1024 Elysian Fields Avenue
New Orleans, LA 70117-8402
(504) 940-1994 *tel*
{504) 940-1993 fax
www.kldsmart.org

Chairman
Scott P. How<lrd

Secretary/Treasurer
R. Campbell Hutchinson

Board of Directors
Toryah Cameron
Robin Ben!on Crutcher
Sandra Dlggs·Miner
Suzanne Dumez
Philip *J.* Gunn
Stephanie Huger
Matthew A. Mantle
Jill McKay Pipes
Joanie Quinlan
Troy Scroggins, Jr.
Lisa Puckett Sinelers
Michael Stone
Jackie Sullivan
Brandi Thomas-Scott
Kate Ballard Werner

immediate Past Chairman
Celi!sta Coco·E•Ylnc;i

Advisory Council
Vivian Cahn
Evelyne Clinton
Clancy DuBos
Donald C. Massey
Erika McConduit
Marie O'Neill
Lee Reid
Barbare Sands
Laverne Saulny
Nia Terezak!s
Sarah Usd!n

Emeritus Members
Campbell Hutchinson
Allison Stewart

Executive Director
Ecl':o Olander

July 1, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

This letter is in support of Martin Behrman Elementary/Algiers Charter School Association's (ACSA} Teacher Incentive Fund application to support the development of effective teachers and principals and thus improve classroom instruction. KID smART is a school-based provider of arts education services and professional development and has worked closely with Martin Behmran/ACSA since 2007.

The effectiveness of teachers and principals is essential to increasing student academic achievement and closing achievement gaps. KID smART programming Includes intensive professional development in arts Integration and co-teaching with teachers/teaching artists. Behrman has a great history of engagement with KID smART and Is keenly focused on supporting student success. School leadership has been instrumental In supporting training, in supporting teachers as they build their practice, and in actively participating in professional development opportunities alongside the teachers. KIO smART supports the ACSA in expanding its work to acc:elerate efforts toward great classroom teaching.

Teacher quality is the single most important impact on student learning. We applaud Berhman/ASCA as they work to be support more student success through teacher and principal development. There is a great team at Behrman; this would grant would allow,the existing staff to grow, encourage retention, and would help to attract the best and brightest teachers to close achievement gaps and help students to meet academic goals. lhope you will give their application full consideration. Please feel free to contact me with any questions.

With best regards

[redacted]

Executive Director

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

June 28, 2016

Dear Secretary King,

I am an elementary school teacher for the Algiers Charter School Association in New Orleans, Louisiana. I have recently learned that my school system will be participating as a partner in a Teacher Incentive Fund grant proposal that will support the use of the NIET Educator Effectiveness Best Practices in our schools. I am so excited about the possibilities. I am familiar with some of these practices from my knowledge of the TAP System and know that they can make a difference for both students and teachers. My colleagues and I want to be the best we can for our teachers - and opportunities that support our growth are very important to us.

Our district aspires to produce successful students - yet the struggle is ongoing. We work hard, but our current practices don't always provide the types of collaboration and feedback that we need to improve. I have confidence that the LA BOLD project will greatly increase best practices in teaching, and therefore increase student achievement. By learning strategies that are student-focused and that engage our teachers and our students in a deeper level of thinking and understanding, school will become a place where student and teachers grow every day.

I am also excited about the opportunities that will be available to teachers to assume more leadership roles and lead other teachers in their growth. It is this type of learning and collaboration that will make teachers feel as if they are working together toward a common goal of excellence. Strange as it may sound, we also are looking forward to the rigor and detail of the NIET teaching standards and the observation/evaluation process that will allow us to grow in our craft. We believe that those standards will provide our schools with a common vision and language for instructional improvement.

We appreciate your consideration of the LA BOLD proposal. I am eager to become a part of this effort when funded.

Sincerely,

[redacted]

Nz1 1 fz, eac er,
Algiers Charter School Associatio[redacted]
William J. Fisher Charter School

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

June 28, 2016

Dear Secretary King,

I am an elementary school teacher for the Algiers Charter School Association in New Orleans, Louisiana. I have recently learned that my school system will be participating as a partner in a Teacher Incentive Fund grant proposal that will support the use of the NIET Educator Effectiveness Best Practices in our schools. I am so excited about the possibilities. I am familiar with some of these practices from my knowledge of the TAP System and know that they can make a difference for both students and teachers. My colleagues and I want to be the best we can for our teachers - and opportunities that support our growth are very important to us.

Algiers Charter School Association has a tremendous task at hand. We work hard to provide the best educational opportunities for our students. We are very excited to have the chance to be a part of the LA BOLD project. This project will allow us to increase best practices in teaching, and therefore increase student achievement. By learning research-based strategies that are student focused and that engage our teachers and our students in a high level thinking and understanding, our schools will become places where both students and teachers learn and grow everyday.

I am also excited about the opportunities that will be available to teachers to assume more leadership roles and lead other teachers in their growth. It is this type oflearning and collaboration that will make teachers feel as if they are working together toward a common goal of excellence. Strange as it may sound, we also are looking forward to the rigor and detail of the NIET teaching standards and the observation/evaluation process that will allow us to grow in our craft. We believe that those standards will provide our schools with a common vision and language for instructional improvement.

We appreciate your consideration of the LA BOLD proposal. I am eager to become a part of this effort when funded.

[redacted]

Crissy Pellerin, Teacher,
Algiers Charter School Association
William J. Fisher Charter School

girl scouts
louisiana east

July 1, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Girl Scouts Louisiana East
P.O. Box 10800
New Orleans, LA 70181-0800
800-644-7571
gsle.org

Corporate Headquarters
841 S. Clearview Parkway
New Orleans, LA 70121
504-733-8220 · 504-733-8219 fax

Regional Service Center
545 Colonial Drive
Baton Rouge, LA 70806
225-927-8946 · 225-927-8402 fax

We are an EEO/AA organization, funded by voluntary philanthropic support, fees for services, product sales, and the United Way in selected parishes.

Dear Secretary King:

On behalf of the Girl Scouts Louisiana East council, I am writing to express our support of the Algiers Charter School Association for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of teachers and principals is essential to efforts to increase student academic achievement and close achievement gaps. I am very supportive of the district's vision for improvement and the plan to use grant funds to accelerate efforts to prioritize great classroom teaching. We have a long-standing and positive relationship with the personnel at the Algiers schools, who have supported Girl Scouting in the district, assisting us in developing leaders in its girl populations, at every age level.

Through these changes, we believe that the schools will be more successful in attracting, retaining, developing and motivating a highly effective staff, thus enabling them to close achievement gaps and help students to meet academic goals. Their success can only serve to help community partners like the Girl Scouts achieve its goal of helping all girls reach their highest potential, especially in high need schools.

Delgado COMMUNITY COLLEGE

Education that works!

CR'Y PARK CAMPUS
VICE CHANCELLOR FOR STUDENT AFFAIRS AND EXECUTIVE DEAN
Building 1 Room 220 E
615 Ctty Park Avenue
New Orleans, LA 70119
(504) 671-5055 FAX: (504) 493.4577
www.dcc.edu

j
The Honorable John King, Jr.
Secretary of Education
U.S. Depa.rttnent of Education
400Maryland **Avenue, S.W.**
Washington, D.C. 20202-5900

July 1,2016

Dear Seaeraey King,

As a postseconduy partner with the Algie.s:s Chatter School Association (ACSA), I am writing to express the enthusiastic support of Delgado Community College for the Teacher hlcentive Fund grant application to support the development of effective teachem and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIE1).

Delgado Commumty College is a comprehensive community college which offets programs through the Associate degree. The College's mission is to provide a learning-centered environment through face-to-face and distance education, to prepare students from diverse backgrounds to attain their educatlo career, and personal goals, to think critically, *to* demonstrate leadership, and to be productive and **responSible** citizens.

At the post secondary level, we are keenly aware of the achievement gaps which exist for students who have not had the bcttefi.t of effective K-12 teachers. Delgado has supported ACSA Schools by allowing students to enroll in Dual eru:ollment cow:ses in which students eam college credit while still in high school. Critical to this efffort. are teachers who can support instruction at the high school in tandem with our college mstuctors. We believe that as the number of students enrolled in college level courses mcreases, achievement gaps will begin to close. This will necessarily involve highly developed. tmin and proficient K-12 classroom teachers. 'Th.rough this grant., we believe ACSA will become more successful in attracting. retaining, developing and motivating a highly effective staff, whidi willemble them to close achievement gaps and help students to meet academic goals.

Delgado COMMUNITY COLLEGE

Bducadon that works/

CITY PARK CAMPUS
VICE CHANCELLOR FOR STUDENT AFFAIRS AND EXECUTIVE DEAN
Building 1 Room 220 E
615 City Park Avenue
New Orleans, LA 70119
(504) 671·5055 FAX: (504) 483·4577
www.dcc.edu

We look forward to continuing our partnership with ACSA and hope you look favorably upon their application.

Sincerely,

[redacted]

Amel W. Cosey, Ph.D.
Vice Chancellor 0£Student Affairs
Executive Dean·City Park Campus

Delgado COMMUNITY COLLEGE

Education that works/

CITT PARK CAMPUS
VICECHANCEUOR FOR STUDENT AFFAIRS AND EXECUTIVE DEAN
Elulldlng 1 Room 220 e
615 City Park Avenue
New Orleans, lA 70119
(504) 671-5055 FAX: (504) 403.4577
www.dcc.edu

]
The HononbleJohn King,Jr.
Secretary of Education
U.S. Department of Education
400 Matylmd Avenue, S.W,
Washington. D.C. 20202-5900

July 1, 2016

Dear Sea:etuy King,

Asa postseconda.typartnerw.iththeAJgies:sChatterSchoolAssociation(ACSA).Iamwritingto express the enthusiastic support of Delgado Community College for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIE1).

DelgadoCommunitJCollegeisacomprehensive community college which offers programs through the Associate degree. The College,s mission is to provide a learniog-.centeted environment through face-to-face and distance education. to prepare students from diverse backgrounds to attain their educational, c and personal goals, to tlwlk critically, to demonstrate leadership, and to be productive and responsible citizens.

At the post seconcLu:ylev we are keenly aware of the achievement gaps which exist fo:t students who have not had the benefit of effective K-12 teachers. Delgado has supported ACSA Schools by allowing l!ltudents to enroll *in* Dual enrollment courses .in whkh students eun college credit while still in high school. Critical to this efffort are teachers who can support instruction at the high school in tandem with our college instuctors. We believe that as the number of students enrolled in college level courses increases, achievement gaps will begin to dose. 'lb.is will necessarily .involve highly developed, trained, and proficient K-12 cla.sstoom teachers. 1hrough this grant, we believe ACSA will become more successful in attracting. retaining, developing and motivating a highly effective staff, which will ennb!e them to close achievement gaps and help students to meet academic goals.

LOUISIANA HOUSE OF REPRESENTATIVES

3520 General DeGaulle, Ste. 3071
New Orleans, LA 70114
Phone:{504) 361-6600
Fax: (504) 361.-6603
Email: carterg@JegisJa.gov

Appropriations
House and Governmental Affairs
Judiciary
Joint Legislative Committee on the Budget
The Energy Council

GARY M. CARTER, JR.
State Representative ,.,., District 102

Dear Secretary King,

As a Member of the Louisiana House Representative, representing District 102 which encompasses the Algiers Section of the City of New Orleans, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, we believe our school district will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Gary M. [redacted]r, Jr.

NADINE M. RAMSEY
COUNCILMEMBER - DISTRICT C

Office (504) 658-1030
Fax (504) 658-1037
1300 Perdido Street • Room 2W70
New Orleans, Louisiana 70112

New Orleans City Council

July 1, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department Of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

As the Councilmember for District C in New Orleans, Louisiana, ! am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds accelerate our efforts to prioritize great classroom teaching. As an avid supporter of children and families, I feel that Teacher Incentive Fund program plays an important part in the advancement of those most at risk in our society.

Through these changes, we believe our district will be more successful In attracting, retaining, developing and motivating a hlghfy effective staff, which wltl enable us to close achievement gaps and help students to meet academic goals.

Sincerely

[redacted]

Nadine M. Ramsey
Councilmember, District C

silverr ack S0ciety
GE.NERATIONS DEPEND ON ME
allvetbacksociety. ccn1i
401 Park Boulevard New Orleans, LA 70114
504-975-1642 ld@sHverbacksocjety.com

Thursday, June 29, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, **S.W.**
Washington, D.C. 20202-5900

Dear Secretary King,

As a non-profit leader of an organization that provides community volunteers to seventeen schools in New Orleans, we are privy to the difference highly qualified and appropriately trained teachers can make in serving the children in New Orleans public schools. I am writing to express my support for the Algier's Charter School Association's Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of teachers and school leadership is essential to our efforts to increase student academic achievement, close achievement gaps and thereby the opportunity gaps. I am very supportive of ACSA's vision for improvement and the plan to use grant funds to accelerate their efforts to prioritize great classroom teaching. More than plant, materials or technology, well trained highly effective teachers meet children where they are and lead them in learning.

Through these changes, we believe ACSA will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable all of us involved in schools to close achievement gaps and help students to meet academic goals and thereby add to the peace and prosperity for all.

[redacted]

Lloyd H. Dennis, Jr
Executive Director, Silverback Society, Inc.

SENATOR TROY A. CARTER, SR.
Louisiana - District 7

COMMITTEES
Vice Chair, Labor & **Industrial** Relations
Vice Chair. Select Committee on Coastal
Rcstontion and Flood Control and
Hurricane Recovery
JudidatyC
Revenue & **Fiscal Affaits**
Senate & Governmental Affairs
Joint LegisJativc Committee on Capital Outlay
Select Commitree on Vetewis Affairs

SENATE
STATE OF LOUISIANA

July 1, 2016

Honorable John King, Jr.
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5900

Dear Secretary King,

As Senator of District 7 of Louisiana, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I am very supportive of our district's vision tor improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. More specifically, education is a priority to the citizens of my district and the Teacher Incentive Fund will positively enrich all that this grant effects.

Through these changes, we believe all of District 7 of Louisiana will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals. With kindest regards, I remain

[redacted]

DISTRICT CONTACT: Post Office Box 50730, New Orleans, Louisiana 70150 * Phone (504) 302-3682 * "Fax (504) 324-0708
CAPITOL CONTACT: Post Office Box 94183, Baton Rouge, Louisiana 70804 * Phone (225) 342-2040 * Fax (225) 342-0617
EMAIL: cartert<@leJrlsJa.2ov

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

June 29, 2016

Dear Secretary King,

As a community partner in Algiers, LA, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. The Louisiana SPCA has enjoyed a partnership with the Algiers Charter Schools and Martin Behrman Charter School in particular for the past few years. From classroom presentations to struggling readers reading to shelter dogs we observed a positive/progressive atmosphere at Martin Behrman Charter School.

Through the proposed changes, we believe our Algiers, LA schools will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Lori A. Haeuser
Community Outreach Director

[redacted]

Erica Argraves-Yaw
Youth Programs Coordinator

Louisiana Society for the Prevention of Cruelty to Animals
1700 MARDI GRAS BLVD., NEW ORLEANS, LA 70114 TEL 504.368.5191 FAX 504.368.5108 INFO@LA-SPCA.ORG WWW.LA-SPCA.ORG

DeSoto Parish School Board

201 CrosbyStreef-}dqns/Md. Loufsfar,a 710$2- (318) 872-2836-FAX(318) 872-1324

DR. CADE BRUMLEY
Superintendent

24 June 2016

The Honorable John King, Jr.
Secretary of Education - United States of America
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Secretary King,

As Superintendent of the DeSoto Parish School System, I am writing to support our grant application for the Teacher Incentive Funds grant. We have pc;1rtnered with the National Institute for Excellence in Teaching (NIET) and believe our marriage will continue to improve educator effectiveness in DeSoto Parish, thus driving dramatic gains in student outcomes and opportunity.

Nothing matters more for a distri<:t or individual schools, in terms of student academic gains, than the quality of classroom teachers. Our application will help solidify, for us, a process of ensuring every child receives the best possible teacher regardless of the child's demographic, socioeconomic status, or zip code. We are committed, in DeSoto Parish, to our mission statement: DeSoto Serves to care for our students, ensure their learning, and celebrate their graduation as citizens prepared to transform their dreams into realities. The benefits of this application will allow us to move even closer to successfully completing that worthy mission.

This grant opportunity will afford us the opportunity to build stronger pipelines to support recruitment, staffing, onboarding, and continuous professional development. Numerous studies are now supporting the notion that quality, job-embedded, focused, ongoing professional development is an effective and efficient use of funds. Quality professional development, which builds talent and capacity at every level, is being recognized as much more promising than other, traditional models of fund expenditure. We have been very successful, in DeSoto, at taking innovation to scale and sustainability. The grant will further support our strategic plan.

We do not take our work lightly. In fact, our work becomes more critically important each day. Fortunately, for us, we are a systems-based district that utilizes continuous feedback loops to drive decision-making and positive gains. The benefits of this grant will further complement existing practices where we've invested our limited local funds and worked to braid additional revenue sources into our most important components of schooling.

In DeSoto, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators for our children.

If I ma be of further assistance, please contact me at [redacted]

[redacted]

Cade Brumley, Ed.D.
Superintendent

DeSoto Parish School Board

201 Crosby Street- Mansfield, LQuisiana 71052 - (318) 872-2836- FAX (318) 872-1324

DR. CADE BRUMLEY
Superintendent

26 June201

RE: Letter ofSupport for TlF Grant

Honm;able.John King, Jr.
Secretary of Education - United States of America
400 Maryland Avenue, S.W.
Washin gton1 DC 20202-5900

Secretary King,

x ani writjng you today supporting the partnership between the DeSoto Parish School System and the National lnstitute for Excellence in Teaching (NIET). The collaboratie>n, between the two entities, is seeking the highly-selective Teacher Incentive Fu11ds (TIF) grant to benefit the students in our school system. As the President of the DeSoto Parish School Board, parent, and locaf business owner; I fuUfsupport this request.

As the Presid¢nt of the School Bpard, I expect our districttQ operate in a strategfo maimer that systematicalJy creates a rich envir<mment for both teaching and learning: Frqn1 myJ1i)derstanding, t.bJs;application is directly aligned with our district's mission plan. Our proposed work in the grant will align instructional improvement goals with our systems for feedback]oops, build professional capafitY,, belp.recruit th pest teachers for students, promote successful employee onboarding, support talent retention, improve educational strategy, and move the needle in te1111s of Student outcomes.

l take *my* role as President of the DeSoto Parish School Board very seriously. In fact, I'm a student of the education environment. I recently read a study that showed some of the most effective and efficient educational strategies are feedback to students, having students think about their work, and peer tutoring. In contrast, some of the most ineffective and inefficient are reducing class size, teaching assistants, and ability streaming. It seems to me that this grant supports endeavors aligning to the most effective strati.;:gies in education as I just noted,

We need quality teachers, leaders, and systems to facilitate a high-perfonning school district. The TJF funds would allow us the opportunity to further innovate, guided by best practice, to get positive results for the kids in our communities. Further, it would allow us to build capacity in our existing employees while rewarding their perfonnance through promotional elevation and/or perfonnance payouts.

As President of the School Board, I stand behind this grant application. More than anything, J stand behind anything that will increase o, . ortunities for our students.

[redacted]

Dr. Neil Henderson
School Board President, DeSoto Parish

Stanley High School

143.23 Highway 84
Logansport, LA 71049
Phone 318/697-2664
Fax 318/697-5984

Carolyn Phillips
Principal

Brian Anderson
Assistant Principal

28June 2016

RE: TIF Letter of Support

The Honorable John King, Jr.
Se retary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Secretary King,

I am writingto support the combined effort between the Natiqnal Institute for Excellence in Teaching (NIET) and the DeSoto Parish School Board to receive Teacher Incentive Funds (TIF). I'm a veteran principal in the DeSoto Parish system and care deeply about not only my own school, but the district as a whole. I believe these funds would help us grow to even greater levels of success, meaning our students become the victors in the educational process.

Over my career in education, I'v.e seen many things - some good and some bad. In regards to school finance, I've even questioned spending which appeared careless. However, over th last few years in DeSoto Parish, we've made the most of every dollar for our students. I believe our academic return on investment has been strong. But, we want to get better for our students. I want the awards committee to realize that funds invested in DeSoto Parish will be used wisely and will push educational outcomes here. Further, I believe our innovation will be a model for systems throughout America.

As a committed school principal, I will do everything within my power to effectively implement the educational processes outlined in the grant. I firmly believe, because of my professional relationships with them, thatthe other DeSoto Parish principals will do the same. We are a strong group of instructional leaders working to improve outcomes for students. The funds will not be used in vain; on the contrary, they will be used to improve processes within the DeSoto Parish system.

In closing, I give full support to the NIET/DeSoto partnership.

[redacted]

Carolyn Phillips
Principal

Join Today!
Louisiana Federation of Teachers

DeSoto Parish Federation of Teachers and Support Staff
"Together, we systematically strive for the best we can be."

The Honorable John King, Jr.
Secretary of Education – United States of America
US Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-5900

June 24, 2016

Dear Secretary King,

I am writing you today, as President of the DeSoto Federation of Teachers and Support Staff, Louisiana Local #06130, to support our districts partnership with the National Institute for Excellence in Teaching (NIET) and our application for the Teacher Incentive Fund (TIF) grant. As an organization for educators, I feel it is very important to support the continuous improvement of educational practices as well as ensure new teachers get the supports they need to be successful. The classroom teacher is of utmost importance to the children of our district, or any district for that matter. We take great pride as an organization is working to promote the profession of teaching and hold it in high honor – the rightful place it deserves. We believe the TIF grant will allow our system to further support our teachers, and future teachers, with critical elements of success.

Our organization obviously wants the best for our membership. Moreover, we want the best for the children we serve. Because of this, we fully support all endeavors in DeSoto Parish that elevate the teaching profession and improve instructional effectiveness for our students. The TAP model, which this grant will support, will provide us with areas we believe to be important, such as multiple career paths, ongoing professional growth, instructionally-focused accountability, and performance-based stipends. We believe that research, coupled with effective strategy and follow-up support are critical to the improvement process.

I am proud to be a DeSoto Parish educator and represent teachers from throughout our system. I believe we are doing good work but know we can always improve. We support the districts quest to secure TIF and believe it will lead to great student outcomes through quality teachers.

Lori Gurley
President of DeSoto Local #06130

DeSoto Parish School Board

201 Crosby Street-Mansfield, Louisiana 71052 - (318) 872-2836 -FAX (318) 872-1324

DR. CADE BRUMLEY
Superintendent

June 29, 2016

As teachers in the DeSoto Parish School System, we are writing to support our grant application for Teacher Incentive Funds (TIF). Our district, from our understanding, has partnered with the National Institute for Excellence in Teaching (NIET) to push forward an exciting proposal, which supports the Teacher and Student Advancement Model (TAP) in our system.

Being teachers in DeSoto is difficult, but rewarding work for us. We cannot think of any place we'd rather be than DeSoto Parish. Our team is committed to doing what it takes to help our students be successful. In fact, we're very committed to getting better as well. Continuous improvement is a constant force in our system. We are always looking to enhance our skills for the benefit of our students. Through the TIF funds, we will be energized to continue doing good work as it will support our professional development, opportunities for advancement, and increased pay for student performance.

We believe in our school system and know these funds will help make us stronger. We think the funds will be used to help keep a laser focus on student achievement. We've had some very strong results in DeSoto Parish over the last few years. With TIF, we have the probability of doing even more good work for our kids. We're glad to be a part of that.

So many of our teachers are just like us, wanting to improve our practices so our students improve in their knowledge. As that develops within students, their opportunities grow as well. We often ask our students, "What do you want to be when you grow up?". These grant funds will help us, as educators, to help them, as students, reach those dreams. We will do well with these funds in our system and I'm hopeful you give strong consideration to our application.

[redacted]

School Teachers

DeSoto Parish School Board

201 CIY)sbyStreet-Mansfield, Louisuma 71052-(318) 872-2836-FAX (318) 872-1324

Dll. CADE BRUMLEY
Superintendent

30June 2016

RE: TIF Letter of Support

The Honorable John King, Jr.
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Secretary King,

We are writing to,support the combined effort beJW. nfb. j tional!nstitute for Excellence in Teaching (NIET) and the DeSoto Parish School Board to receiveTeacher Incentive Fund1:(TIF). 'As principals in the DeSoto Parish system, we care deeply about our students, our schools, as weU a,$.tbe district. We believe these funds would enhance growth for students, our leaders of the future, and would be an' inv Jua ,, tool in supporting the educational process.

DeSoto Parish has endured a significant downt!Jrn in revenue over the past few years, but we've made the most of every dollar available, as we believe all funds should be spent to the best benefit of students. Academic return on investment has been strong, but we are constantly striving to become a stronger, more competitive school district.

As school principals, we will do whatever it takes to effectively implementthe educational processes outlined in the grant. We are a strong group of instructional leaders:working to improve outcomes for students. An investment in DeSoto Parish will be used wisely and will push educational outcomes here, changing many lives.

We give full support to the NIET/DeSoto partnership.

[redacted]

Debbi Fuller, Principal	Gra n Collins, Principal	Sedric Clark, Principal
Mansfield Elementary School	Mansfield Middle School	Mansfield High School

EAST FELICIANA PARISH SCHOOL BOARD

CARLOS J. SAM
Superintendent

MICHAEL RAY BRADFORD
President

225-683-8277 - 225-683-5420
225-683-5378

MITCH€LL HARRELL
Vice President

FAX
225-683-3320

The Honorable JolmKing, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue S.W,
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King:

As the Superintendent of Schools in East Feliciana Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in pa1inership with the National Institute for Excellence in Teaching (NIET). I firmly belive in ongoing, high quality job,.embedded professional development.

As a high need district serving a large number of economically disadvantaged students, we are committed to helping every student to exceL We know that in order to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this oppmtunity.

This application is directly aligned with the vision and mission of the East Feliciana Parish School Board. Our first priority is to increase instrnctional improvement in all areas and all schools. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of East Feliciana Public Schools in attracting, retaining, developing and

motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

On behalf of the ri.1embers of the East Feliciana Parish Sch9ol Board, we are.excited to partner with NIET to implement a system to further our instructional effectivene$s and align our district practices to expand and sustain a cadre of highly effective educators in our schools•

Sincerely,

[redacted]

Carlos J. [redacted]
Superintendent of Schools

12732 SILLIMAN STREET
P.O. B0X397
CLINTON, LOUISIANA 70722

EAST FELICIANA PARISH SCHOOL BOARD

CARLOS J. SAM
Superintendent

MICHAEL RAY BRADFORD
President

225-683-8277 225-683-5420
225-683-5378

MITCHELL HARRELL
Vice President

FAX
225-683-3320

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King:

As the presindent of East Feliciana Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to fmprove teacher effectiveness among existing and future teachers in partnership with the Natir;mal Institute for Excellence in Teaching (NIET).

As a high need district serving a large number of economically disadvantaged students, we are committed to helping every student to excel. We know that in order to attract and retain talented teachers and school leaders, we must make great Classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recrnitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opp01iunity.

This application is directly aligned with the vision and mission of the East Feliciana Parish School Board. Our first priority is to increase instructional improvement in all areas and all schools. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Perfomiance based compensation will be used to reinforce these Clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of East Feliciana Public Schools in attracting, retaining, developing and

motivating a highly effective staff, which will enable us to close achievement gaps and helpstu4ents to ineet academic goals.

On behalf of the members of the East Feliciana Parish School Board, we are excited to partner with NlET to im.plem.ent a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective edi1cators in our schools.

Michael Ray Bradford,
President of East Feliciana Pari$h School Board

"An Equal Opportunity Employer"
"Equal Educational Oppmtunities"

12732 SILLIMAN STREET
P.O. BOX397
CLINTON, LOUISIANA 70722

MAV<)R & STAFF

Lori Ann Bell, Mayor
AnjaneU1il Shropshire, Town Clerk
Fredri¢k b1mn, Chief of Police
Daryl Harrell, Maintenance Supervisor
Dougla. Beauc;harup, Fire Chief

Town of Clinton
11209 Bank Stteet
P.O. Box.513
Clio.ton. Lo\iisiana 70722-0513
(225) *683-553* l Phone
(225) 683-6$90 Facsimile

BOARD OF AI,DERMEN

Jimmy Beauchamp
George Kilbourne
Clovis Matthews, Sr.
Lisa Davis Washington·
Kim Wilson Young

LEGAL ADVTSOn

Charles E. GrifM, II

The Honorable John King, Jr.
Secretary of Education
U.S. DepartmentofEducation
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

O c1r Secretary King:

As a the Mayor of Clinton, Louisiana in East Feliciam;1 Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership With the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize grec1t classroom teaching. It is my belief that the school system is the root of all excellence in East Feliciana Parish. I strongly advocate for and support East Feliciana Public Schools, as they are striving to Create Louisiana's Premier Rural School District; by Moving from Good to Great with a Standard of Excellence.

Through these changes, we believe East Feliciana Public Schools will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Mayor Lori Ann Bell

Jackson Elementary School Cubs

Be Responsible. Be Respectful. Be Kind.

Megan Phillips, Principal Jonathan Loveall, Assistant Principa,I

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Julyl,2016

Dear Secretary King,

As the principal of Jackson Elementary School in East Feliciana Parish, I am writing to express my support for the Teacher Incentive Fund grant application to supp'Ort the develbpment of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need school serving a student body where more than 95% of students receive free or reduced price lunch, we are committed to helping every. student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continLJous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make a great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with Jackson Elementary School's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement grbwth goals, for teachers and administrators. Through these changes; we will increase the success of our school in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Jackson Elementary School, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our school practices to expand and sustain a cadre of highly effective educators at JES.

[redacted]

3505 Hwy. 10 Jackson, LA 70748 Office: 225.634.5933 Fax: 225.634.2224

Good Better Best. Our Focus is Success!

Thelemese G. Porter, Principal
Betty King, Secretary
10701 Riley St.
P.O. Box 366
Clinton. LA 70722
Pfwne: 225-683-8293 *FAX: 225-683-6197*
"'The Magic Happens Here!"

The Honorable John **King;** Jr.
Secretary of Education
U.S. Department of Educatioh
400 Maryland Avenue, **S.W.**
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As principal of Clinton Elementary, in the J:ast Felid,ma Parish School System , I am writing to expre s my support for· the Teacher Incentive Fund grant application to support the development of effective- teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a school, in a high need district, serving a disapportionately number of economically diadvantaged students, we are committed to ensuring the success of every student. We also know that to attract and retain highly effective and talented teachers, we must make excellence in the classroom the driving focus of our efforts. To this end, our goal is to align our school goals with the East Feliciana Parish System's goals thatsupport recruitment; ongoing; continuous improvement, professional growth and recognition of the best and brightest in our District. To accomplish this goal, we seek the support of a re$earch-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with my school's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set de,;1r and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school in attracting, retaining, developing and motivating a highly effective staff, which wlll enable us to close achievement gaps and help students to meet academic goals.

The Clinton Elementary faculty and staff are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our school.

[redacted]

Thelemese Porter, Principal
Clinton Elementary

The Honorable John King,Jr.
Secretary of Ed ucatfon
US Department of Education
400 Matyland Avenue, S.W.
Washington, D.C. 20202-5900

July t, 2016

Dear Secretary King:

As a Teacher c1t Clinton Elementary School, I am writing to express my support for the Teacher Incentive Fund grant application to sllpport tbe development of teachers and principals and to improve teacher effectiveness among existing and futμ:n: ' teachers in partnership With the National Institute for Excellent irt Training (NlE:r'): I ffrtnlya believe in on.going, high quality job-embedded professional development.

As a high need district serving a large number of economically disadvantaged students, we .are committed to helping every student to excel. To this ern:l, or goal is to align or systems tl:i.at support re.cruitment, ongoing, continuous improvement, professional growth and recognition..To-accomplish this goal, we seek the support·of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIP offers us this opportunity.

This application is directly aligned with the vision admission of the East Feliciana Parish School Board. Our first priority is to increase instructional improvement in allareas and all schools. Our proposed work in the grant will align instructional improvement goals With our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators.

Sincerely,

[redacted]

Mary Anne Newman
Clinton Elementary School

The Honorable Jphn King, Jr.
Secretary of Educatio.n
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1,2016

Dear Secretary King:

As principal of East FeUciana. l-Iigh School, I am writing to express my support for the Teacher Incentive Fund grmit application to. support the deveiopmerit of teachers and principals and to improve teacher eff ctiveness among existing and: future te.achers in partnership with the National Institute.for Excellent in Training (NIET). I fimtly believe in ongoing; high quality job-etn.bedded professional development.

As a high need district serving a large number .of economically disadvantaged students, we are committed to helping. every student to excel. To this end, or goal is to align or systems that support recruitment, ongoing, continuous improvement, professional growth, and recognition. To accomplish this. goal we. seek the support ofa research based model, a proven partner, and the resources to develop and align these. systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with the vision admission of the East Feliciana Parish School Board. Our first priority is to increase instructionaUmprovement in all areas and all schools. Our proposed wo.rk ill the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators.

Sincerely,

[redacted]

Dr. [redacted],
Principal of East Feliciana High School

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1,2016

Dear Secretary Kin.g:

As a guidance counselor at East Feliciana Middle School, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of teachers and principals and to improve teacher effectiveness among existing and future teachers in partnerspijlwith the National Institute for Excellent in Training (NIET). I firmly believe in ongoing; high quality fob-embedded professional development.

As a high need district serving a large number of economically disadvantaged students, we are committed to helping; every student to excel. To this end, or goal is to align ot syste1ns that support recruitment, ongoing, continuous improvement, professional growth, and recognition, To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems. to make great classroom teaching the centerpiece of our work. TIP offers us this opportunity.

This application is dfrectly aligned with the vision admission of the East Feliciana Parish School Board. Our first priority is to increase instructional improvement in all areas and all schools. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators.

Sincerely,

[redacted]

East Feliciana Middle School

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Mqryland Avenue, S;W.
Washington, D.C. 20202..5900

July 1, 2016

Dear Secretary King:

As a teacher at East Feliciana Middle School, I amwriting to express my supportforthe Teacher Incentive Fund grant application to support the development of teachers and principals and to improve teacher effectiveness among existing and future teacher ln partnership With the National Institute for Excellent in Training (NIET). I firml,y,believe.In ongoing, high quality job-embedded professional develbpment.

As a high need district serving a large number of economically disadvantaged students, we are committed to helping every student to excel. To this end, or goal is to align or systems that supportrecruitment, ongoing, continuous improvement, professional growth, and recognition. To accomplishthis goal, weseek the support of a research-based moclel, a proven parmer, and the resources to develop and align these systems to mcike great classroom teaching the centerpiece of our work. !IF offers us this opportunity.

This application is directly aligned with the vision admission of the East Feliciana P;;irish School Board. Our first priority is to increase instructional improvetneht in all areas and all schools; Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment; placement and teacher leadership competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators.

[redacted]

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202..5900

July 1, 2016

Dear Secretary King:

As a teacher at East Feliciana Middle. School,. tam writing to express my support for the Teacher Incentive Fund grant application to support the developrnentofteachers and principals and to improve teacher effectiveness among existing and future teachers,iri partnership with the NationaJ Institute forExcellentin Training (NIET); lfirmly believein ongoing, high quality job-embedded professional developrnent.

As a high need district serving a large number of economically disadvantaged students. we are committed to helping every student to excel, To this end, or go 1 is to align or systems that support recruitment, ongoing, contiiiuou:s improvement, professional growth, and recognition. To accomplish this goal, we seekthe support of a; research-1:>ased model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this oppo1tunity.

This application is directly aligned with the vision admission of the East Feliciana Parish School Board; Our first priority is to increase instructional improvement ih all areas and all schools. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators.

Sincerely,

[redacted]

La'Faye Dunn
East Feliciana Middle School

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 MarylandAvenue, S.W..
Washington,D,C, 20202-5900

Julyi,2016

Dear Secretary King:

As principal of East Feliciana Middle School, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness atnong existing and futqte teachers in partnership with the NatiQnal Institute for Excellence in Teaching (NIET). I fhmly belive irt ongoing, high quality job-'embedded professional d.evelopmertt,

As a high need district serving a large number of economically disadvantaged students, we are committed to helping every student to excel. To this end, our goal is to align our systems that support recruitment, ongQing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the suppoli of a res.earch.-ba,sed model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with the vision and mission of the East Feliciana Parish School Board, Out first priority is to increase instructional improvement in: all areas and all schools. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators.

Sincerely,

[redacted]

Laron McCurry,
Principal of East Feliciana Middle School

The Honorable John King, Jr.
Secretary of Education
U.S. Depaiiment of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King:

As principal of East Feliciana Middle School, I am writing to express my suppmi for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET). I finnly belive in ongoing, high quality job-embedded professional development.

As a high need district serving a large number of economically disadvantaged students, we are committed to helping every student to excel. To this end, our goal is to align our systems that suppolt recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the suppo1i of a research-based model, a proven paiiner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of out work. TIF offers us this opportunity.

This application is directly aligned with the vision and mission of the East Feliciana Parish School Board. Our first priority is to increase instructional improvement in all areas and all schools. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators.

Sincerely,

[redacted]

Laron McCurry,
Principal of East Feliciana Middle School

LA BOLD TIF 5 Grant Proposal
LETTERS OF SUPPORT

District Name: Orleans Parish

Educators Letters - 24

Superintendent (1)
Principals (5)
Teachers (17)
Social Worker (1)

ORLEANS PARISH SCHOOL BOARD

Superintendent | Henderson Lewis, Jr. Ph.D

The Honorable John King;Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C 20202-5900

July 1, 2016

Dear Secretary King,

As the Superintendent of the Orleans Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership With the National Institute for Excellence in Teaching (NIET).

The Orleans Parish School Board (OPSB) Schools is a premier portfolio district that is comprised of system of 24 schools, including 6 Network (Direct Run) schools and 18 charter schools. As a high need district serving nearly 1S,OOO students with over 11,200 students attending charter schools and over 3,600 attending direct run schools. Our student population includes 6% English Language Learners, 7.8% students with disabilities, and 72% economically disadvantaged we are committed to helping every student to excel.

We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systemsthat support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with my district's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our district in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At OPSB we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Superintendent of Schools

McDONOGH 35 SENIOR HIGH SCHOOL
-t-000 CADILLAC STREET, NEW ORLEANS, LA 70122
Office: 504. 324.7600 / Fax: 504.283.3247

The Honorable John King, Jr.
Secretary of Education
U.S. Department ofEducation
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Pear Secretary King,

As school principal of Orleans Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving approxiamately 1200 at-'risk students we are committed to helping every student to excel. We know that to attract and retain talc;mted teachers and school leaders, we must make great classroom teaching the driving focqs of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model; a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF oilers us this opportw1ity.

This application is directly aligned with McDonogh 35 Senior High School and Orleans Parish School Board's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. lh addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our McDonogh 35 Senior High School and Orleans Parish School Board in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At McDonogh 35 Senior High School and Orleans Parish School Board we are excited to partner with NIET to implement a system to farther our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

[redacted]

[redacted]ohn Green, Principal

Mary McLeod Bethune Literature/Technology Elementary'School
2401 Humamty Street **(504) 324-7076 office**
New Orleans, Louisiana 70122 **(504) 949-2665 fax**
mar mcJeodbethuneelementa '.com

Mary Haynes-Smith
Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As the principal of Mary Mcleod Bethune Elementary School, a network schoolof Orleans Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant application to promote the development of effective teachers and principals and to ir'nprove teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district currently serving approximately *5i4* students in an urban setting as indicated by last school session's enrollment summary, we are committed to helping every student to excel. Our population consists of 96% African-American, 3% Hispanic, «:!nd 1% White ana America.n Indian who all receive free lunch. However, our current data is subject to change due to the addition of seventh grade to our school for the 2016 - 2017 school session. We know that to attract and retain talented teachers and school leaders, We must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with Orleans Parish School's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership aevelopment. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators, Through these changes, we will increase the success of Mary Mcleod Bethune Elementary School and Orleans Parish Schools in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Mary Mcleod Bethune Elementary School, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

[redacted]

Mary C. Haynes-Smith
Principal

MAHALIA JACKSON ELEMENTARY
2405 Jackson Avenue
New Orleans, Louisiana 70113
Phone (504) 359-6950 Fax (504) 379-6976

Latasha Skidmore, M.A., M.Ed., Interim Principal

The Honon1ble John King, Jr.
Secretary of Education
U.S. Department ofEducation
400 Maryland Avenue, S.W.
Washington, D.C. 20202 5900

July I, 2016

Dear Secretary King,

As a principal of Mahalia Jackson Elementary School in Orleans Parish School District, I am writing to express niy support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence inTeaching (NIET).

As a high need ciistdct serving elementary students in grades pre-kindergarten through fifth, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must ·make great classroom teaching the driving focus of our efforts. To this end, our goal is to align cmr systems that support recruitment, ongoing, continuous improvement, professional grctwth and recognition. To accon1plish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with both Orleans Parish School Board and Mahalia Jackson Elementary School's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a comnlOn set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Mahalia Jaclson Elementary School; we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

Latasha Skidmore
Interim Principal

Benjamin Franklin Elementary Mathematics and Science School

Charlotte L,. Matthew, M.Ed., Principal
Nichelle Logan Jones; M.Ed., Assistant Principal
Patrice Joseph, M.Ed., Assistant Principal

.July 1, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D,C. 20202-5900

Dear Se9retary King:

As the Principal of Benjamin Franklin Elementary Mathematics and Science School in OrleansPai"ish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need school serving over 800 students we are committed to helping every student to excel as otu· motto states: We will exce11 academically and individually. We know that to attract artd retain talented teachers and school leaders, we must make great classroom teaching the driving focus ofoµr effort$. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth ai1d recogi1ition. To accomplish this goal, we seek the support of a rese rch-based model, a proven, partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with our vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and co11sistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers arid administrators. Through these changes, we will increase the success of our school in attracting, n:taining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Franklin, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely

[redacted]

11l 6 Jefferson Avenue
Pre-Kindergarten - Fifth Grades
504-304-3932 Office

401 Nashville Avenue
Sixth - Eighth Grades
504-359-7730 Office

504-304-6257 Fax
New Orleans, Louisiana 70115

McMain Secondary School
s 71'2 South Claiborne Avenue : New Orleans, LA 70125
LaKeysha London, Principal
Kevin Moore Asst. Principal

July 1, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary Kirig:

As the principal of McMain Secondary School, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the Naticrnal Institute for Excellence in Teaching (NIET).

As a high need school serving over 700 students in the city of New Orleans, it is our goal to educate students in an environment that is rich in academic excellence. We are committed to helping every student to excel and become trailblazers. Currently, it is imperative that we attract and retain talented teachers because the city of New Orleans is a compeitive market for seeking out quality teachers who understand the edcuational culture of the students we serve. I have been an edcuator for 18 years, and in that time, I have learned that qualty instruction is the key to progessive student achievement, I am a firm believer that schools thrive and become great when teacher capacity and teacher development is carried out with fidelty. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. *Tb* accomplish this goal, we seek the support of a research -based model, a proven partner , and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with our school's mission to provide a safe environment, rigorous curriculum, and meaningful experiences for all students. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development , compensation, retention, recruitment, placement and teacher leadership development . In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective

practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and admin.istrators. Through these changes, we will increase the success of McMain Secondary School in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

We are excited to partner with NIET to implement a system to further our instructional effectiveness and align our practices to expand and sustain a cadre of highly effective educators in our scha.ol.

[redacted]

Mrs. LaKeysha K. London
Principal

McDONOGH 35 SENIOR HIGH SCHOOL
4000 CADILLAC STREET, NEW ORLEANS, LA 70122
Office: 504.324.7600 / Fax: 504.283-3247

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a teacher of Orleans Parish School Board, I am writing to express mv support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving at-risk-youth and students living in poverty we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts, To th!s end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with McDonogh 35 Sr. High School and Orleans Parish School Board's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our McDonogh 35 Sr. High School and Orleans Parish School Board in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At McDonogh 35 and Orleans Parish School Board we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Valerie V. Hicks
401 NashvilleA11enue
New Orleans, Louisiana 70115

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, **S.W.**
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a teacher of Benjamin Franklin Elementary School, I *am* writing to express my support for the Teacher Incentive Fund grant applicatiQnto supportthe development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high neE:?d district serving a diverse population we are committed to helping every student to excel. We know that to attract and reta.in talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuo1,1s improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner; and the resources to develop and align these systems to make great classroom teaching the centerpiece of ourwork. TIF offers us this opportunity.

This application is dir¢ctly aligned With Benjamin Franklin's and Orleans Parish School Board's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for.observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school in attracting, retaining, developing and motivating a highly effective staff, which will enable us to dose achievement gaps and help students to meet academic goals.

At our school, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

[redacted]

Valerie V. Hicks

Tradonya Domingue
Academic Dean
Benjamin Franklin Elementary Mathematics and Science School
JI 16 Jefferson Avenue
New Orleans, Louisiana 70115

The Honorable John King, Jr.
Secretary ofEducati011
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July I, 2016

Dear Secretacy King,

As a teacher at Benjamin Franklin Elementary Mathematics and Science Schoo[of Orleans Parish School Board, I am writing to express my support for the Teacher lncentive Fund grant application to support the developmetit -of effective teachers and principals ai1d to improve teacher effectiveness among existing and future teachers in .partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving a diverse community, we are committed to helping every student to excel, We knowthattoattractand retain talented teachers and school leaden,, We must make great classroom teaching the driving focu_s of our efforts. To this end, our goal is to align our systems that suppo1t recruitmellt, ongoing; continuous improvement, professional growth and recognitiori. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to 111ake great classroom teaching the centerpiece of Our work. TIF offers us this opportunity,

This application is directly aligned with my Benjamin Frai1klin's and Orleans Parish School Board's vision of instructional improvement. Our proposed work in the grant will align instrnctiornd improvement goals with our systems for observation and feedback, professional development, con'lpensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to i,1tegrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers a11d administrators, Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for.teachers and administrators. Through these changes, we will increase the success of our Benjamin Franklin and Orleans Parish School Board in attracting, retaining, developing and motivating a highly effective staff, which will enable tis to close achievement gaps and help students to meet academic goals.

At our school, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

Tradonya Domingue

Kimberly Hakes

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a teacher of Orleans Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving minority studentswe are committed to helping every student to excel. We know that to attractand retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity,

This application is directly aligned with my district's vision ofinstructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, comp·ensatioh, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our district in attracting, retaining, developing and motivating a highly effective staff, which will enaple us to close achievement gaps a.nd help students to meet academic goals.

At Benjamin Franklin Elementary, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Kimberly Hakes
First Grade Teacher

Mary McLeod Bethune Literature/Technology Elementary School

2401 Humanity Street
New Orleans, Louisiana 70122

(504) 324-7076 office
(504) 949-2665 fax

marymcleodbethuneelementary.com

Mary Haynes-Smith
Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a fifth grade teacher of Orleans Parish School Board (OPSB), I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving, nearly 15,000 students with over 12,000 students attending charter schools and over 3,600 attending direct run schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with my school's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Mary McLeod Bethune Elementary School of Literature and Technology, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

Mary McLeod Bethune Literature/Technology Elementary School
2401 Humanity Street **(504) 324-7076 office**
New Orleans, Louisiana 70122 **(504) 949-2665 fax**
marymcleodbethuneelementary.com

Mary Haynes-Smith
Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a seventh grade teacher of Orleans Parish School Board (OPSB), I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving, nearly 15,000 students with over 12,000 students attending charter schools and over 3,600 attending direct run schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with my school's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Mary McLeod Bethune Elementary School of Literature and Technology, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

Mary McLeod Bethune Literature/Technology Elementary School
2401 Humanity Street **(504) 324-7076 office**
New Orleans, Louisiana 70122 **(504) 949-2665 fax**
marymcleodbethuneelementary.com

Mary Haynes-Smith
Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a second grade teacher of Orleans Parish School Board (OPSB), I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving, nearly 15,000 students with over 12,000 students attending charter schools and over 3,600 attending direct run schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with my school's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Mary McLeod Bethune Elementary School of Literature and Technology, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

Mary McLeod Bethune Literature/Technology Elementary School

2401 Humanity Street (504) 324-7076 office
New Orleans, Louisiana 70122 (504) 949-2665 fax
marymcleodbethuneelementary.com

Mary Haynes-Smith
Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a first grade teacher of Orleans Parish School Board (OPSB), I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving, nearly 15,000 students with over 12,000 students attending charter schools and over 3,600 attending direct run schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with my school's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Mary McLeod Bethune Elementary School of Literature and Technology, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

Mary McLeod Bethune Literature/Technology Elementary School

2401 Humanity Street **(504) 324-7076 office**
New Orleans, Louisiana 70122 **(504) 949-2665 fax**
marymcleodbethuneelementary.com

Mary Haynes-Smith
Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a fourth grade teacher of Orleans Parish School Board (OPSB), I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving nearly 15,000 students with over 12,000 students attending charter schools and over 3,600 attending direct run schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with my school's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Mary McLeod Bethune Elementary School of Literature and Technology, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

Mary McLeod Bethune Literature/Technology Elementary School

2401 Humanity Street **(504) 324-7076 office**
New Orleans, Louisiana 70122 **(504) 949-2665 fax**
marymcleodbethuneelementary.com

Mary Haynes-Smith
Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a seventh grade teacher of Orleans Parish School Board (OPSB), I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving, nearly 15,000 students with over 12,000 students attending charter schools and over 3,600 attending direct run schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with my school's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Mary McLeod Bethune Elementary School of Literature and Technology, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

Mary McLeod Bethune Literature/Technology Elementary School
2401 Humanity Street (504) 324-7076 office
New Orleans, Louisiana 70122 (504) 949-2665 fax
marymcleodbethuneelementary.com

Mary Haynes-Smith
Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a third grade teacher of Orleans Parish School Board (OPSB), I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving, nearly 15,000 students with over 12,000 students attending charter schools and over 3,600 attending direct run schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with my school's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Mary McLeod Bethune Elementary School of Literature and Technology, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

Mary McLeod Bethune Literature/Technology Elementary School
2401 Humanity Street **(504) 324-7076 office**
New Orleans, Louisiana 70122 **(504) 949-2665 fax**
marymcleodbethuneelementary.com

Mary Haynes-Smith
Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a fifth grade teacher of Orleans Parish School Board (OPSB), I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving, nearly 15,000 students with over 12,000 students attending charter schools and over 3,600 attending direct run schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with my school's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Mary McLeod Bethune Elementary School of Literature and Technology, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

Mary McLeod Bethune Literature/Technology Elementary School

2401 Humanity Street
New Orleans, Louisiana 70122

(504) 324-7076 office
(504) 949-2665 fax

marymcleodbethuneelementary.com

Mary Haynes-Smith
Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a Kindergarten teacher of Orleans Parish School Board (OPSB), I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving, nearly 15,000 students with over 12,000 students attending charter schools and over 3,600 attending direct run schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with my school's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Mary McLeod Bethune Elementary School of Literature and Technology, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

MAHALIA JACKSON ELEMENTARY
2405 Jackson Avenue
New Orleans, Louisiana 70113
Phone (504)359-6950 Fax (504) 379-6976

L<1tQsha Skic;fmore, M.A. , M.Ed. , Interim Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July I, 2016

Dear Secretary King,

As a Master Teacher of Orleans Parish School Board (OPSB), I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET)

As a high need district serving serving nearly 15,000 students with over 12,000 students attending charter schools and over 3,600 attending direct run schools we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that suppo1i recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIP offers usthis opportunity;

This application is directly aligned with my Schoo]'s vision of instructional improvement. Our proposed work in the grant will align instructional irnprovement goals with our systems for observation and feedback, professional development; compensation, retention, recruitment; placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school in attracting, ret ning, developing and rnotivating a highly effective staff: which will enable us to close achievement gaps and help students to meet academic goals.

At Mahalia Jackson Elementary School, we are excited to paitner with NIET to implement a system to fmther our instructional effectiveness and alig11 our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

[redacted]

Shalanda Jackson

MAHALIA JACKSON ELEMENTARY
2405 Jackson Avenue
New Orleans, Louisiana 70113
Phone (504)359-6950 Fax (504) 379-6976

Latasha Skidtnore, **M.A.,** M.Ed.; Interrm Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Jul'y 1, 2016

Dear Sectetaty King,

As a Master Teacher of Orleans Parish School Board (OPSB), I am writing to express my support for the Teacher Incentive Fund grant application to support the development *Of* effective teachers and principals and to improve teacher effectiveness among existing and future teachers in pai1rtership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving serving nearly 15,000 students with over 12,000 students attending charter schools and over 3,600 attending direct run schools we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we niust make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. *Tq* accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with my school's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school·in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Mahalia Jackson Elementary School, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

[redacted]

Tonia L. Muse-Baker

McMain Secondary School

5712 south Claiborne Avenue: New Orleans, LA 70125

LaKeysha London, Principal Kevin Moore Asst. Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As an Advanced Placement and honors course social studies teacher, at Eleanor McMain Secondary School, in the Orleans Parish Schools Network, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving a population of700 students, from low to moderate income families and households, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. As a classroom instructor, with 20 years of teaching and administrative experience, I believe that providing teachers with the proper support and tools for rigorous instruction, can benefit all stakeholders, and recipients. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with my school and schooldistrict's vision of providing the best for all students; as our motto is, *"Every child, every school, every day.* " By stating, believing in, and implementing this mindset, we can maximize the district's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of Eleanor McMain Secondary School and Orleans Parish Schools, in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Eleanor McMain Secondary School, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

[redacted]

Ms. Adriene!! L Boyd, M.ED.AD
Social Studies Department
Orleans Parish School Board
Eleanor McMain Secondary School

McMain Secondary School

5712 south Claiborne Avenue: New Orleans, LA 70125

LaKeysha London, Principal Kevin Moore Asst. Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1,2016

Dear Secretary King:

As a teacher of sixteen years of the the Orleans Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant application to support the developme-nt of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need school serving over 700 low to moderate income level students we are committed to helping every student to excel. As a classroom teacher, I understand and witness the impact of effective teachers on student achievement every day. There is no subst.itute for qualified, dedicated, and experienced teachers. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goc1I is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with my school's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for tea hers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Eleanor McMain, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely

[redacted]

English Teacher
Eleanor McMain Secondary School
New Orleans, LA

MCDONOGH 35 SENIOR HIGH SCHOOL

4000 CADILLAC STREET, NEW ORLEANS, LA 70122
Office: 504.324.7600 / Fax: 504.283....3247

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As school social worker of Orleans Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant application to suppprt the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving approxiamately l200 aHisk students we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to c:11ign our systems that support recruitment, ongoing, continuous improvement, professional growth al'ld recognition. To accomplish this goal, we seek the support ofa research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with McDonogh 35 Senior High School and Orleans Parish School Board's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and. teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our McDonogh 35 Senior High School and Orleans Parish School Board in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At McDonogh 35 Senior High School and Orleans Parish School Board we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practkes to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

[redacted]

Shawnell Ware, LCSW

LA BOLD TIF 5 Grant Proposal
LETTERS OF SUPPORT

District Name: Orleans Parish

Parent Letters - 9

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. i0202-5900

July 1, 2019

Dear Secretary King,

As a parent of a child McDonogh 35 Senior High, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our schools and district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. Our school and district have defenitly progress leaps and bounds Since the horrific changlenges Hurriciane Katrinia placed at its feet in the fall of 2005. Sihce then, with the vision arid leadership of several dynamic administrations the school and district has been stood up and is a leading inovator in morden education.

With the changes and opportunities this grant would provide, we believe our McDonogh 35 Senior High will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us t [redacted] ement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Katrina E. Lewis
530 Warrington Drive
New Orleans, LA 70122

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202.;.59()0

July l, 2016

Dear Secretary King,

As a parent in of the Orleans Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for ExceI1ence.in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close.achivemertt gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. I believe this is cruicial as many parents like myself are not always in a position to afford additional resources for our children. This disadvantage leaves many to depend soley on teachers a11d school administration.

Through these changes, we believe the Orleans Parish School Board and McDonogh 35 High School will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Katrina E. Lewis

June 28, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Marylai1d Avenue, S.W.
Washington, D.C. 20202-5900

Pear Secretary King,

As a parent in Orleans Parish School 13oard, 1 am writing to express my supp011 for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence i11 Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant fundsto accelerate our efforts to prioritize great classroom teaching. It is important that the educator that is in my childs classroom is adquately trained and my child will be prepared to enter college or the workforce prepared.
\
Through these changes, we believe OPSB will be more successfol i.n attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely;

[redacted]

Curley Anthony [redacted]
Parent

June 28, 2016

The Honorable John King, Jr,
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

As a parent in Orleans Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant appJication to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with tlte National Institute for Excellence in Teaching (NIET).

The effectiveness i;>f our teachers and principals is essential to our eff<)rts t<;> increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. I understand that if teachers are properly prepared to educate students that my child with get the best education possible and be prepared to enter the workforce with the necessary skills to be success in future endeavors.

Through these changes, we believe OPSB will be more successful in attracting, _retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic _oafs.

[redacted]

'Simone Marks
Parent

Charles E. Blackwell
P. 0. Box 82026,1,
New Orlc,ms, Louisiana 70182

July, 1, 2016

'fhc Honorable John King, Jr.
Secrclary Or Education
U.S. Dqxu·tmcnl of Education
rf,00 Maryland Avenue, S.vV.
\iVashing1on, D.C. 20202-5900

Dear Secretary King,

I am "vriting to express my support for the T'eachcr Incentive Fund grant application from the OPSB Nctwork Schools lo support the development of eJTcctive teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The mission statement my daughter recites daily al Bcnj,m1in Franklin Elementary Mathematics and Science School is "vVe will excell academicallyand individually". The effectiveness of our teachers and principals is essential lo our efforts lo increase student academic achievement and close achivement gaps. I am very supportive Or our district's vision fix improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom leaching. 'fhroughoul my six year military career , appreciation has always ben a morale ;mcl retention booster. \Vhilc words and ww,mls have always been effective, rimuicial incentives have always been the most effective and long lasting.

Through these changes, we believe our school will be more successful in attracting, retaining, developing ,md motivatjng a highly effective staII: which will enable us lo dose achievement g 1ps ,md help students lo meet academic goals.

[redacted]

Charles E. Blackwell
Supply Sergeant
SSC, LAANC

Mary McLeod Bethurie.J i eranp; f,fj;.; n lpgy Elementary School

2401 Humanity Street (504) 324-7076 office
New Orleans, Louisiana 70122 (504) 949-2665 fax
mar mcleodbethuneelementa .com

Mary Haynes-Smith
Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a parent of rising fourth grade student at Mary Mcleod Bethune Elementary School in Orleans Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. As the mother of a rising fourth grade student, I have been extremely pleased with the five years of excellent teaching and learning experiences that my daughter has received at Bethune School. Please continue to promote and provide the tremendous pathways to help our students prepare for college and careers and to become lifelong learners.

Through these changes, we believe our school will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Ms. Renee Cager

Mary McLeod Bethune Literature/Technology Elementary School

2401 Humanity Street **(504) 324-7076 office**
New Orleans, Louisiana 70122 **(504) 949-2665 fax**
mar mcleodbethuneelementary.com

Mary Haynes-Smith
Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a parent of a rising first grade student at Mary McLeod Bethune Elementary School in Orleans Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.
As the mother of a student new to the public school system, I was able to see an enormous amount of growth in my child over the past year. I appreciate the efforts of teachers who go above and beyond, and I feel that an incentive program for teachers would be higly beneficial to all involved.

Through these changes, we believe our school will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

J. Elizabeth O'Neal

Mary McLeod Bethune.,t,l! ratµr /'1;¢ ltn !9gy Elementary School
2401 Humanity Street (504) 324-7076 office
New Orleans, Louisiana 70122 **(504) 949-2665 fax**
mar mcleodbethuneelementar .com

Mary Haynes-Smith
Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a parent of a rising third grade student at Mary McLeod Bethune Elementary in Orleans Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence 'in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. It has been my experience that the more support our teachers receive, the better the outcome is for the students.

Through these changes, we believe our school will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Ms. Annetter Hutton

MAHALIA JACKSON ELEMENTARY
2405 Jackson Avenue
New Orleans, Louisiana 70113
Phone {504)359-6950 Fax {504} 379-6976

Latasha Skidmore, **M.A.,** M.Ed., Interim Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington., D.C. 20202-5900

July l, 2016

Dear Secretary King,

As a parent in Orleans Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence i11 Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. This will offer the teachers an opportunity to promote professional growth and the growth of all the students that they serve.

Through these changes, we believe our school will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

[redacted]

Iesha Valentine

LA BOLD TIF 5 Grant Proposal
LETTERS OF SUPPORT

District Name: Orleans Parish

Community/Business/Stakeholders - 5

Community/Business
Stakeholders

LSU
NEW ORLEANS
School of Medicine
Oepartmento!Ped,atncs

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, **S,W.**
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a community partner with McDonogh 35 Senior High School, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of teachers and principals is essential to the school's efforts to increase student academic achievement and close achivement gaps. I am very supportive of the school's vision for improvement and the plan to use grant funds to accelerate efforts to prioritize great classroom teaching. McDonogh 35 Senior High School has made great efforts in reducing absences and improving the overall health of its students by partenering with us to incorparate a school-based health center on its campus. This new improvement plan falls in line with their continued pursuit of academic excellence.

Through these changes, we believe McDonogh 35 will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable them to close achievement gaps and hel students to meet academic oals.

[redacted]

Tabitha J. Washington, MHA
Coordinator, School-Based Health Centers

Children's Hospital · 200 Henry Clay Avenue, 1' Floor · *New* Orleans, LA 70118
phone SOti.896.2723 **fax** SOti.896.2720 www.medschool.lsuhsc.edu/pediatrics

3321 Tulane Ave. New Orleans, LA 70119
(O) 504.821.4004 | (F) 504.821.4011

OPEN
ORLEANS PUBLIC EDUCATION NETWORK

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a leader in the community in Orleans Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. I understand teacher quality is a critical component of the growth and sustainability of excellence in public education in New Orleans and we are certain that the NIET grant would afford OPSB an opprtunity to address gaps and build out an even stronger pipeline of teacher professionals.

Through these changes, we believe that the Orleans Parish School Board (OPSB) will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Deirdre Johnson Burel
Executive Director, Orleans Public Education Network

Urban League of
Greater New Orleans

Empowering Communities.
Changing Lives.

Chainnan of the Board
Chris D'Amour

Vice Chairman
Jade Russell

Treasurer
Dennis R. McSeveney

Secretary
Ronald Carrere

Ex-Officio
Dottie Reese

Honorary Members
Norman C. Francis
Richard A. Henaul
Charles Teamer

Pre ident & CEO
Erika McConduit-Diggs

Directors
Ryan Banks
William T. Bostick
Mark Bouc:ree
Leah Brown
Jason Burns
Karl Connor
Amel Cosey
George Chin
Floull Daniels
Carmen Edwards
John Georges
Michael Griffin
Nick Harris
Telley Medina
Necole Merritt
Minh Nguyen
Sonia Perez.
Victor Robinson
Ashton Ryan
Laverne Saulny
Jamie Schlottman
Tod Smith
Nicky Sparrow Keely
C. Thibodeaux
Ricardo Thomas
Sylvie **Tran**
Kimberley Treece
Beth Trotter **Kyle**
Wedberg
Jameeta Youngblood

July 1, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

As a leader in the community in Orleans Parish, I am writing to express my supp011 for the Teacher Incentive fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our eff01ts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching The Urban League of Greater New Orleans recognizes thathigh quality education begins with well-prepared, committed and effective educators. The League works closely with OPSB in its efforts to improve education equity and accountability and believe strongly in their efforts to build a high quality educator workforce inNew Orleans.

Through these changes, we believe that the Orleans Parish School Board (OPSB) will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Erika McConduit-Diggs
President and CEO

4640 S. Carrollton Ave. Suite 210 • New Orleans, Louisiana 70119 • 504.620.2332 (o)

McDonogh 35 Alun1ni Association
PO Box 50306
New Orleans, LA 70150-0360
mcdonogh35alumniassociation@yahoo.com

The Honorable John King, Jr.
Secretary of Education
U.S. Depaiirnent of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 22, 2016

Dear Secretary King,

As president representing the McDonongh 35 Alumni Assoicition of the McDonogh 35 Senior High School, I am writing to express my support for the Teacher Incentive Fund Grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of teachers and principals is essential to the efforts to increase student academic achievement and close achivement gaps. I am very supportive of the Orleans Parish School Board and the vision of the Superintendent for improvement goals and the plan to use grant funds to accelerate efforts to prioritize great classroom teaching.

McDonogh 35 High School was established in 19 I 7 as the first secondary educational facility for black children in New Orleans, Louisiana. Its existence has been characterized by academic excellence, resilience and triumph. It must remain an integral thread in the educational, civic, and cultural fabric within the city of New Orleans as it provides young people with a high quality education.

Through these efforts, we believe McDonogh 35 Senior High School and the Orleans Parish Schoo} District will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable the instructional staff to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Darryl C. Kilbert, President
McDonogh 35 Alumni Association

Jacqueline Mayfield
7232 West Tamaron Blvd
New Orleans, Louisiana 70128

July 1, 2016

The Honorable iohn King, Jr,
Secretary of Education
U.S. Department ofEducation
400 Maryl d Avenue, S.W.
Washington, D.Cf 20202-5900

Dear Secretary King;

As the PTO Vice President of Benjamin Franklin Elementary Ma.thematics and Science School 111 Orleans Parish, I am wtiting to express my support forthe Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in pa11nership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I am very supportive of our districfs vision for improvement and the plan to use grant funds to accelerate our effo11s to prioritize great classroom teaching. My child has been a student at Franklin since Pre Kindergru1en. I have also worked at the school as a substitute teacher and been on the executive board of our PTO. I am in full support of this eff011 to enable our teachers to receive incentives for effective perfonn mce.

Through these changes, we believe our school will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Jackie Mayfield
PTO Vice President
Benjamin Franklin Elementary Mathematics and Science School

LA BOLD TIF 5 Grant Proposal
LETTERS OF SUPPORT

District Name: Orleans Parish

Board-1

Board President

ORLEANS PARISH SCHOOL BOARD

(504) 304-3520 • OPSB.us • 3520 General DeGaulle Drive • Suite 5055 • New 01leans, Louisiana 70114

Board Officers
Seth Bloom, JD., President, District 5
Cynthia H. Cade, B.A., Vice President, District 2

Board Members
John Brown, Sr., District 1
Sarah Newell Usdin, District 3
Leslie Ellison, District 4
Woody Koppel, District 6
Nolan Marshall, Jr., District 7

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July!, 2016

Dear Secretary King,

As the president of Orleans Parish School Board (OPSB), I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existlng and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving nearly 15,000 students with over 12,000 students attending charter schools and over 3,600 attending direct run schools we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with OPSB's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our district in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Orleans Parish School Board, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

Seth J. Bloom
OPSB Board President

Orleans Parish School Board President, Seth J. Bloom -Seth Bloom@opsb.us

W. Keith Breazeale, District G
President

P.O. Box 1230
Alexandria, Louisiana 71309-1230
318-487-0888 • FAX 318-449-3167

Nason "Tony" Authement
Superintendent

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As superintendent of the Rapides Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

Improving the practice of our classroom teachers and building the capacity of school principals has been a major focus for our school district. We know that it is only through great teachers and highly effective leaders that we will be able to close achievement gaps and remove the stigma of failing schools. With that, we have reconstituted four of our lowest performing schools by changing the principal and at least 50% of the teachers in those schools. Each of those schools have become either a TAP or a TAP best practice school. This effort demonstrates our commitment to turning around our chronically low-performing schools by focusing on creating great teachers and school leaders.

There is a sense of urgency in realizing the goal of turning around our district's persistently failing schools and providing a stopgap to decrease the high percentage of dropouts from these schools. This grant opportunity will afford us the opportunity to accelerate our efforts in turning those schools around through the creation of the systems, structures, and practices that are essential to our success. Further, it will enhance our efforts in attracting, hiring, developing, and retaining highly effective teachers and leaders - an essential element in closing achievement gaps and meeting the academic needs of all students.

Your consideration for the Rapides Parish school district to be a recipient of this TIF grant is greatly appredciated.

[redacted]

Nason Authement
Superintendent
Rapides Parish School Board

Hadnot-Hayes STEM Elementary School
Shannon Carmouche, Principal
4020 Aaron Street
Alexandria, Louisiana 71302
318-445-0031 ~ 318-484-6174 (fax)

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As the principal of Hadnot-Hayes STEM Elementary in Rapides Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district currently serving fifteen high-poverty, chronically low-performing schools, we are committed to helping every student to excel. We knew that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish the goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

As one of these chronically low-performing schools, our greatest dilemma is obtaining and maintaining effective teacher who are committed to our students and their achievement. Hadnot-Hayes STEM Elementary has participated in a variety of targeted professional development that has been implemented with fidelity. Members of our faculty and staff participate in frequent collaborative opportunities analyzing data and assigning instructional strategies to meet individual needs; yet after many years, we remain a low- performing school with minimal growth. Although we face many challenges being an at-risk school, we must find a way to bring rapid improvements. With the support, professional development, and resources provided by NIET, I feel that our student achievement goals will be met.

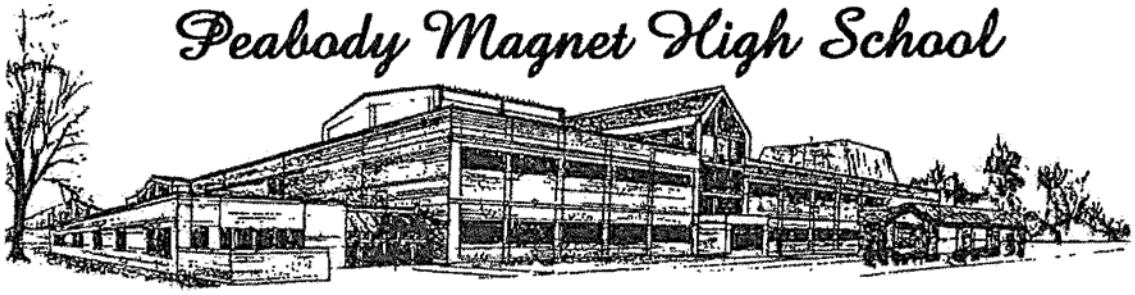
This application is directly aligned with Hadnot-Hayes STEM Elementary vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention,

Hadnot-Hayes STEM Elementary School
Shannon Carmouche, Principal
4020 Aaron Street
Alexandria, Louisiana 71302
318-445-0031 ~ 318-484-6174 (fax)

recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of Hadnot-Hayes STEM Elementary in attracting, retaining, developing, and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Hadnot-Hayes Elementary, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]



Jamie Henagan, Principal

The Honorable John King, Jr
Secretary of Education
U.S. Department of Education
400 Maryland Avenue. S.W.
Washingto D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As principal of Peabody Magnet High School in Rapides Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

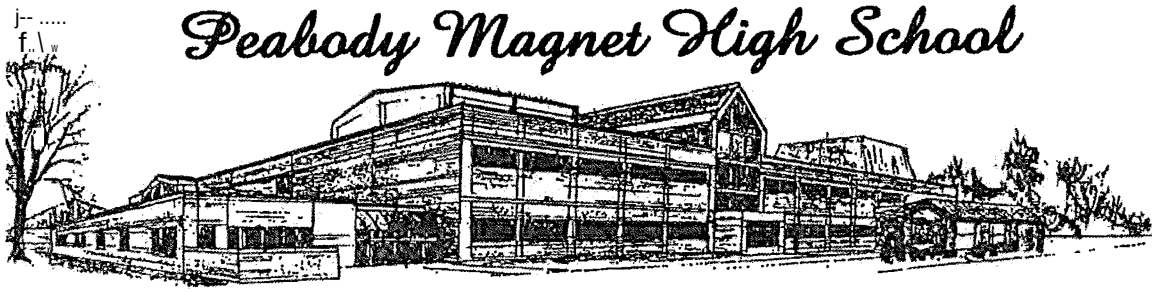
As a high need district currently serving fifteen high-poverty, chronically low-performing schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

Peabody Magnet High School is a high risk school comprised of 99% African-Americanstudents and an almost 90% free and reduced lunch rate. The last few years have seen a teacher turnover rate of at least 20% each year. However, our faculty, staff, and students are very committed to improving our educational standings with over a 17% growth in our SPS scores from the 2014 to 2015 report card. With this being said, our growth has been in the areas of Grad Rate, Grad Index, and ACT perfonnance. Our EOC scores have remained stagnant at less than 40%. While we have replaced some of the teachers in key areas, we still are not seeing the high quality of instruction that it will take to move our academic achievement to a proficient level. I truly believe that this grant could be the missing piece of our puzzle in closing the achievement gap at Peabody Magnet High School.

This application is directly aligned with Peabody Magnet High School's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with

2727 Jones Avenue • Alexandria, Louisiana • (318) 448-3457

Peabody Magnet High School



Jamie Henagan, Principal

our systems for observation and feedback, professional development, compensatio retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of Peabody Magn t High School in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Peabody Magnet High School, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

[redacted]

Jamie Henagan
Principal
Peabody Magnet High School

2727 Jones Avenue • Alexandria, Louisiana • (318) 448-3457

ALEXANDRIA MIDDLE *MAGNET* SCHOOL

122 Maryland Ave. -Alexandria, LA 71301 - (318) 445-5343 - (318) 442-8650 Fax
www.rpsb.us/amms

Dennis Stewart
Interim Principal

Julye-Ann Taylor
Assistant Principal of Instruction

Camille **Shelfo**
Assistant Principal of AdmlnistraUon

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, 5. W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a principal of Alexandria Middle Magnet School in Rapides Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET}.

As a high need district currently serving fifteen high-poverty, chronically low-performing schools, we are committed to helping every student to excel. We know that we attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

Here at AMMS, we are considered to be one of the chronlcally low performing school. Our current school performance score Is a 39.9, "F". This failing score was inherited from the former school administration. As a new principal here, I have had the opportunity to step in mid-year to refo9rm the school culture, climate and instructional programs. As a principal I believe the changes made were necessary to prevent the school from plummeting further. Here at Alexandria Middle Magnet our facility and staff have embraced the motto "A School on the Move". We believe the TAP program will be the extra piece that will thrust us forward to becoming a high performing school. The implementation of this program will allow teachers to refine their professional practice which will have a direct impact on student practice and ultimately student achievement.

This application is directly aligned with AMMS vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of AMMS in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Alexa dria Middle Magnet, **we are** excited to partner with NIET to implement a system to further our instructional effectiveness and align ou district practices to **expa** nd and sust n a cadre of highly effective educators in our schools.

[redacted]

601 Cloverleaf Boulevard
MABEL BRASHER ELEMENTARY SCHOOL
Alexandria, Louisiana 71303
(318) **442-0878**
Fax: (318) 487-8052

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July I, 2016

Dear Secretary King,

As the Principal of Mabel Brasher Elementary in Rapides Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district currently serving fifteen high-poverty, chronically low-performing schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

Mabel Brasher Elementary is currently a Turn Around School with a SPS grade of D. The majority of our students come from low socioeconomic backgrounds. Every year I face the difficutly of recruiting and hiring highly effective teachers. Over the past two years I have had 15 teacher turnover positions. The leadership team at Brasher is very effective with teacher mentoring and providing professional development to grow effective teachers. However, many of our teachers have less than 5 years experience and much support and professional development is required to develop their professional practices. Improving student achievement is our goal, and to achieve this goal we must have an effective teacher in every classroom.

This application is directly aligned with Mabel Brasher Elementary's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Perfonnance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of Mabel Brasher Elementary in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Mabel Brasher Elementary, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

[redacted]

Carol Salard, Principal

WO. Hall
Elementary Magnet School

Mr. Emmett Jefferson, Jr., Principal

3111 Jones Auenue
Alexandria, Louisiana 71302
(318) 443-()093
Fax: (318) 442-7104

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July **1, 2016**

Dear **Secretary King,**

As principiapl of W. 0. Hall Elementary Magnet School in Rapides Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching **(NIET).**

As a high need district currently serving fifteen high-poverty, chronically low-performing schools, the district is committed to helping every student to excel. They know that to attract and retain talented teachers and school leaders, they must make great classroom teaching the driving focus of our efforts. To this end, their goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

We are a school that has an extremely transient student body. Reading levels are below grade level, which directly impacts all content areas. The district has provided multiple supports to address our concerns at the school. The ultimate goal of (NIET) is to raise student achievement. The method for achieveng that goal is to support us in our work and provide structures and practices that can enrich teacher effectiveness.

This application is directly aligned with W. 0. Hall's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of W. 0. Hall in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At W. 0. Hall, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

Emmett Jefferson, Jr., Principal

W. Keith Breazeale, District Ci
President

P.O. Box 1230
Alexandria, Louisiana 71309-I 230
318-487-0888 • FAJC318-449-3167

Nason "Tony" Autl
Superintender

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Mruyland Avenue, S.W.
Washington, D.C. 20202-5900

July l, 2016

Dear Secretary King,

As a principal of Martin Park Elementary school in Rapides Parish, I am writing to express my support for the Teacher Incentive Fund grant application lo support the development of effective teachers and principals and to improve teacher effectiveness among existing and foture teachers in partnership with the National Institute for Excellence in Teaching (NIET).

Martin Park is one of fifteen, chronically low-performing schools in Rapides Parish. Our vision is to have all of our students on the path to college or carrer. To accomplish that goal we strongly believe that we need additional resources to attract, develop, and retain talented teachers. TlF will give Martin Park a recruiting edge in a very competitive system. It will also provide a research-based model that makes highly effcclive classroom teaching the centerpiece of our work.

Rapides parish has adopted a set of goals that include having an effeclive teacher in every classroom. As the principal of an inner city low socioeconomic school, reaching that goal has been ve1y difficult to acl1ieve. l have been principal at Martin Park for 3 years and nt some point in each of those years 1 have had to hire at least one TAT teacher per year. At the very minimum th.is grant would enable us lo develop the current teachers we have through professional development, support them through instructional coaching, and provide a common set of competencies lo provide specific feedback . Perfonnancc based compensation will also be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success at Martin Park by atl.Tacting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students meet academic goals.

At Martin Park, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our practices to expand nnd sustain a cadre of highly effective educators *in* our schools.

Sincerely,

[redacted]

Cynthia Corley
Principal

Wilton Ranios, Jr., District A• Steve Berry, District B • Gerald Crooks, District C • Willard B. McColl. District D
Stephen Chapman, District E • Jolm Allen, Dist1ict *F* • Darrell Rodriguez, District 1-1 • Sandra Frnnklm, District 1

Horseshoe Drive Elementary

New Vision Academy

Denese Carter, Principal

2905 Horseshoe Drive - Alexandria, LA 71301

Office: (318) 448-4788

Fax: (318) 448-4788

June 21, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

As principal of Horseshoe Drive Elementary, New Vision Academy, in Rapides Parish, it is my pleasure to write a letter in support of the Teacher Incentive Fund grant application which if awarded will support the development of effective teachers and principals, resulting in improved teacher effectiveness among both existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

Horseshoe Drive Elementary, N.V.A., one of fifteen high-poverty, chronically low-performing schools in conjunction with a deeply focused, progressive and supportive district administrative staff is committed to helping every student excel. I share with the leaders of our district, the knowledge that to attract and retain talented teachers and school leaders, great classroom teaching must be the driving focus of everyone's efforts. Therefore, it is the district goal to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resource to develop and align these systems to make great clas room teaching the centerpiece of our work. TIF offers us this opportunity.

Horseshoe Drive Elementary, New Vision Academy has struggled to achieve and sustain growth. There are many reasons we could enumerate but the underlying cause is the inability to sustain highly qualified, highly trained, and highly motivated teachers. We are committed to research-based initiatives which provide us with the necessary tools that will change the dynamics of our individual campus for administrators, teachers and students. There are no excuses that can validate allowing a child to fail.

This application is directly aligned with Horseshoe Drive Elementary, New Vision Academy's vision of instructional improvement. The proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of Horseshoe Drive Elementary, N.V.A. in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Horseshoe Drive Elementary, N.V.A., we are excited to partner with NIETto implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

Denese Carter, Principal

CARTER C. RAYMOND ELEMENTARY SCHOOL

Mrs. KclJi Wclch
Principal

P.O. Box 429
Lecompte, Louisiana 71346-1230
Telephone: 318-776-S489 • Fax: 318-776-94S9

Mr. Nason "Tony" Authement
Superintendent

The Honorable John King. Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-S900

July I, 2016

Dear Secretary King.

As the Principal of the Carter C. Raymond Elementary in Rapides Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence io Teaching (NJET). •

As a high need district currently serving fifteen high-poverty, chronically)ow-performing schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, OW' goal is to align OW' systems that support recruitment, ongoing, continuous improvement, professional arowth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIP offers us this oppornml.

Carter C. Raymond was a middle school prior to the 2007-2008 school year. After being appointed principal of Carter C. Raymond in 2007-2008 the district decided to transform the school to an elementray and make it a TAP school becoming only the second TAP school in the district with the other being Forest Hill Elementary. The TAP program was implemented and continued until the 2010-2011 school year at which point It was decided that the school would no longer participate in TAP due to lack of funds. As principal I had the distinct pleasure of working with Nancy Riles, Principal of Forest Hill Elementary, and training with Shelia Talamo, Louisiana State TAP Director, and later working with Mrs Vicki Younger who became Principal of Forest Hill Elementary when Mrs. Riles retired in 2008. Though we were no longer a TAP school the knowledge we had gain from our training was continued at Carter C. Raymond until present day. Our district began extensive training on data teaming three years **ago.** The staff and administrators of Caner C. Raymond felt very comfortable with the **b'Bining** and steps with the data team process due to the knowledge we had gained from TAP.

This application is directly aligned with Carter C. Raymond Elementary vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us lo integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Perfonnance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals. for teaabars and admmall'Btorl. Through these changes, we wDI increase the success of Carter C. Raymond Elementary in attracting. retaining. developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Carter C. Raymond Elementary, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

Kelli Carruth Welch
Principal

Lessie Moore Elementary

207 Griffith Street - Pineville, LA 71360
Phone: (318) 445-7151 Fax: (318)445-7156
Laurie Johnson, Principal Hollie Rachal, Assistant Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S. W.
Washington, D.C. 20202-5900

June 21, 2016

Dear Secretary King,

As principal of Lessie Moore Elementary School in the Rapides Parish School District of Louisiana, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for ExceJJence in Teaching.

The Rapides Parish School District is a very diverse district that currently serves fifteen high-poverty, chronically low-performing schools. It is our vision to help every student excel, and we know that in order to accomplish this we must attract and retain talented teachers and school leaders. Our goal is to aJign our systems and resources to support recruitment, retention, and ongoing professional development to ensure every classroom in our district has a highly effective teacher. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align the systems to make great classroom teaching the centerpiece of our work. The Teacher Incentive Fund grant offers us this opportunity.

Lessie Moore Elementary is Title 1 school with over 90% of our population qualifying for free or reduced lunch. We are currently considered a Turn Around Schoo) with "D" school rating from the Louisiana State Department of Education. In addition to poverty, we face many other challenges including a lack of parental involvement, an extremely transient population, a high percentage of students reading below grade)eve) and high teacher turnover. As principal, I know many of these challenges are outside of *my* control. However, I believe the key to our success is having an effective teacher in every classroom that can reach any student despite the circumstances of that student's outside life. Through effective instruction, any and every child can be successful.

The vision and goal of Lessie Moore Elementary is to see every student show academic growth through high quality instruction in the classroom. This application is directly aligned with our goal. Our proposed work in the grant will align instructional improvement goals with our systems for observations and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership

development. In addition, the grant will enable us to integrate a common·set of competencies across the systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of Lessie Moore Elementary by attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students meet academic goals.

At Lessie Moore Elementary, we are very excited about this opportunity. A partnership with NIET is sure to help us further our instructional effectiveness and align our district and school practices to sustain a team of high effective educators in every classroom.

[redacted]

Laurie Johnson
Principal

Arthur F. Smith Middle Magnet School

Dr. Norvella Williams, Principal

3100 Jones Avenue

Alexandria, LA 71302

(318) 445-6241 • FAX (318) 445-9255

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

June 22, 2016

Dear Secretary John King, Jr:

As Principal of *Arthur F. Smith Middle School* in Rapides Parish, I am writing to express support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

Arthur F. Smith Middle is a low performing community school located in a high poverty area with over **97%** free and reduced lunch. We are committed to helping our students excel beyond the walls of *A.F. Smith Middle*. Therefore, we are focusing primarily on the following: improving classroom instruction, continued implementation of Common Core State Standards, PBIS and increased community engagement. We provide a student centered learning environment that is tailored to increase student achievement on all levels. We also provide other meaningful learning opportunities and experiences for all stakeholders, especially the 500 students that are entrusted in our care.

Futhermore, this application is directly aligned with *A.F. Smith Middle* vision of instructional improvement. The vision is to create a learning environment that provides for individualized goals resulting in increased student success and higher school performance scores: provides high quality teachers, administrators, and community leaders and vigorously engages the community to be an active part in building, supporting, and influencing of the school. As a Turnaround School embracing the Common Core State Standards transition, we provide a safe and nurturing environment through research based practices in order to prepare our students for high school, college, and a future career.

Therefore, with the help of NIET, our vision can become a reality and serve as an agent to increase the success of *A.F. Smith Middle* in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help our students move closer to meeting their academic goals. Yes, we are excited about the possibilities of partnering with NIET to implement a system that will support our instructional effectiveness and one that is aligned to district practices.

If you should need more information, please email: norvella.williams@rpsb.us or call: (318)445-6241. I am sincerely,

[redacted]

"A School Where Nothing Is Impossible!"

Rattlers

CARTER C. RAYMOND ELEMENTARY SCHOOL

Mrs. Kelli Welch
Principal

P.O. Box 429
Lecompte, Louisiana 71346-1230
Telephone: 318-776-5489 • Fax: 318-776-9459

Mr. Nason "Tony" Authement
Superintendent

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As an Assistant Principal of Carter C. Raymond Elementary in Rapides Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district currently serving fifteen high-poverty, chronically low-performing schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

Carter C. Raymond Elementary school meets the criteria as a low socioeconomic school. Our students face the challenges of reading below grade level. The student skills show a deficeit ranging from phonological awareness to comprehension skills. The TAP model would help provide needed resources such as a Master Teacher that would help our teachers have a better focus on instructional strategies. With very specific directions for instruction in which the TAP model provides; our students will show the needed gains and our teachers will develop a higher level of collaboration with their fellow co-workers and among the students.

This application is directly aligned with Carter C. Raymond Elementary vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of Carter C. Raymond Elementary in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Carter C. Raymond Elementary, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

W. Keith Breazeale, District G
President

P.O. Box 1230
Alexandria, Louisiana 71309-1230
3 I 8-487-0888 • **FAX** 318-449-3167

Nason "Tony" Authement
Superintendent

The Honorable John King, Jr.
Secretary of Education
U.S. Departmenl of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July I, 2016

Dear SecreLary King,

As an assistant principal of Martin Park Elementary School in Rapides Parish, I am writing to express my support for the Teacher Incentive fund grant application to support Lhe development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district qirrently serving fifteen high-poverty, chronically low-perfonning schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recmitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this oppo1tunity.

As the assistant principal of one of the fifteen high-poverty schools in Rapides Parish, we are constantly faced with the challenges that accompany recruiting, developing, and retaining effective teachers. TI1is application is directly aligned with Martin Park's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. Additionally, the grant will enable us to integrate a common sel of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement grow1h goals, for teachers and administrators. Through these changes, we will increase the success of Martin Park by attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals. Consequently, our students will be prepared to compete with their peers throughout the nation.

At Martin Park, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

Catherine Lewis
Assistant Principal

Wilton Barrios, Jr., District A• Steve Berry, District B • Gerald Crooks, District C • Willard B. McCall, District D
Stephen Chapman, District E • John Allen, District F • Darrell Rodriguez, District H • Sandra Franklin, District [

Hadnot-Hayes STEM Elementary School
Shannon Carmouche, Principal
4020 Aaron Street
Alexandria, Louisiana 71302
318-445-0031 ~ 318-484-6174 (fax)

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a teacher of Hadnot-Hayes STEM Elementary in Rapides Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district currently serving fifteen high-poverty, chronically low-performing schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

Hadnot-Hayes STEM Elementary is one of these high-poverty, low-performing schools where our teachers and staff are dedicated to the success of all students. We have seen and experienced measurable growth over the past couple of years and are continually seeking research-based support to expand and build on this success. Hadnot-Hayes STEM Elementary's goal is to see dedication and longevity in our staff as we work toward attracting and retaining highly effective teachers and school leaders. Through on-going professional growth, continuing support, and the needed resources motivated teachers and school leaders will be able to continually address and meet the needs of the at-risk students at Hadnot-Hayes STEM Elementary.

This application is directly aligned with Hadnot-Hayes STEM Elementary's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of Hadnot-Hayes STEM Elementary in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Hadnot-Hayes **STEM** Elementary School
Shannon Carmouche, Principal
4020 Aaron Street
Alexandria, Louisiana 71302
318-445-0031 ~ 318-484-6174 (fax)

This application is directly aligned with Hadnot-Hayes STEM Elementary vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of Hadnot-Hayes STEM Elementary in attracting, retaining, developing, and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Hadnot-Hayes Elementary, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

[redacted]

Courtney Stafford
Instructional Coach
Hadnot-Hayes Elementary

Hadnot-Hayes STEM Elementary School
Shannon Carmouche, Principal
4020 Aaron Street
Alexandria, Louisiana 71302
318-445-0031 ~ 318-484-6174 (fax)

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a teacher of Hadnot-Hayes STEM Elementary in Rapides Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district currently serving fifteen high-poverty, chronically low-performing schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

Hadnot-Hayes STEM Elementary is one of these high-poverty, low-performing schools where our teachers and staff are dedicated to the success of all students. We have seen and experienced measurable growth over the past couple of years and are continually seeking research-based support to expand and build on this success. Hadnot-Hayes STEM Elementary's goal is to see dedication and longevity in our staff as we work toward attracting and retaining highly effective teachers and school leaders. Through on-going professional growth, continuing support, and the needed resources motivated teachers and school leaders will be able to continually address and meet the needs of the at-risk students at Hadnot-Hayes STEM Elementary.

This application is directly aligned with Hadnot-Hayes STEM Elementary's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of Hadnot-Hayes STEM Elementary in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Hadnot-Hayes **STEM** Elementary School
Shannon Carmouche, Principal
4020 Aaron Street
Alexandria, Louisiana 71302
318-445-0031 ~ 318-484-6174 (fax)

At Hadnot-Hayes STEM Elementary, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

ALEXANDRIA MIDDLE MAGNET SCHOOL

122 Maryland Ave. -Alexandria, LA 71301 - (318) 445-5343 - (318) 442-8650 Fax
www.rAAb,us/amm§

Dennis Stewart
Interim Principal

Julye-Ann Taylor
Assistant Principal of Instruction

Camille Shelfo
Assistant Principal of Administration

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S. W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a teacher of Alexandria Middle Magnet School in Rapides Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district currently serving fifteen high-poverty, chronically low-performing schools, we are committed to helping every student to excel. We know that we attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

As a third classroom teacher at Alexandria Middle Magnet, I am very excited about the possibilities offered by the TAP initiative. Our school services a student population In which fifty percent of our student population receives 504 or Special Education Services. This is in no way an indicator that my students are unable to learn but rather that something extra is needed to help them maximize their learning. I feel that TAP Is that extra piece that will help me as a teacher refine my practices to better meet the learning needs of my current students and other at-risk students that may attend our school in the future.

This application is directly aligned with AMMS vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. in addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of AMMS in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Alexandria Middle Magnet, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

I [redacted]

MABEL BRASHER ELEMENTARY SCHOOL

601 Cloverleaf Boulevard
Alexandria, Louisiana 71303
(318) 442-0878
Fax: (318) 487-8052

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As an insturctional coach of the Mabel Brasher Elementary School in Rapides Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district currently serving fifteen high-poverty, chronically low-performing schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

The difficulties associated with teaching in a high poverty, low performing school have caused a high teacher turnover rate at Mabel Brasher Elementary. Over the past few years we have needed to hire three to five new teachers at the start of each school year due to teacher transfers. Increasing teacher retention would be highly beneficial to our school. We strongly believe in the capabilities of our teachers at Mabel Brasher Elementary and place a high priority on developing the quality of instruction for each individual teacher. Mabel Brasher is· mal<ing incremental gains in student performance and with a stable faculty of highly proficient teachers we believe we can continue to grow.

This app1ication is directly aligned with Mabel Brasher Elementary School vision of instructional improvement Our proposed work in the grant will align instructional improvement goals with our systems for obsetvation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Perfonnance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of Mabel Brasher Elementary School in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Mabel Brasher Elementary School we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

[redacted]

Jennifer Douglas, Instructional Coach

WO. Hall
Elementary Magnet School

8111 Jones A11enue
Alexandria, Louisiana 71302
(318) 443-9093
Fax: (318) 442-7104

Mr. Emmett Jefferson, Jr., Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July I, 2016

Dear Secretary King,

As a teacher leader of W.0. Hall Elementary in Rapides Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIBT).

As a high need district currently serving fifteen high-poverty, chronically low-performing schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

Our school has a very transient population where many students are performing below grade level. Reading comprehension and fluency are major concerns as many students are reading below their reading level. This effects our students success in many areas. Our goal is to raise student achievement levels as well as create a collaborative environment for both teachers and students. I believe the NIET can help with the success of these goals by attracting talented and experienced teachers, and by establishing best practices amoung our existing staff that will lead to success and student growth.

This application is directly aligned with W.O. Hall Elementary's vision ofinstructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Perfonnance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of **W. 0.** Hall in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At W.0. Hall, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

Pamela Walker
Teacher Leader and Literacy and Numeracy Interventionist
[redacted]

W.O. Hall
Elementary Magnet School

3111 Jones Avenue
Alexandria, Louisiana 71302
(318) 443-9093
Fax: (318) 442-7104

Mr. Emmett Jefferson, Jr., Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Deparbnent of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July l, 2016

Dear Secretary King,

As a teacher at W.O. Hall Elementary in Rapides Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET}.

As a high need district currently serving fifteen high-poverty, chronically low-performing schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

Student academic achievement and growth can be directly related to teacher effectiveness. Therefore, this grant with help our district enhance teacher effectiveness within W.O. Hall Elementary. With the proper support, guidance, and meaningful feedback teacher effectiveness will be enriched in return increasing student achievement. Moreover, the NIET will strengthen the ability of the teachers at W.O. Hall Elementary to set high expectations for themselves and their students, use effective classroom management, and utilize instructional strategies that meet the student's needs and that are aligned to the common core standards. Teachers would be more confident in their daily instructional strategies and their effectiveness in and outside of the classroom. Being properly prepared and mentored will provide a lasting effect that will not only raise achievement in our school but across the district.

This application is directly aligned with W.O. Hall Elementary's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of W.O. Hall Elementary in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At W.O. Hall Elementary, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

[redacted] elissa Fontenot, Teacher

CARTER C. RAYMOND ELEMENTARY SCHOOL

Mrs. Kelli Welch
Principal

P.O. Box429
Lcc:ompte, Louisiana 71346·1230
Telephone: 318-776-5489 • Fax: 318-776-94S9

Mr. Nason "Tony" Authement
Superintendent

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a teacher of the Carter C. Raymond Elementary in Rapides Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NJE1).

As a high need district currently serving fifteen high-poverty, chronically low-performing schools. we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

I have been teaching at Carter C. Raymond Elementary for 12 years. In these years, I have developed a great love of the community in which I teach. Our school struggles to obtain and retain highly effective teachers to meet the demands of our student population. My school was once a TAP school which provided many opportunities for our teachers to improve their craft through job embedded professional development and instructional support that enhanced the quality of instruction in all classrooms. As a fonner TAP mentor teacher, I was provided the opportunity to support teachers while developing my role as an instructional leader. The experience I **gained** through conducting classroom observations and supporting teachers with best classroom practices provided me with a desire further my education within my field.

This application is directly aligned with Carter C. Raymond Elementary School's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and fee back, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Perfonnance based compensation will be used.to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of Carter C. Raymond Elementary in attracting, retaining. developing and motivating a highly effective staff, which will enable us tQ close achievement gaps and help students to meet academic goals.

At Carter C. Raymond Elementary, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in ourschools.

[redacted]

Horseshoe Drive Elementary

New Vision Academy

Denese Carter, Principal

2905 Horseshoe Drive - Alexandria, LA 71301

Office: (318) 448-4788

Fax: (318) 448-4788

June 21, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

As lead teacher of Horseshoe Drive Elementary, New Vision Academy, in Rapides Parish, it is my pleasure to write a letter in support of the Teacher Incentive Fund grant application which if awarded will support the development of effective teachers and principals, resulting in improved teacher effectiveness among both existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET}.

Horseshoe Drive Elementary, N.V.A., one offifteen high-poverty, chronically low-performing schools in conjunction with a deeply focused, progressive and supportive district administrative staff is committed to helping every student excel. I share with the leaders of our district, the knowledge that to attract and retain talented teachers and school leaders, great classroom teaching must be the driving focus of everyone's efforts. Therefore, it is the district goal to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resource to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

Horseshoe Drive Elementary, New Vision Academy has struggled to achieve and sustain growth. There are many reasons we could enumerate but the underlying cause is the inability to sustain highly qualified, highly trained, and highly motivated teachers. We are committed to research-based initiatives which provide us with the necessary tools that will change the dynamics of our individual campus for administrators, teachers and students. There are no excuses that can validate allowing a child to fail.

This application is directly aligned with Horseshoe Drive Elementary, New Vision Academy's vision of instructional improvement. The proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, · recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of Horseshoe Drive Elementary, N.V.A. in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Horseshoe Drive Elementary, N.V.A., we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

Courtney Gistorb, Lead Teacher

Horseshoe Drive Elementary
New Vision Academy
Denese Carter, Principal
2905 Horseshoe Drive -Alexandria, LA 71301
Office: (318) 448-4788
Fax: (318) 448-4788

June 21, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

As teacher of Horseshoe Drive Elementary, New Vision Academy, in Rapides Parish, it is my pleasure to write a letter in support of the Teacher Incentive Fund grant application which if awarded will support the development of effective teachers and principals, resulting in improved teacher effectiveness among both existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

Horseshoe Drive Elementary, N.V.A., one of fifteen high-poverty, chronically low-performing schools in conjunction with a deeply focused, progressive and supportive district administrative staff is committed to helping every student excel. I share with the leaders of our district, the knowledge that to attract and retain talented teachers and school leaders, great classroom teaching must be the driving focus of everyone's efforts. Therefore, it is the district goal to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resource to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

Horseshoe Drive Elementary, New Vision Academy has struggled to achieve and sustain growth. There are many reasons we could enumerate but the underlying cause is the inability to sustain highly qualified,· highly trained, and highly motivated teachers. We are committed to research-based initiatives which provide us with the necessary tools that will change the dynamics of our individual campus for administrators, teachers and students. There are no excuses that can validate allowing a child to fail.

This application is directly aligned with Horseshoe Drive Elementary, New Vision Academy's vision of instructional improvement. The proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of Horseshoe Drive Elementary, N.V.A. in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Horseshoe Drive Elementary, N.V.A., we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

[redacted]

Barbara Forest, Teacher

Horseshoe Drive Elementary
New Vision Academy
Denese Carter, Principal
2905 Horseshoe Drive -Alexandria, LA 71301
Office: (318) 448-4788
Fax: (318) 448-4788

June 21, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

As teacher of Horseshoe Drive Elementary, New Vision Academy, in Rapides Parish, it is my pleasure to write a letter in support of the Teacher Incentive Fund grant application which if awarded will support the development of effective teachers and principals, resulting in improved teacher effectiveness among both existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

Horseshoe Drive Elementary, N.V.A., one of fifteen high-poverty, chronically low-performing schools in conjunction with a deeply focused, progressive and supportive district administrative staff is committed to helping every student excel. I share with the leaders of our district, the knowledge that to attract and retain talented teachers and school leaders, great classroom teaching must be the driving focus of everyone's efforts. Therefore, it is the district goal to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resource to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

Horseshoe Drive Elementary, New Vision Academy has struggled to achieve and sustain growth. There are many reasons we could enumerate but the underlying cause is the inability to sustain highly qualified, highly trained, and highly motivated teachers. We are committed to research-based initiatives which provide us with the necessary tools that will change the dynamics of our individual campus for administrators, teachers and students. There are no excuses that can validate allowing a child to fail.

This application is directly aligned with Horseshoe Drive Elementary, New Vision Academy's vision of instructional improvement. The proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of Horseshoe Drive Elementary, N.V.A. in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Horseshoe Drive Elementary, N.V.A., we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

[redacted]

Terrica Collins, Teacher

Lessie Moore Elementary

207 Griffith Street - Pineville, LA 71360
Phone: (318) 445-7151 Fax: (318)445-7156
Laurie Johnson, Principal Hollie Rachal, Assistant Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S. W.
Washington, D.C. 20202-5900

June 21, 2016

Dear Secretary King,

As a teacher at Lessie Moore Elementary School in the Rapides Parish School District of Louisiana, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National lnstitute for Excellence in Teaching.

The Rapides Parish School District is a very diverse district that currently serves fifteen high-poverty, chronically low-performing schools. The vision of every school in this district is to help all students excel, and we know that in order to accomplish this we must attract and retain talented teachers and school leaders. Another key to accomplishing this goal is to provide high quality and ongoing professional development that focuses on best practices in teaching and learning. In order to help all of our students succeed, we are seeking the support of a research-based model, a proven partner, and the resources to make great classroom teaching the centerpiece of our work. The Teacher Incentive Fund grant offers this opportunity.

Lessie Moore Elementary is Title 1 school with over 90% of our population qualifying for free or reduced lunch. As a classroom teacher at this school, I face many challenges including lack of parental involvement, students receiving little to no help with academics outside of the classroom, and poor attendance. Despite these challenges, I have proven to be a successful teacher through the use of research-based best practices, I know that with more professional development, my co-workers and I can become even more effective in the classroom and show tremendous growth in our students.

The vision and goal of Lessie Moore Elementary is to see every student show academic growth through high quality instruction in the classroom. This application is directly aligned with our goal. We are very excited about this opportunity. A partnership with NIET is sure to help us further our instructional effectiveness and align our district and school practices to sustain a team of high effective educators in every classroom.

Arthur F. Smith Middle Magnet School
Dr. Norvella Williams, Principal
3100 Jones Avenue
Alexandria, LA 71302
(318) 445-6241 • FAX (318) 445-9255

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202-5900

June 22, 2016

Dear Secretary King,

It is my pleasure to write a letter in support of the Teacher Incentive Fund proposal being submitted to the U.S. Department of Education on behalf of Arthur F. Smith Middle Magnet School. I am currently serving in the role of a Master Teacher and I strongly support this partnership with the National Institute for Excellence in Teaching (NIET). This partnership is a key aspect in recruiting and retaining effective teachers in underserved schools as A.F. Smith Middle Magnet School.

Because our school's mission is to educate every student for a world beyond Arthur F. Smith Middle Magnet School, I feel that this grant's purpose aligns with the instructional student needs that enrich intellect and assist in developing their character. This grant will promote teacher effectiveness by improving professional development and implementing research-based models as the foundation.

In conclusion, I fully support the efforts of the Rapides Parish School District as they seek external funding to support this program that is designed to make classroom teaching the centerpiece of EDUCATION. "For teachers, as for students, the most effective evaluation comes from someone who sits beside us and helps us grow" (Carol Tomlinson).

[redacted]

Rattlers

"A School Where Nothing Is Impossible!"

Arthur F. Smith Middle Magnet School
Dr. Norvella Williams, Principal
3100 Jones Avenue
Alexandria, LA 71302
(318) 445-6241 • FAX (318) 445-9255

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

June 22, 2016

Dear Secretary King,

I am writing on behalf of the PTO to express support for the Teacher Incentive Fund grant for A.F.Smith Middle School. I am a parent as well as an educator and I believe that effective teachers are needed to improve the quality of education for every student. A partnership with the National Institute for Excellence in Teaching (NIET) would be the glue that our school needs to increase student achievement on all levels.

It is our belief that if we attract and retain talented teachers and administrators, learning becomes the driving force of all efforts. Therefore, we support the fact that this grant is aligned with district practices and it supports recruitment, ongoing, continuous improvement, professional growth and recognition with research-based model as the foundation.

We are excited about the proposed work in this grant. The grant will also align instructional improvements goals with the district for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. This plan guarantees success for A.F. Smith Middle and will help increase student achievement.

This is a grand idea to partner with NIET to implement a system to further our instructional effectiveness and watch our students grow and benefit. Thanking you in advance for assisting us in making great classroom teaching the centerpiece. If you should need more information, please do not hesitate to email: melissa.brown@rpsb.us .

[redacted]

"A School Where Nothing Is Impossible!"

Rattlers

ALEXANDRIA MIDDLE *MAGNET* SCHOOL

122 Maryland Ave. -Alexandria, LA 71301 - (318) 445-5343 - (318) 442-8650 Fax
yt>NW.J _,us/amrn,§

Dennis Stewart
Interim Principal

Julye-Ann Taylor
Assistant Principal of Instruction

Camille Shelfo
Assistant Principal of Administration

The Honorable John **King,** Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, **S. W.**
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a parent of Alexandria Middle Magnet School in Rapides Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district currently serving fifteen high-poverty, chronically low-performing schools, we are committed to helping every student to excel. We know that we attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

As a parent and volunteer of the school, I have a vested interest in the sustained success of the school. There have been several impact ful changes to take place at Alexandria Middle Magnet. It is my strong opinion that the primary reason this school continues to struggle rather than thrive is primarily due to its location. Alexandria Middle Magnet is a product or result of community zoning for schools. This idea is great as It makes the school easily accessible for both parents and students. However, the same aspect that makes the school a convenience based on location also contributes to its chronic low performance. AMMS is centrally located in the heart of a high poverty, high crime area. The students that attend this school from the surrounding area typically experience the lack of parental presence in the home as well as Involvement in their education for a variety of reasons to include them working multiple jobs. This places the school and the teachers in the position to teach the students the vast majority of the skills needed to contribute to their educational success during the school day. I believe that the TAP program will equip the teachers with the skills needed to maximize the learning of their at-risk student clientele.

This application is directly aligned with AMMS vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of AMMS in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Alexandria Middle Magnet, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

W. Keith Breazeale, District G
President

P.O. Box 1230
Alexandria, Louisiana 71309-1230
318-487-0888 • FAX 318-449-3167

Nason "Tony" Authement
Superintendent

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As president of the Rapides Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to Improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. We have been very diligent in trying to move this district forward, and this grant will give us the opportunity to do just that.

Through these changes, we believe our Rapides Parish school district will be more successful in attracting, retaining, developing and motivating a highly effective staff which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

W. Keith Breazeale
President
Rapides Parish School Board

Rapides Parish Schools

W. Keith Breazeale, District G
President

P.O. Box 1230
Alexandria, Louisiana 71309-1230
318-487-0888 • FAX 318-449-3167

Nason "Tony" Authement
Superintendent

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a member of the Rapides Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, we believe our Rapides Parish school district will be more successful in attracting, retaining, developing and motivating a highly effective staff which will enable us to close achievement gaps and help students to meet academic goals.

[redacted]

John Allen
Board Member
Rapides Parish School Board

W. Keith Breazeale, District G
President

P.O. Box 1230
Alexandria, Louisiana 71309-1230
318-487-0888 • FAX 318-449-3167

Nason "Tony" Authement
Superintendent

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a member of the Rapides Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, we believe our Rapides Parish school district will be more successful in attracting, retaining, developing and motivating a highly effective staff which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Willard McCall

Board Member
Rapides Parish School Board

W. Keith Breazeale, District G
President

P.O. Box 1230
Alexandria, Louisiana 71309-1230
318-487-0888 • FAX 318-449-3167

Nason "Tony" Authement
Superintendent

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a member of the Rapides Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, we believe our Rapides Parish school district will be more successful in attracting, retaining, developing and motivating a highly effective staff which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Wilton Barrios
Board Member
Rapides Parish School Board

W. Keith Breazeale, District G
President

P.O. Box 1230
Alexandria, Louisiana 71309-1230
318-487-0888 • FAX 318-449-3167

Nason "Tony" Authement
Superintendent

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a member of the Rapides Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, we believe our Rapides Parish school district will be more successful in attracting, retaining, developing and motivating a highly effective staff which will enable us to [redacted] students to meet academic goals.

Steve Berry
Board Member
Rapides Parish School Board

W. Keith Breazeale, District G
President

P.O. Box 1230
Alexandria, Louisiana 71309-1230
318-487-0888 • FAX 318-449-3167

Nason "Tony" Authement
Superintendent

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a member of the Rapides Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, we believe our Rapides Parish school district will be more successful in attracting, retaining, developing and motivating a highly effective staff which will enable us to [redacted] academic goals.

Rapides Parish Schools

W. Keith Breazeale, District G
President

P.O. Box 1230
Alexandria, **Louisiana** 71309-1230
318-487-0888 • FAX 318-449-3167

Nason "Tony" Authement
Superintendent

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a member of the Rapides Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, we believe our Rapides Parish school district will be more successful in attracting, retaining, developing and motivating a highly effective staff which will enable us to close achievement gaps and help students to meet academic goals.

[redacted]

Rapides Parish Schools

W. Keith Breazeale, District G
President

P.O. Box 1230
Alexandria, Louisiana 71309-1230
318-487-0888 • FAX 318-449-3167

Nason "Tony" Aut
Superintende

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a Rapides Parish School Board member , I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving Rapides Parish, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with the RPSB's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school/district in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At RPSB, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

Wilton Barrios, Jr., District A • Steve Berry, District B • Gerald Crooks, District C • Willard B. McCall, District D
Stephen Chapman, District E • John Allen, District F • Darrell Rodriguez, District H • Sandra Franklin, District I

CENTRAL LOUISIANA TECHNICAL COMMUNITY COLLEGE

Education and Workforce Development that Transforms Lives and Advances the Community

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

June 21, 2016

Dear Secretary King,

As a Community & Technical College based in the Rapides Parish school district, I am writing to express CLTCC's support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. We are very supportive of our **district's** vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. As a post-secondary leader, we value Rapides Secondary School District as a 'feeder' for our college. Having college-ready students proficient in literacy and numeracy is a priority we assuredly support. A vast majority of careers in Central Louisiana will require more than a High School Diploma and less than a Four-Year Degree. The leadership and outcome-based achievements sought by Superintendent Authement and Rapides Parish Schools align with satisfying lifelong learning and career attainment.

Through these changes, we believe our Rapides Parish school district will be more successful in attracting, retaining, developing and motivating a highly effective staff which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

James R. Sawtelle III
Chancellor

THE

ORCHARD

FOUNDATION

Empowering rod:i.y's teachers. Eduaring tomorrow's leaders.

June 20, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

I am honored and pleased to write in support of the Rapides Parish school district's proposal for the U.S. Department of Education's Teacher Incentive Fund grant competition to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for ExcelJence in Teaching (J\TJET). I encourage your approval of its proposal for funding under your Teacher Incentive Fund grant program.

The Orchard Foundation has a long history of partnering with the Rapides Parish school district in efforts to improve the educational attainment level of students in central Louisiana. Our efforts are focused on providing instructional leadership and teacher professional development training opportunities to the nine public school districts in our region. The Orchard Foundation and the Rapides Parish school district share the common belief that the effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I am very supportive of this district'.s vision for improvement and its plan to use grant funds to accelerate its efforts to provide students with the highest-quality instruction possible.

We are confident that this partnership will implement the project as detailed in the grant application. Rapides Parish school district is working hard to increase student achievement and ensure students are college and/or career ready, and collaborations of this type will ensure that the teachers are prepared to carry on that work. Through these district-wide efforts of transforming instruction, we believe that the Rapides Parish school district will be more successful in attracting, retaining, developing and motivating a highly effective staff which will enable us to close achievement gaps and help students to meet academic goals.

I encourage you to fund this worthwhile proposal, and will make myself available to answer any questions you may have about this endeavor.

Sincerely,

[redacted]

Marjorie A. Taylor, Ed.D.
Executive Director

1101 4th Street. Suite 101 C • Alexandria, LA 71301 • 318-767-6561 • FAX 31s-.148-4473 •www.theon:hardfoundation.org

Funded by: THE RAPioESFoUNU.t,TION

LSUR

Department of Education
(318) 473-6474 • Fax: (318) 473-6479

Ls U of ALEX ANDR IA

8100 Highway 71 South
Alexandria, LA 71302-9121
www.lsua.edu

June 20, 2016

The Honorable John King Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

As chair of the Department of Education at Louisiana State University at Alexandria (LSUA), located in the Rapides Parish school district, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I am very supportive ofthe district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Our university has formed a partnership with the Rapides Parish school district on numerous occasions. At present, we partner in two grants awarded to LSUA for the purpose of increasing the effectiveness of the teacher preparation program. Our faculty also attends TAP training with Rapides Parish faculty and staff as we strive to improve instruction and academic achievement throughout the district. I have found the school district to be child-centered and goal-oriented for the purpose of closing the educational gap for all students in Rapides Parish schools. Through our teacher preparation program, we strive to assist the district in achieving their vision.

Through these changes, we believe our Rapides Parish school district will be more successful in attracting, retaining, developing and motivating a highly effective staff which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Patsy S Jenkins, Ed.D

[redacted]

CLEDA
Central i.o l fj'riW'tconomlc Development Alliance
www.cenla.org

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

June 23, 2016

Dear Secretary King,

As a lead organization in all major economic development interests in the Central Louisiana Region, as well as the Rapides Parish School District, I am writing to express our support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. We are very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. The implementation of this grant will have a positive impact on the educational outcomes in this Region, which will directly contribute to the success of our efforts in industry recruitment, expansion and retention for the economic benefit of our citizens for many years to come.

Through these changes, we believe our Rapides Parish school district will be more successful in attracting, retaining, developing and motivating a highly effective staff which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Wayne L. Denle[redacted]
Vice President of Knowledge Platforms

Phone: (318) 441-3400

Alexandria, La.
Ph. 318.484.3911
Fax 318.484.3585

Johnson Siebeneicher &Ingram

ATTORNEYS AT LAW

Baton **Rouge, La.**
Ph. 225.296.0016

June 24, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King:

As a small business owner in the Rapides Parish school district, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET);

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, we believe our Rapides Parish school district will be more successful in attracting, retaining, developing and motivating a highly effective staff which will enable us to close achievement gaps and help students to meet academic goals.

With kindest regards,

[redacted]

P.O. Box 648 • Alexandria, LA 71309
2757 Hwy. 28 East. Pineville, LA 71360

City of PINEVILLE Louisiana

.Mayor
Clarence R. Fields

City Clerk
Ellen Melancon

City Council
Mrrry Galloway - District I
Kevin Dorn ·· District 2
Christy Frederic - District 3
Tom Bouchie - District 4
Nathan Martin - District *5*

July 1, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

As Mayor of the City of Pineville, in the Rapides Parish school district, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET}.

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for Improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. An emphasis on education means a more talented workforce which in turn attracts more job opportunities to our community.

Through these changes, we believe our Rapides Parish school district will be more successful in attracting, retaining, developing and motivating a highly effective staff which will enable us to close achievement gaps and help students to meet academic goals.

Cit-y of Pineville• P 0. Uc,, 3820 • hneYille. Louisiana 713(i l • Phone (318) -i-+9-5650 • Fa:-- (3 I 8) .:+42-8373

WILLIAM EARL HILTON

Sheriff and Tax Collector - Rapides Parish

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As Sheriff of Rapides Parish and working closely with our Rapides Parish School district through our School Resource Officers that are placed in every Rapides Parish school. I would like to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute of Excellence in Teaching (NIET).

It would prove to be of great value to increase student academic achievement and close achievement gaps as our teachers and principals have become very effective in helping with our students and school staff. I am very supportive of our district's vision classroom teaching. My observation has been nothing short of proper and effective support of our teacher's excellence in their teaching of the students In Rapides Parish Schools.

Through these changes, we believe our Rapides Parish School district will be more successful In attracting, retaining, developing and motivating a highly effective staff which will enable us to close achievement gaps and help our students to meet their academic goals.

[redacted]

701 Murray Street I Post Office Box 1510 I Alexandria, Louisiana 71309
Phone 318.473.6700 I Fax: 318.449.6455 I www.rpso.org

THE RAPIDES FOUNDATION

Joseph R. Rosier, Jr., CFA
President/Chief Executive Officer

July 1, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

On behalf of The Rapides Foundation, a partner in improving education in Rapides Parish school district, I am writing to express my support for the Teacher Incentive Fund grant application. This application supports the development of effective teachers and principals and the improvement of teacher effectiveness, among existing and future teachers, in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of the district's vision for improvement and the plan to accelerate efforts to prioritize great classroom teaching.

Through it's Education Initiative, the Foundation has supported on-going professional development and leadership training for the teachers and leaders of Rapides Parish Schools since 2008. We support the districts efforts to align these systems to ensure that every classroom has an effective teacher, every year. The further development and support of school based leadership teams will drive improvements in instruction across the building.

Through these changes, Rapides Parish school district will be more successful in attracting, retaining, developing and motivating a highly effective staff which will close achievement gaps and help students to meet academic goals.

Sincerely,

1101 Fourth Street, Suite 300, Alexandria, Louisiana 71301 - Phone (318) 443-3394 - (800) 994-3394 - Fax (318) 443-8312
www. rapidesfoundation.org

June 29, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Mr. King:

I am writing to express my support for the Teacher Incentive Fund (TIF) grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district currently serving fifteen high-poverty, chronically low-performing schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with A.F. Smith Middle's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of A.F. Smith Middle in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Mayor, City of Alexandria

cc: Dr. Norvella Williams

Jacques M. Roy
Mayor

Office of the Mayor
Posl Office Box 71
Alexandria, Louisiana 71309-0071
Tel(318) 449-5000· fax(318)449-5229
e-mail: tonya.corley@cilyofalex.com

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July l, 2016

Dear Secretary King,

As the instructional coach of Peabody Magnet High School in Rapides Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district currently serving fifteen high-poverty, chronically low-performing schools, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment; ongoing, continuous improvement; professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

Peabody Magnet High is one of these high-need schools. Our population is composed of students who are African-American and who have a low socio-ecomonic status. Many of these students are also at a high risk of not obtaining a high school diploma nor seeking higher educational opportunities. By the opportunities offered by this grant, our district will be able to provide our school with the much needed interventions needed for our students and faculty to be successful. At this moment, Peabody is dealing with systemic issues that put our students at a disadvantage, such as high teacher turnover, a number of instructors who are operating on temporary teaching liscenses, and teachers who are teaching out of their field. Through the TIF grant, which will allow us to recruit and nurture a high-quality faculty and staff, Peabody will begin its path to ultimate success. In tum, our students will be presented with exceptional classroom opportunities which will ultimately mean the difference between success and failure in life after high school, which will impact their household, community, state, and nation.

This application is directly aligned with Peabody's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of Peabody Magnet High in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Peabody, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

Victoria Aiken-Tesfay
Instructional Coach, Peabody Magnet High

St. John the Baptist Parish School Board

Keith A, Jones
Board President

Albert A. Burl, Ill
Vice-President

Kevin R. George
Superintendent

BOARD MEMBERS

Russell Jack
District No. 1
PO Box75
Edgard, IA 70049
985-497•8395

Albert A. Burl, Ill
District No. 2
PO Box 593
Garyville, IA 70051
504·628-0010

Gerald J, Keller, Ph.D.
District No. 3
PO Box 347
Reserve, IA 70084
985-536·6570

Patrick H. Sanders
District No. 4
137 E. 31" Street
Reserve, IA 70084
504-628-0306

Sherry Defrancesch
District No. 5
28 Holly Drive
LaPlace, IA 70068
504-628-2934

Keith A. Jones
District No. 6
PO Box952
LaPlace, IA 7006
985-652-5170

Phllllp Johnson
District No. 7
1117 Clnclalr Loop
LaPlace, IA 7006 8
985-651-4290

Russ Wise
District No. 8
2131 Marion Drlv
LaPlace, IA 7006
985-652-7211

Shawn Wallace
District No. 9
1604 Cambridge I
LaPlace, IA 7006
985-212-5360

Rodney B, Nichol
District No. 10
2063 Lafitte Drive
LaPlace, IA 700
504-818-S499

Clarenee Triche
District No. 11
1614 Main Street
LaPlace, IA 700
985-652-6193

The Honorable John King, Jr.
Secretary of Education, U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a District Capacity Team member in St. John the Baptist Parish Public School District, I am writing to support the Teacher Incentive Fund grant application which the develops effective teachers and principals and to improves teacher effectiveness in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving a high-risk, high-poverty student population, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with my district's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our district in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At the district level, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

[redacted]

Kevin George
Superintendent

Quentina Timoll, Ed.D.
Assistant Superintendent

Shanna Beber
Curriculum Facilitator

Felix Boughton
Exec. Director of Business/Finance

[redacted]

Bob Bourgeois, Jr.
Info. Technology Coordinator

Terry Charles
Child Nutrition Supervisor

Jenna Chiasson, Ph.D.
Curriculum Coordinator

Allson Cupit
Principal/Coach

[redacted]

Bonnie Dinvaut
Ed. Technology Coordinator

Page Eschette
Human Resources Director

Tanya Faucheux
Instr. Technology Facilitator

Juanita Hill, Ed.D.
SIS Coordinator

[redacted]

Ida Holmes
External Funding Coordinator

Erica Merrick
Federal Programs Coordinator

Peter Nunez
Exec. Director/Purchasing Agent

Elton Oubre
Child Welfare/Attend. Director

[redacted]

Jessie Oubre
Maintenance Coordinator

Shannon Smith
CTE/Curriculum Coordinator

Heidi Trosclair
Exec. Director of Assess./Account.

Steve Vales
Transportation Supervisor

[redacted]

Stephen Zafirau, Ph.D.
Curriculum Facilitator

118 West 10th Street• P.O. Drawer AL• Reserve, Louisiana 70084 • PHONE: 985-536-1106 • 1-800-296-1106 • FAX: 985-536-1109

An Eaual Oooortunity Emo/over

St. John the Baptist Parish School Board

;SJBP

Pusucsci-tooLS

Making A+ Difference

Accountability Assessment Achievement

Keith A. Jones
Board President

Albert A. Burl, Ill
Vice-President

Kevin R. George
Superintendent

BOARD MEMBERS

Russell Jack
D1strict No. 1
PO Box 75
Edgard, *LA* 70049
98S-497-8395

Albert A, Burl, Ill
District No. 2
PO Box 593
Garyville, *LA* 70051
504-628-0010

Gerald J, Keller, Ph.D.
District No. 3
PO Box 347
Reserve, *LA* 70084
985-536-6570

Patrick H. Sanders
District No. 4
137 E. 31" Street
Reserve, *LA* 70084
504-628-0306

Sherry DeFrancesch
District No. 5
28 Holly Drive
laPlace, *LA* 70068
504-628-2934

Keith A. Jones
District No, 6
PO Box 952
LaPlace, *LA* 70068
985-652-5170

Phillip Johnson
District No. 7
1117 Cinclalr Loop
laPlace, *LA* 70068
985-651-4290

Russ Wise
District No. 8
2131 Marion Drive
laPlace, lA 70068
985-652-7211

Shawn Wallace
District No. 9
1604 Cambridge Drive
LaPlace, *LA* 70068
985-212-5360

Rodney B. Nicholas
District No. 10
2063 Lafitte Drive
LaPlace, *LA* 70068
504-818-8499

Clarenee Triche
District No. 11
1614 Main Street
LaPlace, *LA* 70068
985-652-6193

The Honorable John King, Jr.
Secretary of Education, U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a principal in St. John the Baptist Parish Public School District, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective eachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving a high-risk, high-poverty student population, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with my school's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At school, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators.

Sincerely,

[redacted]

Cory Butler, ESJH | Patty Porsythe, LES | Stacy Bradford, ESJE

[redacted]

Chanell Walker, WSJE | Claude Hill, WSJH | Drenean Brown, EWE

[redacted]

Jason Beber, LPE | Christal Sylvain, JLO | Terran Perry, GMMS

[redacted]

Orlando Watkins, SJAP | Antoinette Robinet ECW

[redacted]

118 West 10th Street• P.O. Drawer AL• Reserve, Louisiana 70084 • PHONE: 985-536-1106 • 1-800-296-1106 • FAX: 985-536-1109

An Eaual Oooortunity Emo/over

St. John the Baptist Parish School Board

Making A Difference:

Accountability Assessment Achievement

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a Special Education Department of St. John the Baptist School District, we are writing to express our support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

We are committed to helping every student excel and providing educational opportunity for students with disabilities. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. The Teacher Incentive Fund offers us this opportunity. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators which will enable us to close achievement gaps in special education and help students meet academic goals.

The Special Education Department is excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

IEP Coordinator

Special Education Office

P. O. Drawer AL • Reserve, Louisiana 70084 • Phone: 985-652-9250 • FAX: 985-652-2763

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Patricia Triche
Dire or of Early Childhood and Head Start

Dear Secretary King,

As Director of Head Start and Early Childhood, and liason for The District Parent Teacher Organization, from Saint John the Baptist Parish, I am writing to exp ess my support for the Teacher Incentive Fund grant application to support/the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching {NIET).

As a high need district serving many children at risk, we are committed to helping every student to excel. We know that to attract and retain talented teachers 11nd school leaders, we must make great classroom teaching the driving focus of;our efforts. To this end, our goal is to align our systems that support recruitm¢nt, ongoing, continuous improvement, professional growth and recognition. ! To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunjty.

This application is directly aligned with my Saint John the Baptis Parish's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedb ck, professional development, compensation, retention, recruitment, placerrient and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our district in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to m:eet academic goals.

In Saint John the Baptist Parish, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

[redacted]

Patricia Triche,
Director of Head Start and Early Childhood

Betty COieman Clement
1600 Ellerslie Avenue
LaPlace, LA 70068

June 28, 2016

Mr. Kevin R. George, Superintendent
St. John the Baptist Parish Schools
P.O. Drawer AL
Reserve, LA 70084

Dear Mr. George,

As a retiree of the St. John the Baptist Parish School System, I am both pleased and honored to lend my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I enthusiastically support our district's vision for the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

During my more than four decades **as a** classroom teacher, I experienced first-hand the impact that well trained teachers and principals had on student achievement.

That the District is embarking on this new partnership to ensure continued progress in every area of the teaching-learning process demonstrates your strong commitment to providing a quality education for each and every one of our students. For that I am immensely proud and truly grateful.

Sincerely yours,

[redacted]

Betty Coleman Clement

SCL
TECHNICAL
COLLEGE

RESERVE BRANCH CAMPUS

Penelope Freeman, Campus Dean
181 Regafa Park Road
Reserve, LA 70084
Phone (985) 536·4418
Toll Free: (800) 590·9773
Fax (9S5) 536·7697

July 1, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

RE: Teacher Incentive Fund

Dear Secretary King:

As a post-secondary education institution in St. John Parish, I am writing to express my support for the Teacher Incentive Fund grant application. It is needed to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teach erslin partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, I believe our school system will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achiev ment gaps and help students to meet academic goals.

Sincerely,

[redacted]

Penelope Freeman
Campus Dean

. 925 West Eclenborne Parkway • P. 0. Box 2367 • Gonzales, LA • 70707

(225) 743-8500 • www.rpcc.edu

Kevin R. George
Superintendent
St. John the Baptist Parish Schools
118 W. 10th Street
P. 0. Drawer AL
Reserve, LA 70084

June 22, 2016

Dear Superintendent George,

As Chancellor of River Parishes Community College (RPCC) in Gonzales, I am writing to express my supp01t for the Teacher Incentive Fund grant application to supp01t the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching(NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I am very supp01tive of the district's vision for improvement and the plan to use grant funds to accelerate their efforts to prioritize great classroom teaching. The entire RPCC staff is available and ·willing to help the St. John schools serve the needs of our community and the individuals living in the region. We are all more effective in our education and learning services when we work together.

Through these changes, I believe that St. John Parish Schools will be more successful in attracting, retaining, developing and motivations a highly effective staff, which will enable them to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Dr. Dale Doty
River Parishes Community College

P.O. Box 2367 •925 W. Edenborne Parkway. • Gonzales • Louisiana • 70707
(225) 743-8500 • FAX (225) 644-8251• http://www.rpcc.edu

River Parishes Community College

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July l, 2016

Dear Secretary King,

As a patner ,vith St. John the Baptist Parish School System. River Parishes Community College is writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. River Parishes Community College expect this grant to assist our community in educating our children, which will prepare them for the high demand, high wage, high skill jobs that are available. We plan to contribute in an appropriate and effectictive way to ensure the success of the Teacher Incentive Fund. We intend 1o work closely with St. John the Baptist Parish School Board to identify how best we can assist in our role as an Community College.

Through these chm1ges, we believe that St. John the Baptist Parish School system will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

[redacted]

College & Career Transitions Coordinator
River Parishes Community College
925 West Edenbome Parkway
Gonzales, LA 70737
abell(ii rpcc.cdu

(225)-253-2178

RTC
Reserve Telecommunications

Business Office
105 ATC Drive
PD OoxT
Reserve, LA 70084
985.536.1111

LaPlace Customer
Service Center
129 Belle Terre Blvd.
LaPlace, LA 70060
985.359.2222

St. Jomes Customer
Service Center
3750 Nicole Slrcel
Paulina, LA 70763
225.399.1111

www.rtconllne.com

Kevin R. George
Superintendent
St. John the Baptist Parish Schools
118 W. 10th St.
PO Drawer AL
Reserve, LA 70084

June 28, 2016

Dear Superintendent George,

As a parent and business member in St. John the Baptist Parish school district I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. As a mom and business member in the community I am very passionate about education being the key to our youths' future.

Through these changes, we believe St. John the Baptist Parish school distict will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Annette A. Faircloth

Vice President of Finance

Email: afaircloth@reservetele.com

ouR *11.001s* RUN p11r

RTC Reserve Telecommunications

Steve Lee Insurance
600 Main St, Ste B
LaPlace, LA 70068

Kevin R. George
Superintendent
St. John the Baptist Parish Schools
118 W. 10th St.
PO Drawer AL
Reserve, LA 70084

June 22, 2016

Dear Superintendent,

As a business representative and retired elected official, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.
As a education graduate with teaching experience, I recognize the value of quality hands on teaching experience.

Through these changes, we believe that St John the Baptist School district will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

[redacted]

Steve Lee

St. John the Baptist Parish School Board

Making A+ Difference:
Accountability Assessment Achievement

Clarence Triche
Board President

Keith Jones
Vice-President

Kevin R. George
Superintendent

BOARD MEMBERS

Russell Jack
District No. 1
P.O. Box 75
Edgard, LA 70049
985-497-8395

Albert Burl, III
District No. 2
P.O. Box 593
Garyville, LA 70051
985-535-2969

Gerald J. Keller, Ph.D.
District No. 3
P.O. Box 347
Reserve, LA 70084
985-536-6570

Patrick H. Sanders
District No. 4
137 E. 31st Street
Reserve, LA 70084
985-536-4247

Sherry DeFrancesch
District No. 5
28 Holly Drive
LaPlace, LA 70068
504-628-2934

Keith Jones
District No. 6
P.O. Box 952
LaPlace, LA 70069
985-652-5170

Phillip Johnson
District No. 7
1117 Cinclair Loop
LaPlace, LA 70068
985-651-4290

Russ Wise
District No. 8
2131 Marion Drive
LaPlace, LA 70068
985-652-7211

Lowell Bacas
District No. 9
517 Parlange Loop
LaPlace, LA 70068
985-652-6882

Rodney B. Nicholas, MAR
District No. 10
2063 Lafitte Drive
LaPlace, LA 70068
504-818-8499

Clarence Triche
District No. 11
1614 Main Street
LaPlace, LA 70068
985-652-6193

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a Westbank Stakeholder member in St. John the Baptist Parish School District, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. This grant will support our district initiative that will focus on student and teacher improvement. The grant will provide additional resources such as professional development and teacher and leadership support. I believe this will help our district to achieve our goal of becoming top ten school district in five years.

Through these changes, we believe our district will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

[redacted]

118 West 10th Street • P.O. Drawer AL • Reserve, Louisiana 70084 • PHONE: 985-536-1106 • 1-800-296-1106 • FAX: 985-536-1109
An Equal Opportunity Employer

St. John United Way

299 Belle Terre Blvd. Ste. AA
aPlace, LA 70068

P.O. Box 2019
eserve, LA 70084

Kevin R. George
Superintendent
St. John the Baptist Parish Schools
118 W. 10th St.
PO Drawer AL
Reserve, LA 70084

June 22, 2016

Dear Superintendent George,

As the executive director for a not for profit with a keen interest in education in St. Jq hn the Baptist Parish school district, I am writing to express our organization's support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals antj to improve teacher effectiveness among existing and future teachers in partnership with the Nat ional Institute for Excellence in Teaching (NIET).

St. John United Way has established, as part of its mission's goals, to increase high school graduation rates, to support efforts to ensure every child is reading at a 3d grade level by 3rd gr de, and early childhood literacy for pre-k children. We believe the TIF grant will dramatically make a difference and support our efforts in our organization's stated goals. The effectiveness of our teachyrs and principals is essential to our efforts to increase student academic achievement and close achievement gaps. We are extremely supportive of our district's vision for improvement and the plan to use brant funds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, we believe St. John the Baptist school district will be more uccessful in attracting, retaining, developing and motivating a highly effective staff, which will ena ble us to close achievement gaps and help students to meet academic goals.

Sincerely

[redacted]

John Olynick
Executive Director
St. John United Way

Louisiana
Federal
CREDIT UNiON

June 22, 2016

Kevin R. George
St. John the Baptist Schools
P.O. Drawer Al
Reserve, LA 70084

Dear Superintendent George,

As a business in St. John the Baptist Parish, I am writing to express our support for the Teacher Incentive Fund grant application. LouisianaFCU supports the development of effective teachers and principals and believes in improving teacher effectiveness for existing and future teachers through a partnership with the National Institute for Excellence in Teaching.

The effectiveness of our teachers and principals is essential to our efforts to increase stu ent academic achievement and close achievement gaps. We are very supportive of our district's vision1for improvement and the plan to use grant funds to accelerate our efforts to prioritize classroom teaching. Well trained teachers and mentors in the classroom are critical to our students in St. John the Baptist Parish.

Through these changes, we believe our school system will be more successful in attracting, retaining, developing and motivating a highly effective staff which will enable us to help our students meet their academic goals.

Sincerely,

[redacted]

Kim B. Bourgeois, CCUFC
Business Development Coordinator
Louisiana Federal Credit Union

St. John Parish Library
www .sljol1n.lilJ.la.us

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a public library director in St. John the Baptist Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teaqhers and principals and to improve teacher effectiveness among existing and future teachers in part nership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. As a former Youth Services librarian for many years, I have and will always facilitate the educational process to close those gaps.

Through these changes, we believe the St. John the Baptist Parish School System will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Trina . Smith, MUS
Library Director
St. John the Baptist Parish Library System
2920 Highway 51
LaPlace, LA 70068
985-652-6857
tcsmith@stiohn.lib.la.us

illuminate education™

June 22, 2016

Dear Superintendent George,

As a vendor partner with St. John the Baptist Parish Schools, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

Our company is very supportive of your district's vision for improvement and the plan to support your efforts to prioritize great classroom teaching and instruction.

Through this partnership, we believe our St. John the Baptist Parish Schools will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to help you close achievement gaps and help students to meet academic goals.

[redacted]

New Wine Christian Fellowship

June 2, 2016

Kevin R. George
Superintendent
St. John the Baptist Parish Schools
118 W. 10th St.
PO Drawer AL
Reserve, LA 70084

Dear Superintendent George,

As a community representative in the St. John the Baptist Parish School District, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts t<'.> prioritize great classroom teaching. St. John the Baptist Parish School District has made great strides in moving from a D school district to a B school district. I believe that this grant funding will help th school district to achieve their goals of becoming an A school district.

Through these changes, we believe our St. John the Baptist Parish School District will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Pastor Neil J. Bernard

1929 W. Airline Hwy- LaPlace, LA 70068 *Office:* (985)653-0008 *Fax:* (985)653-0009 *Email:* church@nw-cf.org

"Renewing Lives, Restoring Families, & Rebuilding Communities"

St. Joan of Arc Catholic Church

529 West Filth **Street-1.aPlace, LA 70068**
Q85-652-Q100- Fax985-651-2920

June 22, 2016

Kevin R. George
Superintendent
St. John the Baptist Parish Schools
118 W. 10th Street
P.O. Drawer AL
Reserve, LA 70084

Dear Superintendent George:

As pastor of St. Joan of Arc Catholic Church in St. John the Baptist Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, we believe St. John the Baptist Parish will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Yours in Christ,

[redacted]

Rev. Patrick E. Collum
Pastor

RIVER REGION CHAMBER OF COMMERCE

June 27, 2016

Kevin R. George
Superintendent
St. John the Baptist Parish Schools
118 W. 10th St.
P.O. Drawer AL
Reserve, La 70084

Dear Superintendent George,

The River Region Chamber of Commerce, representing over 300 businesses in St. John the Baptist Parish and neighboring River Parishes, is writing to express support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. We are very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. We acknowledge the importance of tools and resources needed to enhance the strategy and knowledge of our teachers to help our future workforce excel to the best of their abilities.

Through these changes, we believe our school/district will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Chassity McComack, IOM
Executive Director

390 Belle Terre Blvd., Laplace, La 70068

ST.JOHN THE BAPTIST PARISH
2393 Highway I8
P.O.B0X280
EDGARD, LOUISIANA 70049

ELIANA DeFRANCESCH *CLERK OF* ***COURT***

Phone No. 985-497-3331
Fax No. 985-497-3972
E-MAIL edefrancesch @stjohnclerk.org
www.stjohnclerk.org

June 20, 2016

Kevin R. George
Superintendent
St. John the Baptist Parish Schools
118 W. 10th St.
PO Drawer AL
Reserve, La. 70084

Dear Superintendent George:

As an Elected Official, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I am Very suppm1ive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. As a former teacher in the St. John School System I can attest that any assistance a teacher can receive to improve her effectiveness in the classroom whether by additional equipment or training is essential to the impact she/he makes to the advancement of students.

Through these changes, we believe our district will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

Eliana DeFrancesch

[redacted]

June 20, 2016

Kevin R. George
Superintendent
St. Martin Parish Public Schools
115 W. 10th St.
St. Martinville, LA
Breaux, La. 70084

Dear Superintendent George:

As an Elected Official, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I am very appreciative of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. As a former teacher in the St. John School System I can attest that any assistance a teacher can receive to improve her effectiveness in the classroom whether by additional equipment or training is essential to the impact she/he makes to the advancement of students.

Through these changes, we believe our district will be more successful in attracting, retaining, developing and maintaining a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

Elton LeBlanc

LOUISIANA HOUSE OFREPRESENTATIVES

6473 ,Hwy. 44, Suite 2Q5
Go ales, LA 70737
Phone: 225.473.6016
855.870.8213
Fax: 225.473,6018
Email: schexnayderc@legis.la.gov

C.bairman of Agriculture,
F restry, Aquaculture and
. Rural Development
<;:ivil Law and Procedure
Legislative Audit Advisory Council
HomeJand Secttrity

CLAY SCHEXNAYDER
State Representative District 81

June 22, 2016

Mr. Kevin R. George
Superintendent
St, John the Baptist Parish Schools
118W. 10th St.
PO Drawer AL
Reserve, LA 70084

Dear Superintendent George,

As the State Representative for District 81, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teach rs and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, I believe our district will be more successful in attracting; retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

CLAY SCHEXNAYDER
State Representative
District 81

Sheriff Mike Tregre
St. john the Baptist Parish

(985) 652-9513 - Office
(985) 359-8651 - Fax

June 22, 2016

Kevin R. George
Superintendent
St. John the Baptist Parish Schools
118 W. 10h St.
PO Drawer AL
Reserve, LA 70084

Dear Superintendent George,

As an elected representative in St. John the Baptist Parish, I am writing ti:> express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness art,ong existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our effort to increase student academic achievement and close achivement gaps. I am very s1;.1pportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, we believe our schools will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

Mike Tregre
Sheriff

DISTRICT OFFICE:

P.O. Box 189
#9 Apple Street
Norco, Louisiana 70079
Telephone: (985) 764-9122
Fax: (985) 764-6710
Email: smithgl@legis.la.gov

GARY L. SMITH JR.
LOUISIANA STATE SENATE
District 19

COMMITTEES:

Judiciary B-Chairman
Insurance
Revenue and Fiscal Affairs
Transportation, Highways and Public Works
Joint Legislative Committee on Capital Outlay

June 21, 2016

Mr. Kevin R. George
Superintendent
St. John the Baptist Parish Schools
118 W. 10th St.
PO Drawer AL
Reserve, LA 70084

Dear Superintendent George,

As a State Senator respresenting St. John the Baptist Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching.

Through these changes, we believe our school district will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

With kindest regards, I am

[redacted]

Bridget A. Dinvaut
District Attorney
FORTIETH JUDICIAL D!S11UCf
PARISH OF ST. JOHN THE BAPTIST
STATE OF LOUISIANA

Office (985) 652-9757
Fax (985) 651-6753

1710 Cannes Drive, P. 0. Bo;,: 399
LaPlace, Louisiana 70069-0399

bdinvautl(1,sliohnda.com
\ 'Vv-w.stjolmdacom

June 23, 2016

Kevin R. George, Superintendent
St John the Baptist Public Schools
118 West 10th Street
Reserve, LA 70084

Dear Superintendent George:

As District Attorney for the Parish of St. John the Baptist, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals are essential to our efforts to increase student academic achievement and close achievement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. As of late, this district has made tremendous strides as a result of our teachers who have worked tirelessly towards achieving our goal of becoming a "B" rated• school system. I am very supportive of the Teacher Incentive Fund grant because I fully believe that incentivizing teachers who work effectively will continue to foster a culture of excellence throughout this district.

Through these changes, we believe our school district will be more successful in attracting, retaining, developing and motivating highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

Sincerely,

[redacted]

District Attorney
St. John the Baptist Parish
40th Judicial District Court

St. John the Baptist Parish School Board

Making A+ Difference

Accountability Assessment Achievement

Keith A. Jones
Board President

Albert A. Burl,111
Vice-President

Kevin R. George
Superintendent

BOARD MEMBERS

Runoll Jack
District No. 1
PO Box 7S
Edgard, IA 70049
985-497·8395

Albert A Burl, JU
District N9. 2
PO Box S93
Ga,vvllle, lA 70051
S04·628·0010

Gerald J. Koller, Ph,O.
District No. 3
PO Uox 347
Reseive, IA 70084
985-536-6570

Patrick H, Sandors
District No. 4
137 £. 31" Street
Reseive, lA 780084
504-628-0306

Sherry OcFrancesch
District No. S
28 llolly Drlw
laPloce, lA 70068
504-628·2934

Keith A. Jones
Di1trict No. 6
PO Box 952
LaPlace, lA 70066
985-652-5170

Phllllp Johnson
District No. 7
1117 Cndairloop
tnrlace, lA 70068
98S-6S1-4290

Russ Wise
Oistrlct No. 8
2131 Marion Drive
LaPlnce, lA 70068
985-652-7211

Shawn Wolloca
Dislrict No, 9
1604 Cambridge Drive
LaPloce, lA 70068
985-212-5360

Rodney B. Nicholas
Oimlct No. 10
2063 lafitte Orivi!
Lal'loce, LA 70068
504-818-8499

Oarcnca Trlchn
Oistrict No. 11
1614 Main Street
LaPlace, LA 70068
985-652-6193

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C 20202-,5900

July 1, 2016

Dear Secretary King,

As a Professional School Counselor/ESL Teacher in St. John the BaJtist Parish School District, I am writing to express my support for the Teacher Incentive Fund grant application *to* support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET),

The effectiveness of our teachers and principals is essential to our fforts to increase student academic achievement and close achivement gaps. I am very supportive or our district's vision for improvement and the plan to use grant funds to accelerate our,efforts to prioritize great classroom teaching. This grant wiU support our district initiative.that will focus on student and teacher improvement. The grant will provide additional resources such as professional development and teacher and leadership support. I believe this will help our district to achieve our goal of becoming top ten school district in five years.

Through these changes, we believe our district will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

[redacted]

St. John the Baptist Parish School Board

Making A+ Difference

Accountability Assessment Achieverilent

Keith A. Jones
Board President

Albert A. Burl, Ill
Vice-President

Kevin R. George
Superintendent

BOARD MEMBERS

Russell Jack
District No. 1
PO Box 75
Edgard, LA 70049
985-497,8395

Albert A. Burl, Ill
District No. 2
PO Box593
Garyville, LA 70051
. 504-628-0010

Gerald J. Keller, Ph.D.
District No. 3
PO Box 347
Reserve, LA 70084
985-536-6570

Patrick H. Sanders
District No. 4
137 E. 31" Street
Reserve, LA 70084
504-628-0306

Sherry DeFrancesch
District No. 5
28 Holly Drive
La Place, LA 70068
504-628-2934

Keith A. Jones
District No. 6
PO Box 952
LaPlace, LA 70068
985-652,5170

Phllllp Johnson
District No. 7
1117 Cinclalr Loop
LaPlace, LA 70068
985-651-4290

Russ Wise
District No. 8
2131 Marlon Drive
LaPlace, LA 70068
985-652-7211

Shawn Wallace
District No. 9
1604 Cambridge D
LaPlace, LA 7006 8
985-212-5360

Rodney 8. Nichol
District No. 10
2063 Lafitte Drive
LaPlace, LA 7006 5
504-818-8499

Clarence Triche
District No, 11
1614 Main Street
LaPlace, LA 7006
985-652-6193

The Honorable John King, Jr.
Secretary of Education, U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As an elected School Board Member in St. John the Baptist Parish Public School District, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and prlnclpals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving a high-risk, high-poverty student population, we are con;,mitted to helping *every* student to excel. We know that to attract and retain talented teachers and school leaders, we·must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this go !, we seek the support of a research-based model, a proven partner, and the resources to develop and align these' systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with St. John the Baptist Parish Public School District's vision of instructional improvement. Our proposed work in the grant will align instructional improvement go11s with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common s t of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increaie the success of our school in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

We are excited to explore this partnership with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators.

[redacted]

Russell Jack, District 1 | Albert A. Burl, III, District 2 | Gerald Keller, Ph.D., District 3

[redacted]

Patrick H. Sanders, District 4 | Sherry DeFrancesch, District 5 | Keith A. Jones, District 6

[redacted]

Phillip Johnson, District 7 | Russ Wise, District 8 | Shawn Wallace, District 9

[redacted]

Rodney B. Nicholas, District 10 | Clarence Triche, District 11

118 West 10th Street• P.O. Drawer AL• Reserve, Louisiana 70084 • PHONE: 985-536-1106° 1·800-296-1106 o FAX: 985-536-1109

An Equal Opportunity Employer

St. John the Baptist Parish School Board

Making A+ Difference

Accountability Assessment Achieveinent

Keith A, Jones
Board President

Albert A. Burl, Ill
Vice-President

Kevin R. George
Superintendent

BOARD MEMBERS

Russell Jack
District No.l
PO Box 75
Edgard, LA 70049
985-497-8395

Albert A. Burl, Ill
District No. 2
PO Box593
Garyville, lA 70051
504-628-0010

Gerald J. Keller, Ph.D.
District No. 3
PO Box 347
Reserve, LA 70084
985-536-6570

Patrick H. Sanders
District No. 4
137 E. 31" Street
Reserve, LA 70084
504-628-0306

Sherry DeFrancesch
District No. 5
28 Holly Drive
LaPlace, lA 70068
504-628-2934

Keith A. Jones
District No. 6
PO Box 952
LaPlace, LA 70068
985-652-5170

Phillip Johnson
District No. 7
1117 Cinclair Loop
LaPlace, LA 70068
985-651-4290

Russ Wise
District No. 8
2131 Marion Drive
LaPlace, LA 70068
985-652-7211

Shawn Wallace
District No. 9
1604 Cambridge Drive
LaPlace, lA 70068
985-212-5360

Rodney B. Nicholas
District No. 10
2063 Lafitte Drive
laPlace, LA 70068
504-818-8499

Clarence Triche
District No. 11
1614 Main Street
LaPlace, LA 70068
985-652-6193

July 2, 2016

The Honorable John King, Jr.
Secretary of Education, U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

As the Superintendent of St. John the Baptist Parish Public School District, I am writing to express in my support of the Teacher Incentive Fund grant application. This grant will support ttie development of effective teachers and principals as well as improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

In St. John Parish, we are committed to helping every student to excel. Our district is one that serves a high-risk, high-poverty student population and we know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. One of our major goals is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teachin,g the centerpiece of our work. We see tremendous value in working with other districts on this initiative. This will enable us to learn from others and to demonstrate the impact across multiple communities.

This application is directly aligned with our vision of instructional improvement. Qur proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadE!!rship development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

I am eager to pursue this partnership with NIET and to implement a system that will further our instructional effectiveness and align our district practices to expand and sustain a team of highly effective educators.

Sincerely,

[redacted]

Kevin R. George

KRG/sww

118 West 10th Street• P.O. Drawer Al• Reserve, Louisiana 70084 • PHONE: 985-536-1106 • 1-800-296L1106 ° FAX: 985-536-1109

An Equal Opportunity Employer

THE URGENT CARE
WAUC./N CLINJC

148 WALL BLVD. GRETNA, LA 70056 IP. 504.393.2273 F. 504.393.2744
113 BELLE TERRE BLVD. LAPLACE, LA 70068 IP. 985.359.2273 F. 985.359.8560

June 30, 2016

Kevin R. George
Superintendent
St. John the Baptist Parish Schools
118 W. 10th Street
P.O. Drawer AL
Reserve, LA 70084

Dear Superintendent George,

The Urgent Care LaPlace is located in the St. John Baptist School parish. We are writing to express our full support for the Teacher Incentive Fund grant application. The partnership with the National Institute for Excellence in Teaching (NIET) supports the development of effective teachers and principals. Any funding, if used wisely, benefits not only the children and their families, it betters the entire parish. Education is the foundation for a healthy and vibrant community..

We are very supportive of our district's vision for improvement and the plan to use grant funds to accelerate the efforts to prioritize great classroom teaching. Through these changes, we believe St. John Baptist Parish School System will be more successful in attracting, retaining, developing and motivating a highly effective staff.

Sincerely,

[redacted]

Je mer ent
Community Outreach Coordinator
The Urgent Care LaPlace
113 Belle Terre Blvd.
LaPlace, LA 70068

Head Start

Child Development Center

117 Stebbins St.
Garyville, LA
(985) 535-3917 OR (504) 458-2786

Melissa Watson

Play, Learn and Grow... Together

Kevin R. George
Superintendent
St. John the Baptist Parish Schools
118 W. 10th St.
PO Drawer AL
Reserve, LA 70084

June 30, 2016

Dear Superintendent George,

As a Head Start teacher and parent in St. John The Baptist Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district promoting school readiness for preschool children in low-income families, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work.

This application is directly aligned with St. John the Baptist Parish Schools vision to fulfill the educational needs of our students and community. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our Child Development Center in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At St. John the Baptist Parish Child Development Center, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

[redacted]

Judge Madeline Jasmine

POST OFFICE BOX 189
EDGARD, LOUISIANA 70049

504-497-8247 877-497-8836 x-2142

Kevin R. George
Superintendent
St. John the Baptist Parish Schools
118 W. 10th St.
PO Drawer AL
Reserve, LA 70084

June 29, 2016

Dear Superintendent George,

As a proud parent of former students of this school district, as well as a District Court judge in St. John the the Baptist Parish, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. I am extremely proud of our district's current ranking as a 'B ' school. However, I am optimistic that with this grant, we can elevate to 'A' status in the not too distant future.

Through these changes, we believe our school/district will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

[redacted]

MJ/gr

St. John the Baptist Parish Schopl Board

Making A+ Difference

Ac ountability Assessment Achievem nt

Keith Jones
Board Presidenl

Albert Burl, 111
Vice-President

Kwln R. Georce
Superintendent

BOARD MEMBERS

Russell Jock
Di trlct No. 1
POBox75
Edgard, LA 70049
98S-497-839S

Albert Burl,111
Dislrlct No. 2
P0001<S93
Garyville, LA 70051
504-628·0010

Gerald J,Kcl!or,Ph.D.
Di$1Jict No. 3
P0Box347
Reserve, LA 70084
98S-S36·6570

Patrick H. Sanders
District No. 4
137 E. 31"Street
Reserve, LA 780084
504-628-0306

Sherry DoFran,csch
District No. 5
28 Holly Drive
LaPlace, i.A 70068
504,628-2934

l<ellhJones
Dislrict No. 6
P0Boit952
laPlace, LA 70068
985-652-S170

PhllUp Johnson
District **No, 7**
1117 Ondair Loop
LaPlace, IA 70068
98S-651-4290

Russ **Wisc**
District **No. 8**
2131Marion Driw
laPlace, LA 70068
98S-652·72U

Shown **Wollaca**
District No. 9
1604 Cambridge Dri11C
LaPlace, LA 70068
985-212-5360

Rodnov B. Nicholas
District No. 10
2063 Lafitte Drive
LaPlace, LA 70068
504-818-8499

durance Triche
District No. 11
1614Maln Street
LaPlace, LA 70068
985-652-6193

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue., S.W.
Washington, D.C. 20202-5900

June 22, 2016

Dear Secretary King,

As the 2016-2017 Teacher Leader Cohort of St. John the Baptist Parish Sqhools, we are writing to express our support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving St, John the Baptist Parish students, we are·committed to helping every student to excel, We kno\v that to attract and retain talentedi!eachers and school leaders, we nmst make. great classroOJ'il teaching the driving focus of our efforts. To this end, our goal is to align ollr systems that supp01t recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek tht; support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers s this opportunity.

This application is directly aligned with St. John the Baptist Parish Schools.' vision of instructional improvement. Our proposed work in the grant will align instroctionaJ improvement goals with our systems for observation and feedback, professional developrnent, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based conipensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers aild administrators. , Through these changes, we will increase the success of our schools in St. Jqhn the Baptist Parish in attracting, retaining, developing and motivating a highly effectiveistaff, which will enable us to close achievement gaps and help students to meet academic go ls.

In St. John the Baptist Parish, we are excited to partner with NIET to impleinent a system to further our instructional effectiveness and align our district practices to exp nd and sustain a cadre of highly effective educators in our schools.

Sincerely,

2016-2017 St. John the Baptist Parish Teacher Leader Cohort

List of names compiled by:

[redacted]

Shana Beber, Ed.S.
St. John the Baptist Parish Schools Teacher Leader Coordinator

2016-2017 St. John the Baptist Parish Teacher Leader Cohort

[redacted]

[redacted]

SJBP Technology Department

118 West 10th Street
Drawer AL
Reserve, LA. 70084

June 22, 2016

To Whom it may Concern:

As a technology teacher leader of st. John the Baptist Parish Schools, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET}.

As a high need district serving 82% free and reduced lunch population we are committed to h lping every student to excel. We know that to attract and retain talented teachers and school leaders, we must mak great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support r cruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom **teaching** the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with St. John the Baptist Parish Schools vision of instructional improvement. Our proposed work in the grant will align instructional Improvement goals with our systems for o servation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies ac;ross these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement grcjwth goals, for teachers and administrators. Through these changes, we will increase the success of our district in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At St. John the Baptist Parish Schools, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

[redacted]

(Michelle Seymour)

Board Members:

District 3
Nr. SomuelDixon
Presit/ont District
5
Hr. DarrellD. Sims
l'ice•Presitl11nt

District I
Ns. JerryJ: /i'icl,artlsDh
District 2
Hrs. Nerf Preslef
District 4
Ns. Sneron Joelson
District 6
lier. D. JY.Hamilton
District 7
Hrs. fore I. DaYis
District *8*
Airs. Nar;uerite Hal'§rare

Madison Parish School Board
Post Office Box 1620
Tallulah, Louisiana 71284-1620
(318) 574-3616
Benita Young, Superintendent

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a superintentent of the Madison Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in pa11nership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving 1256 students with more than 90% living at or below the poverty level, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that supp01t recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with our district's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our district in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Madison Parish School District, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educato1·s in our schools.

Sincerely,

[redacted]

Benita Young, Superintendent
Madison Parish School Board

Board Members:

District 3
Nr. SamuelDixon
P/'1/sltlent
District 5
Nr. Dlll're/1D. Si/11$
J'ice•Preslt1ent

District I
Ns.Jarry S./lickartlsen
District 2
Nrs.Nary Presley
District 4
Ns.S'J,er1111 ,lecJson
District 6
He,,: D. lf. H111Hlltun
District 7
Airs. JleraL Daris
District 8
Airs.NarfUiJrite HargreYe

Madison Parish School Board
Post Office Box 1620
Tallulah. Louisiana 71284-1620
(318) 674-3616
Benita Young, Superintendent

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July I, 2016

Dear Secretary King,

As a president of the Madison Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving 1256 students with more than 90% living at or below the poverty level, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven pa1111er, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with our district's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our district in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Madison Parish School District, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

[redacted]

Samuel Dixon, President
Madison Parish School Board

Tallulah Elementary School
1100 Johnson Street Tallulah, Louisiana 71282
318 574 0732 (Office) 318 574 0459 (Facsimile)
HOME OF THE BABY JAGUARS
Kimberly R. Pittman, Principal

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S. W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As principal of Tallulah Elementary School in the Madison Parish School District, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving 1256 students with more than 90% living at or below poverty level, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunit y.

This application is directly aligned with our district's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development . In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our district in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Tallulah Elementary School in the Madison Parish School District, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

y
Principal

Paxton J. Branch
Mayor

204 North Cedar Street
Tallulah, Louisiana 71282
Telephone (318) 574-0964
Fax (318) 574·2773

Office of the Mayor

July 1, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King:

As a Mayor of the City of Tallulah, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achivement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. The City of Tallulah and the Madison Parish School Board have a history of many successful partnerships with the common goal of producing successful citizens in our parish. We continue to support the district's efforts in improving student achievement and will continue to do our part in the important endeavor.

Through these changes, we believe our Madison Parish School Board will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement *gaps* and help students to meet academic goals.

Sincerely

[redacted]

Paxton J. Branch
Mayor

"This Institution is an Equal Opportunity Employer/Provider"

MADISON PARISH LJBRARY
430 N. MULBERRY
TALLULAH, L0UiSIANA 712$2
PHONE 574-4308

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202,-5900

July 1, 2016

Dear Secretary King,

As the Madison Parish Library Director, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement and close achievement gaps. I am very supportive of our district's vision for improvement and the plan to use grant funds to accelerate our efforts to prioritize great classroom teaching. Madison Parish Library and the Madison Parish School Board have a history of many successful partnerships with the common goal of producing successful citizens in our parish. We continue to support the district's efforts in improving student achievement and will continue to do our part in this significant endeavor.

Through these changes, we believe our Madison Parish School Board will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable· us to close achievement gaps and help students to meet academic goals.

[redacted]

Admin. Assistant
Perry J. Revels

Instr. Practitioner
Joyce Williams

Guidance Counselor
Closetta Louis-Redden

9th Grade Academy Counselor
Alantis Holt

Secretary
Linda Holmes

Attendance Clerk
Niecy Winters

Madison High School
1234 Madison High Drive
Tallulah, LA 71282
(318) 574-3529 (O) (318) 574-2399 (F)

Glenda Douglas, Principal

June 30, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

As an administative assistant at Madison High School in Tallulah, Louisiana, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving as a high need district serving 1256 students with more than 90% living at or below the poverty level, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with Madison High School's/Madison Parish School District's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies

Admin. Assistant
Perry J. Revels

Instr. Practitioner
Joyce Williams

Guidance Counselor
Closetta Louis-Redden

9th Grade Academy Counselor
Alantis Holt

Secretary
Linda Holmes

Attendance Clerk
Niecy Winters

Madison High School
1234 Madison High Drive
Tallulah, LA 71282
(318) 574-3529 (O) *(318) 574-2399 (F)*

Glenda Douglas, Principal

across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of Madison Parish School District in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Madison High School, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

MADISON PARISH SCHOOL DISTRICT
Designing a World Class Education System

301 South Chestnut St
Tallulah, LA 71262
318-574-3616

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 28, 2016

Dear Secretary King,

As a Technology Director for the Madison Parish School District, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving 1256 student with more than 90% living at or below the poverty level, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with my district's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our district in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Madison Parish School District, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective teachers in our schools.

Sincerely,

[redacted]

Teresa Johnson

Madison Parish Office of Special Services
Assessment Teacher
301 South Chestnut Street
Tallulah, Louisiana 71282

The Honorable John King, Jr.
Secretary of Education
U.S. Depai1ment of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As an Assessment Teacher for the Madison Parish School District, I am writing to express my support for the Teacher Ii1centive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in pai1nership with the National Institute for Excellence in Teaching (NIET).

As a high need small rural school district serving low-socioeconomic students, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our effo11s. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and empower distinctive transfo1mational leaders within the classroom setting who will ensure student learning is the main focus of our goals. TIF offers us this opportunity.

This application is directly aligned with the Madison Parish School District's vision of instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recmitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear ai1d consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school community in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals for the purpose of being college and career ready.

At Madison Parish School District, we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools who will educate students for success within the 21st century learning environment.

[redacted]

Madison Parish Alternative Center
&
Christian Acres
507 Bayou Drive
Tallulah, LA 71282
(318) 574-3533

Erika Purnell-January
Principal

Linda Whitney
Secretary

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

July 1, 2016

Dear Secretary King,

As a Principal at the Madison Parish Alternative Center of the Madison Parish School Board, I am writing to express my support for the Teacher Incentive Fund grant application to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

As a high need district serving 1256 students with more that 90% living at or below the poverty level, we are committed to helping every student to excel. We know that to attract and retain talented teachers and school leaders, we must make great classroom teaching the driving focus of our efforts. To this end, our goal is to align our systems that support recruitment, ongoing, continuous improvement, professional growth and recognition. To accomplish this goal, we seek the support of a research-based model, a proven partner, and the resources to develop and align these systems to make great classroom teaching the centerpiece of our work. TIF offers us this opportunity.

This application is directly aligned with the vision of MPAC instructional improvement. Our proposed work in the grant will align instructional improvement goals with our systems for observation and feedback, professional development, compensation, retention, recruitment, placement and teacher leadership development. In addition, the grant will enable us to integrate a common set of competencies across these systems to set clear and consistent expectations for effective practice for teachers and administrators. Performance based compensation will be used

to reinforce these clearly defined competencies, along with student achievement growth goals, for teachers and administrators. Through these changes, we will increase the success of our school district in attracting, retaining, developing and motivating a highly effective staff, which will enable us to close achievement gaps and help students to meet academic goals.

At Madison Parish Alternative Center/Christian Acres and the Madison Parish School Board we are excited to partner with NIET to implement a system to further our instructional effectiveness and align our district practices to expand and sustain a cadre of highly effective educators in our schools.

Sincerely,

[redacted]

Erika Purnell-January [redacted]
Principal of MPAC/CA

RALPH LEE ABRAHAM, M.D.
5TH DISTRICT, LOUISIANA

COMMITTEE ON VETERANS' AFFAIRS
SUBCOMMITTEE ON DISABILITY ASSISTANCE AND MEMORIAL AFFAIRS
CHAIRMAN

SUBCOMMITTEE ON HEALTH

COMMITTEE ON AGRICULTURE
SUBCOMMITTEE ON GENERAL FARM COMMODITIES AND RISK MANAGEMENT

SUBCOMMITTEE ON NUTRITION

COMMITTEE ON SCIENCE, SPACE, AND TECHNOLOGY
SUBCOMMITTEE ON RESEARCH AND TECHNOLOGY

SUBCOMMITTEE ON ENVIRONMENT

Congress of the United States
House of Representatives
Washington, DC 20515–1805

417 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-8490

426 DESIARD STREET
MONROE, LA 71201
(318) 322-3500
(318) 322-3577 FAX

2003 MACARTHUR DRIVE, BUILDING 5
ALEXANDRIA, LA 71301
(318) 445-0818
(318) 445-3776 FAX

www.abraham.house.gov

July 12, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

I write in strong support of the Teacher Incentive Fund grant application by six Louisiana parishes, including Rapides Parish, East Feliciana Parish, and Madison Parish, entitled "LA BOLD". LA BOLD is designed to support the development of effective teachers and principals in high poverty schools in partnership with the National Institute for Excellence in Teaching.

Louisiana has made a statewide commitment to teacher and school leader effectiveness in order to improve academic achievement, especially in high-needs schools. The LA BOLD proposal will help to advance this mission by focusing on improving classroom instruction and school leadership in some of our highest poverty schools.

The parishes and charter schools involved in this proposal, including Orleans, Madison, East Feliciana, St. John, DeSoto, Rapides, and the Algiers Charter School Association propose to increase educator effectiveness using performance based evaluation and support, and align their systems for educator recruitment, retention, evaluation, support, compensation, promotion, placement, and dismissal.

As we work toward our shared goal of high quality education, I appreciate your consideration of this request. Please keep me informed on the progress of this application and when a decision is made. If you have any questions, please do not hesitate to call my office at 202-225-8490.

RA/bl

PRINTED ON RECYCLED PAPER

CHARLES PERRY
TEXAS STATE SENATOR
DISTRICT28

July 6, 2016

The Honorable John King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary King,

As a elected official representing Crosbyton ISD (independent school district), I am writing to express my support for their Teacher Incentive Fund grant application to assist in the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching (NIET).

Having effective teachers and principals is essential in their efforts to increase student academic success and close achievement gaps. I am very supportive of the district's vision for improvement, and their plan to use these TIF grant funds to accelerate their efforts to prioritize great classroom teaching.

Through these changes, I believe Crosbyton ISD will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable them to close achievement gaps and help students to meet their academic goals.

Sincerely,

Charles Perry
State Senator - District 28
CP/rvt

P.O. Box 12068 • AusTIN, TEXAS 78711

DAVID WIGLEY
COUNTY JUDGE

TEL: (806) 675-2011
FAX: (806) 675-2403

CROSBY COUNTY

201 W. Aspen, Suite 208
Crosbyton, Texas 79322

July 7, 2016

John King, Jr., Secretary of Education

U.S. Department of Education

400 Maryland Ave., S.W.

Washington, D.C.20202-5900

Dear Secretary King:

The Crosbyton Public School District is located in Crosby County. I serve our citizens as their elected County Judge and am writing in support of the Teacher Incentive Fund grant application of the District and its purpose to support the development of effective teachers and principals and to improve teacher effectiveness among existing and future teachers in partnership with the National Institute for Excellence in Teaching {NIET).

The effectiveness of our teachers and principals is essential to our efforts to increase student academic achievement, to help each child learn to his/her full potential, and to close achievement gaps. Our students deserve a great learning experience in school to prepare them for college and/or for the vocational career of their choice...and, indeed for a successful life. Therefore, I am very supportive of this district's vision for improvement and the plan to use grant funds to accelerate their efforts to produce great classroom teaching.

Through these changes, I believe this school district will be more successful in attracting, retaining, developing and motivating a highly effective staff, which will enable the Crosbyton School District to close achievement gaps and help students to meet academic goals.

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

NIET | NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING

best practices center

The NIET Best Practices Center Services

An Interactive Web Tool and Training Solution for Improving Educator Effectiveness

www.niet.org

With proven results and leadership in educator quality and reform, the NIET Best Practices Center (BPC) provides schools, districts and states with ***Service, Support*** *and* ***Solutions*** to advance educator effectiveness. BPC services are based on the proven success of NIET's TAP System elements: multiple career paths, ongoing applied professional growth, instructionally focused accountability and performance based compensation.

Through BPC, schools and districts can select one or more of the key elements of the TAP System to implement a customized version of TAP in targeted schools.

The Best Practices Portal

Implementation of TAP Best Practices begins with a subscription to the NIET Best Practices Portal.* The Portal is an interactive Web tool that provides real-time access to individualized trainings and support for improving educator effectiveness. Featuring online tools developed and reviewed by teachers and principals, NIET's Best Practices Portal provides educators immediate access to the latest trainings to increase their instructional practice.

Also available in a mobile version and tablet version, this dynamic portal offers:

- Evaluation Process
- Video Library
- Training Modules
- Document Library
- Professional Development
- Online Certification
- Data Systems

Data Management System

NIET's Data Management System ensures fair and meaningful educator evaluations through use of an interactive data management tool for storing and analyzing teacher evaluations (observations) and/or student teacher data and other school data..

Using NIET's Data Management System schools can:

- Enter and Analyze Teacher Observation Data
- Generate Automated Reports Across Grade Levels, Content Areas to Identify Areas of Strength and Weakness
- Calculate Performance-Based Compensation and Effectiveness Scores
- Complete Online Educator Services

NIET | NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING

For more information about the NIET Best Practices Center, visit ***www.niet.org***.

Note: Access to the portal requires an annual subscription. The license for subscription is based on the scope of services requested.

Educator Effectiveness Training Series

In addition to a subscription to the Educator Effectiveness Best Practices Portal, NIET offers districts and schools the opportunity to select from these individual trainings and onsite support to advance their educator effectiveness efforts:

Evaluator Certification Training

Evaluator training activities support observation / evaluation of teachers based on growth and support rather than just compliance and accountability. Participants will develop their evaluator skills by applying the NIET Rubric to multiple lessons by scripting, categorizing evidence, assigning ratings and developing a post conference plan with an identified area of reinforcement and refinement. Following this intensive training, participants will be prepared to take evaluator certification tests with the NIET Rubric. **(3-Day Training)**

Instructional Rubric Training

Teachers gain a deeper understanding of the NIET Teacher Evaluation Rubric from an evaluator's perspective and discover how the rubric is interconnected and holistic. This training clearly connects professional development, teacher observations /evaluation and student achievement. Participants will examine the NIET Rubric through the lens of student outcomes and learning. **(1-Day Training)**

Cluster Training

Cluster meetings provide professional development through job embedded, active/experiential and teacher led collaborative sessions strategically structured to drive change in the classroom for students. Teachers have time to plan, discuss, practice and experiment with student-based strategies tailored to specific student needs. Participants will be given the tools needed to structure, plan and prepare to implement Cluster. **(2-Day Training)**

Instructional Leadership Team Training

Leadership training provides participants an opportunity to develop skills in planning effective, regularly scheduled leadership meetings focused on increasing student achievement and teacher proficiency while building capacity of team members to better support and coach classroom teachers. Participants will explore the essential tasks monitored and supported by leadership teams. **(2-Day Training)**

Field Testing Training: Best Practice in Action Research

Field Testing is an action research process that tests an instructional strategy under real conditions. This training guides teachers through analyzing student data to determine a research based strategy for addressing student learning needs. Teachers learn appropriate sequencing, segmenting, and modifications to the instructional strategy to ensure effective transfer into classrooms and an increase in student achievement. **(1-Day Training)**

2016-2017 Costs of Services

SUBSCRIPTION COSTS: EDUCATOR EFFECTIVENESS TRAINING PORTAL
• Cost varies based on volume: approximately $2,500 per school
SUBSCRIPTION COSTS: DATA MANAGEMENT SYSTEM
• Cost varies based on volume: approximately $2,500 per school

ONSITE EDUCATOR EFFECTIVENESS TRAININGS
• Training: $2,000 per day • On-Site Educator Coaching and Follow-Up Support: $2,000 per day
Additional Costs: Airfare/Travel Costs; Training Materials Fee $25 per person.

For more information about the specific trainings above or engagement with the Best Practices Center, contact *jburnett@niet.org*.

Note: Access to the portal requires an annual subscription. The license for subscription is based on the scope of services requested.

teAchINg SkIlls, kNowledge, ANd PRofeSSIoNAlISm PeRfoRmANce StANdARdS

The *Teaching Skills, Knowledge, and Professionalism Performance Standards* are divided into four domains, as shown in the overview below. Within each domain, performance indicators are listed with bulleted descriptors and a rubric specifying three performance levels for measuring actual teacher performance. Performance definitions are provided at levels 5, 3, and 1, but raters can also score performance at levels 2 or 4 based on their professional judgment. Teachers earn a score of 1, 2, 3, 4, or 5 for each indicator.

INStRUctIoN	eNVIRoNmeNt
1. Standards and Objectives 2. Motivating Students 3. Presenting Instructional Content 4. Lesson Structure and Pacing 5. Activities and Materials 6. Questioning 7. Academic Feedback 8. Grouping Students 9. Teacher Content Knowledge 10. Teacher Knowledge of Students 11. Thinking 12. Problem Solving	1. Expectations 2. Managing Student Behavior 3. Environment 4. Respectful Culture
PlANNINg	**PRofeSSIoNAlISm**
1. Instructional Plans 2. Student Work 3. Assessment	1. Growing and Developing Professionally 2. Reflecting on Teaching 3. Community Involvement 4. School Responsibilities

The *Instruction*, *Planning, Environment,* and *Professionalism* rubrics are on the pages following the "Research on the TAP Teaching Standards."

©2011 National Institute for Excellence in Teaching. Do not duplicate without permission.

INStRUctIoN

	SIgNIfIcANtly AboVe exPectAtIoNS (5)*	At exPectAtIoNS (3)*	SIgNIfIcANtly below exPectAtIoNS (1)*
Standards and Objectives	• All learning objectives and state content standards are explicitly communicated. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. • Expectations for student performance are clear, demanding, and high. • State standards are displayed and referenced throughout the lesson. • There is evidence that most students demonstrate mastery of the objective.	• Most learning objectives and state content standards are communicated. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • State standards are displayed. • There is evidence that most students demonstrate mastery of the objective.	• Few learning objectives and state content standards are communicated. • Sub-objectives are inconsistently aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are displayed. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher regularly reinforces and rewards effort.	• The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. • The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher sometimes reinforces and rewards effort.	• The teacher rarely organizes the content so that it is personally meaningful and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting instructional Content	Presentation of content always includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.	Presentation of content most of the time includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.	Presentation of content rarely includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.
Lesson Structure and Pacing	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. • Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• The lesson does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

* Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

©2011 National Institute for Excellence in Teaching. Do not duplicate without permission.

PR/Award # U374A160022

INStRUctIoN *Continued*

	SIgNIfIcANtly AboVe exPectAtIoNS (5)	At exPectAtIoNS (3)	SIgNIfIcANtly below exPectAtIoNS (1)
Activities and Materials	Activities and materials include all of the following: • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology; and • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.	Activities and materials include most of the following: • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology; and • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).	Activities and materials include few of the following: • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology; and • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, etc.).
Questioning	Teacher questions are varied and high quality, providing a balanced mix of question types: o knowledge and comprehension; o application and analysis; and o creation and evaluation. • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning.	Teacher questions are varied and high quality, providing for some, but not all, question types: o knowledge and comprehension; o application and analysis; and o creation and evaluation. • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex.	Teacher questions are inconsistent in quality and include few question types: o knowledge and comprehension; o application and analysis; and o creation and evaluation. • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high-ability students.

PR/Award # U374A160022
© 2011 National Institute for Excellence in Teaching. Do not duplicate without permission.

INStRUctIoN *Continued*

	SIgNIfIcANtly AboVe exPectAtIoNS (5)	At exPectAtIoNS (3)	SIgNIfIcANtly below exPectAtIoNS (1)
Thinking	The teacher thoroughly teaches two or more types of thinking: • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose; and • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives; • analyze problems from multiple perspectives and viewpoints; and • monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	The teacher thoroughly teaches one type of thinking: • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose; and • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives; and • analyze problems from multiple perspectives and viewpoints.	The teacher implements no learning experiences that thoroughly teach any type of thinking. The teacher provides no opportunities where students: • generate a variety of ideas and alternatives; or • analyze problems from multiple perspectives and viewpoints.
Problem Solving	The teacher implements activities that teach and reinforce three or more of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach two of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements no activities that teach the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing

PR/Award # U374A160022
© 2011 National Institute for Excellence in Teaching. Do not duplicate without permission.

PlANNINg

	SIgNIfIcANtly AboVe exPectAtIoNS (5)	At exPectAtIoNS (3)	SIgNIfIcANtly below exPectAtIoNS (1)
instructional Plans	Instructional plans include: • measurable and explicit goals aligned to state content standards; • activities, materials, and assessments that: o are aligned to state standards. o are sequenced from basic to complex. o build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. o provide appropriate time for student work, student reflection, and lesson and unit closure; • evidence that plan is appropriate for the age, knowledge, and interests of all learners; and • evidence that the plan provides regular opportunities to accommodate individual student needs.	Instructional plans include: • goals aligned to state content standards; • activities, materials, and assessments that: o are aligned to state standards. o are sequenced from basic to complex. o build on prior student knowledge. o provide appropriate time for student work, and lesson and unit closure; • evidence that plan is appropriate for the age, knowledge, and interests of most learners; and • evidence that the plan provides some opportunities to accommodate individual student needs.	Instructional plans include: • few goals aligned to state content standards; • activities, materials, and assessments that: o are rarely aligned to state standards. o are rarely logically sequenced. o rarely build on prior student knowledge o inconsistently provide time for student work, and lesson and unit closure; • little evidence that the plan is appropriate for the age, knowledge, or interests of the learners; and • little evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work	Assignments require students to: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.	Assignments require students to: • interpret information rather than reproduce it; • draw conclusions and support them through writing; and • connect what they are learning to prior learning and some life experiences.	Assignments require students to: • mostly reproduce information; • rarely draw conclusions and support them through writing; and • rarely connect what they are learning to prior learning or life experiences.
Assessment	Assessment Plans: • are aligned with state content standards; • have clear measurement criteria; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test); • require extended written tasks; • are portfolio-based with clear illustrations of student progress toward state content standards; and • include descriptions of how assessment results will be used to inform future instruction.	Assessment Plans: • are aligned with state content standards; • have measurement criteria; • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test); • require written tasks; and • include performance checks throughout the school year.	Assessment Plans: • are rarely aligned with state content standards; • have ambiguous measurement criteria; • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test); and • include performance checks, although the purpose of these checks is not clear.

PR/Award # U374A160022

©2011 National Institute for Excellence in Teaching. Do not duplicate without permission.

eNVIRoNmeNt

	SIgNIfIcANtly AboVe exPectAtIoNS (5)	At exPectAtIoNS (3)	SIgNIfIcANtly below exPectAtIoNS (1)
Expectations	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students take initiative and follow through with their own work. • Teacher optimizes instructional time, teaches more material, and demands better performance from every student.	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where most students can experience success. • Students complete their work according to teacher expectations.	• Teacher expectations are not sufficiently high for every student. • Teacher creates an environment where mistakes and failure are not viewed as learning experiences. • Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	• Students are consistently well-behaved and on task. • Teacher and students establish clear rules for learning and behavior. • The teacher uses several techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. • The teacher overlooks inconsequential behavior. • The teacher deals with students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly and firmly.	• Students are mostly well-behaved and on task, some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. • The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. • The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.	• Students are not well-behaved and are often off task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain appropriate student behavior. • The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.
Environment	The classroom: • welcomes all members and guests. • is organized and understandable to all students. • supplies, equipment, and resources are easily and readily accessible. • displays student work that frequently changes. • is arranged to promote individual and group learning.	The classroom: • welcomes most members and guests. • is organized and understandable to most students. • supplies, equipment, and resources are accessible. • displays student work. • is arranged to promote individual and group learning.	The classroom: • is somewhat cold and uninviting. • is not well-organized and understandable to students. • supplies, equipment, and resources are difficult to access. • does not display student work. • is not arranged to promote group learning.
Respectful Culture	• Teacher-student interactions demonstrate caring and respect for one another. • Students exhibit caring and respect for one another. • Teacher seeks out and is receptive to the interests and opinions of all students. • Positive relationships and interdependence characterize the classroom.	• Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respect for the teacher and are generally polite to each other. • Teacher is sometimes receptive to the interests and opinions of students.	• Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. • Students exhibit disrespect for the teacher. • Student interaction is characterized by conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.

PR/Award # U374A160022
© 2011 National Institute for Excellence in Teaching. Do not duplicate without permission.

PRofeSSIoNAlISm

	Performance Standard	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Growing and Developing Professionally	1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	Regularly	Sometimes	Rarely
	2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	Regularly	Sometimes	Rarely
	3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	Regularly	Sometimes	Rarely
	4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	Regularly	Sometimes	Rarely
Reflecting on Teaching	5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	Regularly	Sometimes	Rarely
	6. The educator offers specific actions to improve his/her teaching.	Regularly	Sometimes	Rarely
	7. The educator accepts responsibilities contributing to school improvement.	Regularly	Sometimes	Rarely
	8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	Regularly	Sometimes	Rarely
Community involvement	9. The educator actively supports school activities and events.	Regularly	Sometimes	Rarely
School Respon-sibilities	10. The educator accepts leadership responsibilities and/or assists peers in contributing to a safe and orderly school environment.	Regularly	Sometimes	Rarely

©2011 National Institute for Excellence in Teaching. Do not duplicate without permission.

NIET | NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING

best practices center

The NIET Best Practices Portal

www.nietbestpractices.org

PROVIDING POWERFUL TECHNOLOGY RESOURCES TO IMPROVE EDUCATOR SKILLS

The NIET Best Practices Portal is an interactive Web tool that provides real-time access to individualized trainings and support in order to improve instruction and evaluation. With online tools developed and reviewed with teachers and principals, NIET's Best Practices Portal provides educators immediate access to the latest training resources.

Also available in a mobile version, this dynamic portal offers:

1. Evaluation Process

All of the tools, resources and trainings needed for an integrated system of teacher evaluation and support using multiple measures of performance. Also includes video examples of post-conferences between evaluators and teachers and an evaluator scripting tool to assist with collecting evidence in the classroom during the evaluation process.

2. Video Library

A collection of more than 120 hours of professionally filmed classroom lessons and other footage designed to improve teacher performance. High-definition videos are displayed in split screen in order to easily observe both the teacher and students.

3. Training Module

Training modules that provide in-depth training for teachers to improve their practice on individual elements of the instructional rubric. The modules combine research, short video segments, quizzes and text into a succinct and focused online experience.

4. Document Librar

Quick access to articles, manuals, handbooks and templates to guide and support campuses as they work to improve educator evaluation and support.

5. Professional Developme

All the resources needed to effectively implement professional development that is ongoing, job-embedded, collaborative, student-centered and led by expert school-based instructors.

6. Online Certificati

Online evaluator certification and annual recertification including two steps:

1. A full lesson observation, analysis and scoring
2. A series of video-based questions on the post-conferencing process

7. Data System

Performance data systems designed to manage and analyze teacher evaluation data as well as ensure inter-rater consistency using numerous real-time reports.

(Continued on back)

LOUISIANA DEPARTMENT OF EDUCATION

June 30, 2016

To Whom It May Concern:

This notice is to verify that the following six Type 5 Charter Schools are designated by Louisiana state statute and policy as individual LEAS:

- Landry-Walker High Schools
- McDonogh #32 Literacy Charter Schools
- William J. Fischer Accelerated Academy
- Dwight D. Eisenhower Academy of Global Studies
- Martin Behrman Charter Academy of Arts and Science
- Algiers Technology Academy

This designation is identified in:

> **RS 17:3995 - Charter school funding**
> H.) Any Type 1B, 2, or 5 charter school shall be considered the local education agency for funding purposes and statutory definitions pursuant to rules adopted by the state board.

Sincerely,

[redacted]

Chief Operating Officer, Louisiana Department of Education

KN

DEPARTMENT of EDUCATION
Louisiana Believes

Site Code	School	LEA	NCES ID Code	Designation	Eligible For	Cohort
005015	Marksville Elementary School	Avoyelles Parish	220015000072	Focus	New Award	
005020	Riverside Elementary School	Avoyelles Parish	220015000190	Focus	New Award	
009104	Academic Recovery Ombudsman	Caddo Parish	220030002343	Focus	New Award	
009096	Alexander Learning Center	Caddo Parish	220030001698	Focus	New Award	
009003	Atkins Technology Elementary School	Caddo Parish	220030000142	Focus	New Award	
009004	Barret Paideia Academy	Caddo Parish	220030000143	Focus	New Award	
009069	Booker T. Washington New Technology High School	Caddo Parish	220030000208	Focus	New Award	
009011	Caddo Heights Math/Science Elementary School	Caddo Parish	220030000150	Focus	New Award	
009029	Caddo Middle Career and Technology School	Caddo Parish	220030000167	Focus	New Award	
009105	Community Ombudsman	Caddo Parish	220030002333	Focus	New Award	
009022	Fair Park College Preparatory Academy	Caddo Parish	220030000161	Focus	New Award	
009031	Huntington High School	Caddo Parish	220030000169	Focus	New Award	
009091	Midway Professional Development Center	Caddo Parish	220030001510	Focus	New Award	
009044	Northside Elementary School	Caddo Parish	220030000181	Focus	New Award	
009046	Oak Park Microsociety Elementary School	Caddo Parish	220030000183	Focus	New Award	
009051	Queensborough Elementary School	Caddo Parish	220030000188	Focus	New Award	
009064	Sunset Acres Elementary School	Caddo Parish	220030000202	Focus	New Award	
009070	Werner Park Elementary School	Caddo Parish	220030000209	Focus	New Award	
009072	Westwood Elementary School	Caddo Parish	220030000211	Focus	New Award	
009073	Woodlawn Leadership Academy	Caddo Parish	220030000212	Focus	New Award	
W5B001	Northeast Claiborne Charter	Cajun Butterflies, Inc.	220025202397	Focus	New Award	
010006	Brentwood Elementary School	Calcasieu Parish	220033000219	Focus	New Award	
010011	Combre/Fondel Elementary School	Calcasieu Parish	220033000261	Focus	New Award	
010027	John J. Johnson II Elementary School	Calcasieu Parish	220033000250	Focus	New Award	
010044	Oak Park Middle School	Calcasieu Parish	220033000257	Focus	New Award	
010038	Ray D. Molo Middle Magnet School	Calcasieu Parish	220033000251	Focus	New Award	
010058	Washington/Marion Magnet High School	Calcasieu Parish	220033000272	Focus	New Award	
068003	Baker Middle School	City of Baker School District	220004000343	Focus	Continuation Award	6
068004	Bakerfield Elementary School	City of Baker School District	220004000345	Focus	Continuation Award	6
065002	Carroll High School	City of Monroe School District	220108000787	Focus	New Award	
065026	Madison James Foster Elementary School	City of Monroe School District	220108000996	Focus	New Award	
065009	Martin Luther King Junior High School	City of Monroe School District	220108000794	Focus	New Award	
065015	Minnie Ruffin Elementary School	City of Monroe School District	220108000800	Focus	New Award	
065023	Sherrouse School	City of Monroe School District	220108002019	Focus	New Award	
014006	Homer Elementary School	Claiborne Parish	220045000310	Focus	New Award	
WAG001	Louisiana Virtual Charter Academy	Community School for Apprenticeship Learning, Inc.	220023302320	Focus	New Award	
015003	Ferriday Junior High School	Concordia Parish	220048000318	Focus	New Award	
015004	Ferriday Lower Elementary School	Concordia Parish	220048000319	Focus	New Award	
015005	Ferriday Upper Elementary School	Concordia Parish	220048000321	Focus	New Award	
017001	Arlington Preparatory Academy	East Baton Rouge Parish	220054000340	Focus	New Award	
017110	Children's Charter School	East Baton Rouge Parish	220054000628	Focus	New Award	

DRAFT

017092	EBR Readiness Superintendent Academy	East Baton Rouge Parish	220054000339	Focus	New Award	
017141	Eden Park Superintendent Academy	East Baton Rouge Parish	220054002368	Focus	New Award	
017038	Glen Oaks Senior High School	East Baton Rouge Parish	220054000378	Focus	New Award	
017114	Greenville Superintendent's Academy	East Baton Rouge Parish	220054001384	Focus	New Award	
017044	Howell Park Elementary School	East Baton Rouge Parish	220054000385	Focus	Continuation Award	6
017112	J. K. Haynes Charter Inc.	East Baton Rouge Parish	220054000679	Focus	New Award	
017057	Melrose Elementary School	East Baton Rouge Parish	220054000398	Focus	New Award	
017058	Merrydale Elementary School	East Baton Rouge Parish	220054000399	Focus	Continuation Award	6
017142	North Banks Middle School of Excellence	East Baton Rouge Parish	220054002363	Focus	New Award	
017063	Northdale Superintendent's Academy	East Baton Rouge Parish	220054000404	Focus	New Award	
017068	Park Elementary School	East Baton Rouge Parish	220054000407	Focus	New Award	
017069	Park Forest Elementary School	East Baton Rouge Parish	220054000408	Focus	Continuation Award	6
017145	South Baton Rouge Charter Academy	East Baton Rouge Parish	220054002404	Focus	New Award	
017088	Tara High School	East Baton Rouge Parish	220054000434	Focus	New Award	
W8A001	Impact Charter Elementary	Education Explosion, Inc.	220019002386	Focus	New Award	
020018	Evangeline Central School	Evangeline Parish	220063001717	Focus	New Award	
026088	Celerity Woodmere Charter School	Jefferson Parish	220084001681	Focus	New Award	
026123	Jefferson Chamber Foundation Academy	Jefferson Parish	220084002305	Focus	New Award	
026112	Martyn Alternative School	Jefferson Parish	220084002044	Focus	New Award	
026078	Miller Wall Elementary School	Jefferson Parish	220084000651	Focus	New Award	
026070	Theodore Roosevelt Middle School	Jefferson Parish	220084000644	Focus	New Award	
026103	Westbank Community School	Jefferson Parish	220084001518	Focus	New Award	
028010	Carencro High School	Lafayette Parish	220087000668	Focus	New Award	
028014	J.W. Faulk Elementary School	Lafayette Parish	220087000672	Focus	New Award	
028050	N. P. Moss Preparatory Academy	Lafayette Parish	220087001397	Focus	New Award	
028027	Northside High School	Lafayette Parish	220087000686	Focus	New Award	
W9A001	Vision Academy	Learning Solutions, Inc.	220023202389	Focus	New Award	
W2B001	Willow Charter Academy	Louisiana Achievement Charter Academies, Inc.	220026302405	Focus	New Award	
345001	Louisiana Connections Academy	Louisiana Connections Academy	220015702322	Focus	New Award	
033001	Madison Middle School	Madison Parish	220105000779	Focus	New Award	
033003	Tallulah Elementary School	Madison Parish	220105000781	Focus	Continuation Award	6
033007	Wright Elementary School	Madison Parish	220105000785	Focus	Continuation Award	6
W2A001	Tallulah Charter School	Madison-Tallulah Education Center	220023402375	Focus	Continuation Award	6
034010	Delta Junior High School	Morehouse Parish	220111000813	Focus	New Award	
034001	Henry V. Adams Elementary School	Morehouse Parish	220111000804	Focus	Continuation Award	6
034025	Morehouse Alternative School	Morehouse Parish	220111001552	Focus	New Award	
034004	Morehouse Junior High School	Morehouse Parish	220111000807	Focus	Continuation Award	6
034014	Oak Hill Elementary School	Morehouse Parish	220111000817	Focus	New Award	
035006	Fairview-Alpha Elementary & Junior High School	Natchitoches Parish	220114000829	Focus	New Award	
035030	Frankie Ray Jackson Sr. Technical Center	Natchitoches Parish	220114001404	Focus	New Award	
035015	George L. Parks Elementary & Middle School	Natchitoches Parish	220114000839	Focus	New Award	
W6A001	Northshore Charter School	Northshore Charter School, Inc.	220020502371	Focus	New Award	
036186	McDonogh #35 Academy	Orleans Parish	220117000920	Focus	New Award	
036191	Wilson Charter School	Orleans Parish	220117002414	Priority	Continuation Award	6
037030	Shady Grove Elementary School	Ouachita Parish	220120001011	Focus	Continuation Award	6
037035	Swayze Elementary School	Ouachita Parish	220120001016	Focus	New Award	
039012	Rosenwald Elementary School	Pointe Coupee Parish	220126002000	Focus	New Award	
040002	Alexandria Middle Magnet School	Rapides Parish	220129001039	Focus	New Award	

DRAFT

040045	Alma Redwine Elementary New Vision Academy	Rapides Parish	220129001083	Focus	New Award	
040017	D.F. Huddle Elementary New Vision Academy	Rapides Parish	220129001054	Focus	New Award	
040022	Hadnot-Hayes S.T.E.M. Elementary School	Rapides Parish	220129001059	Focus	New Award	
040039	Julius Patrick Elementary School	Rapides Parish	220129001075	Focus	New Award	
042003	Delhi Elementary School	Richland Parish	220135001097	Focus	New Award	
042010	Rayville Elementary School	Richland Parish	220135001104	Focus	New Award	
381001	Akili Academy of New Orleans	RSD-Akili Academy of New Orleans	220020802071	Priority	New Award	
395007	Algiers Technology Academy	RSD-Algiers Charter Schools Association (ACSA)	220026402057	Priority	Continuation Award	6
395002	Dwight D. Eisenhower Elementary School	RSD-Algiers Charter Schools Association (ACSA)	220005300883	Priority	Continuation Award	6
395005	Lord Beaconsfield Landry-Oliver Perry Walker High	RSD-Algiers Charter Schools Association (ACSA)	220020700972	Priority	Continuation Award	6
395001	Martin Behrman Elementary School	RSD-Algiers Charter Schools Association (ACSA)	220005300853	Priority	Continuation Award	6
395004	McDonogh #32 Elementary School	RSD-Algiers Charter Schools Association (ACSA)	220005300938	Priority	Continuation Award	5
395003	William J. Fischer Elementary School	RSD-Algiers Charter Schools Association (ACSA)	220005300885	Priority	Continuation Award	5
373001	Arise Academy	RSD-Arise Academy	220021202278	Priority	Continuation Award	6
373002	Mildred Osborne Charter School	RSD-Arise Academy	220024902367	Priority	Continuation Award	6
WAW001	Baton Rouge Bridge Academy, Inc.	RSD-Baton Rouge Bridge Academy, Inc.	220018502406	Priority	New Award	
WAX001	Baton Rouge College Prep	RSD-Baton Rouge College Preparatory, Inc.	220018402407	Priority	New Award	
3A5001	Mary D. Coghill Charter School	RSD-Better Choice Foundation	220022802357	Priority	New Award	
3AP002	Celerity Crestworth Charter School	RSD-Celerity Schools Louisiana, Inc.	220022302403	Priority	Continuation Award	5
3AP003	Celerity Dalton Charter School	RSD-Celerity Schools Louisiana, Inc.	220019602383	Priority	Continuation Award	5
3AP001	Celerity Lanier Charter School	RSD-Celerity Schools Louisiana, Inc.	220022602391	Priority	Continuation Award	5
393002	Esperanza Charter School	RSD-Choice Foundation	220025000872	Priority	Continuation Award	4
393001	Lafayette Academy	RSD-Choice Foundation	220022400914	Priority	Continuation Award	4
393003	McDonogh 42 Charter School	RSD-Choice Foundation	220019300944	Priority	Continuation Award	4
382002	G. W. Carver Collegiate Academy	RSD-Collegiate Academies	220026502334	Priority	New Award	
382003	G. W. Carver Preparatory Academy	RSD-Collegiate Academies	220021802337	Priority	Continuation Award	4
382001	Sci Academy	RSD-Collegiate Academies	220023702068	Priority	Continuation Award	5
364001	Fannie C. Williams Charter School	RSD-Community Leaders Advocating Student Success	220026702062	Priority	New Award	
363001	Harriet Tubman Charter School	RSD-Crescent City Schools	220022000946	Priority	Continuation Award	4
363002	Paul Habans Charter School	RSD-Crescent City Schools	220024302362	Priority	New Award	
361001	Crescent Leadership Academy	RSD-Crescent Leadership Academy	220021402020	Priority	New Award	
WAV001	Democracy Prep Louisiana Charter School	RSD-Democracy Prep Louisiana Charter School	220025402408	Priority	Continuation Award	5
390001	James M. Singleton Charter School	RSD-Dryades YMCA	220019901208	Priority	New Award	
360001	The NET Charter High School	RSD-Educators for Quality Alternatives	220018802340	Priority	New Award	
399002	Arthur Ashe Charter School	RSD-FirstLine Schools, Inc.	220019200947	Priority	New Award	
399004	John Dibert Community School	RSD-FirstLine Schools, Inc.	220004600877	Priority	New Award	
399003	Joseph S. Clark Preparatory High School	RSD-FirstLine Schools, Inc.	220022900865	Priority	Continuation Award	6
399005	Langston Hughes Charter Academy	RSD-FirstLine Schools, Inc.	220020600976	Priority	Continuation Award	4
399001	Samuel J. Green Charter School	RSD-FirstLine Schools, Inc.	220025900897	Priority	New Award	
W31001	Dr. Martin Luther King Charter School for Sci/Tech	RSD-Friends of King	220021700414	Priority	Continuation Award	5
W32001	Joseph A. Craig Charter School	RSD-Friends of King	220024500870	Priority	Continuation Award	5
396202	Capitol High School	RSD-Friendship Louisiana, Inc.	220025702318	Priority	Continuation Award	5
397001	Sophie B. Wright Charter School	RSD-Institute for Academic Excellence	220004400981	Priority	Continuation Award	5
398001	KIPP Believe College Prep	RSD-Knowledge is Power Program (KIPP) N.O.	220021600958	Priority	Continuation Award	6
398003	KIPP Central City Academy	RSD-Knowledge is Power Program (KIPP) N.O.	220024402043	Priority	New Award	
398004	KIPP Central City Primary	RSD-Knowledge is Power Program (KIPP) N.O.	220024602079	Priority	New Award	
398002	KIPP McDonogh 15 School for the Creative Arts	RSD-Knowledge is Power Program (KIPP) N.O.	220026200932	Priority	New Award	
398006	KIPP New Orleans Leadership Academy	RSD-Knowledge is Power Program (KIPP) N.O.	220021102307	Priority	Continuation Award	5

DRAFT

398005	KIPP Renaissance High School	RSD-Knowledge is Power Program (KIPP) N.O.	220019700953	Priority	Continuation Award	4
368001	Morris Jeff Community School	RSD-Morris Jeff Community School	220020302297	Priority	New Award	
300004	Gentilly Terrace Charter School	RSD-New Beginnings Schools Foundation	220004300893	Priority	New Award	
300003	Lake Area New Tech Early College High School	RSD-New Beginnings Schools Foundation	220026102277	Priority	New Award	
300002	Nelson Elementary School	RSD-New Beginnings Schools Foundation	220020900949	Priority	New Award	
300001	Pierre A. Capdau Learning Academy	RSD-New Beginnings Schools Foundation	220022500860	Priority	New Award	
385002	Cohen College Prep	RSD-New Orleans College Preparatory Academies	220023802341	Priority	New Award	
385003	Lawrence D. Crocker College Prep	RSD-New Orleans College Preparatory Academies	220026602352	Priority	Continuation Award	4
385001	Sylvanie Williams College Prep	RSD-New Orleans College Preparatory Academies	220020202041	Priority	New Award	
389002	Kenilworth Science and Technology Charter School	RSD-Pelican Educational Foundation	220025800389	Priority	New Award	
369004	ReNEW Accelerated High School City Park Campus	RSD-ReNEW-Reinventing Education, Inc.	220015502264	Priority	New Award	
369005	ReNEW Accelerated High School West Bank Campus	RSD-ReNEW-Reinventing Education, Inc.	220015502323	Priority	Continuation Award	4
369001	ReNEW Cultural Arts Academy at Live Oak Elementary	RSD-ReNEW-Reinventing Education, Inc.	220022702018	Priority	Continuation Award	5
369003	ReNEW Dolores T. Aaron Elementary	RSD-ReNEW-Reinventing Education, Inc.	220019502021	Priority	New Award	
369007	ReNew McDonogh City Park Academy	RSD-ReNEW-Reinventing Education, Inc.	220020102410	Priority	New Award	
369002	ReNEW SciTech Academy at Laurel	RSD-ReNEW-Reinventing Education, Inc.	220024200917	Priority	Continuation Award	5
369006	ReNEWSchaumburg Elementary	RSD-ReNEW-Reinventing Education, Inc.	220025502376	Priority	Continuation Award	4
367001	Edgar P. Harney Spirit of Excellence Academy	RSD-Spirit of Excellence Academy	220023901800	Priority	New Award	
374001	Success Preparatory Academy	RSD-Success Preparatory Academy	220018702283	Priority	Continuation Award	5
371001	Linwood Public Charter School	Shreveport Charter School, Inc.	220019100175	Priority	New Award	
W3A001	Baton Rouge Charter Academy at Mid-City	South Louisiana Charter Foundation, Inc.	220026902361	Focus	New Award	
W3B001	Iberville Charter Academy	South Louisiana Charter Foundation, Inc.	220021902395	Focus	New Award	
044019	C.F. Rowley Alternative School	St. Bernard Parish	220141000816	Focus	New Award	
046005	St. Helena Arts and Technology Academy	St. Helena Parish	220147001157	Focus	New Award	
047003	Lutcher Elementary School	St. James Parish	220150001162	Focus	New Award	
049031	Opelousas Junior High School	St. Landry Parish	220156001203	Focus	New Award	
049040	South Street Elementary School	St. Landry Parish	220156001896	Focus	New Award	
049044	Washington Elementary School	St. Landry Parish	220156001215	Focus	New Award	
053014	O.W. Dillon Memorial Elementary School	Tangipahoa Parish	220168001309	Focus	New Award	
056003	Union Parish Elementary School	Union Parish	220177001694	Focus	New Award	

DRAFT

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

November 10, 2015

The Honorable John White
State Superintendent of Education
Louisiana Department of Education
PO Box 94064
Baton Rouge, LA 70804

Dear Superintendent White:

I am writing in response to Louisiana's request for renewal of flexibility under the Elementary and Secondary Education Act of 1965, as amended (ESEA flexibility), so that Louisiana may continue to implement ESEA flexibility.

Our team, including my staff and other senior leaders at the U.S. Department of Education (ED), reviewed Louisiana's request dated November 4, 2015. Pursuant to section 9401(d)(2) of the ESEA, I am renewing approval of Louisiana's ESEA flexibility request through the end of the 2015–2016 school year, subject to the conditions below.

My decision to renew approval of Louisiana's ESEA flexibility request is based on my determination that ESEA flexibility has been helpful in Louisiana's efforts to carry out important reforms to improve student achievement and that this renewal is in the public interest. With this renewal, Louisiana will be able to continue implementing its plans to promote innovative, locally tailored strategies to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. Louisiana's approved request will be posted on ED's website.

Louisiana's original ESEA flexibility request and extension request were approved based in part on an assurance that it would administer, no later than the 2014–2015 school year, an alternate assessment for students with disabilities based on grade-level academic achievement standards or an alternate assessment based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and aligned with the State's college- and career-ready standards. Additionally, as a part of receiving renewal of ESEA flexibility, Louisiana must develop and administer an English language proficiency (ELP) assessment aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii), no later than the 2015–2016 school year.

While Louisiana administered an alternate assessment based on alternate academic achievement standards for students with the most significant cognitive disabilities in 2014-2015, the State acknowledges that the assessment was not fully aligned to the State's college- and career-ready standards and that the alternate assessment it will administer in 2015-2016 will also not be fully aligned.

Similarly, the State acknowledges that its current ELP standards and the ELP assessment it will administer in 2015-2016 will not fully meet ESEA or ESEA flexibility requirements. Finally, while Louisiana has submitted a high-quality plan to administer in 2015-2016 assessments in reading/language arts and mathematics aligned to the State's college- and career-ready standards, it does not have a high-quality plan in place to administer such assessments beyond the 2015-2016 school year. Accordingly, I have determined, pursuant to the authority in 2 C.F.R. §§ 200.207 and 3474.10, to place Louisiana on "high-risk" status.

To receive approval to implement ESEA flexibility beyond the 2015–2016 school year and remove the "high-risk" status, Louisiana must provide evidence that it will:

- Administer, in the 2016-2017 school year and each year thereafter, high-quality assessments in reading/language arts and mathematics aligned to the State's college- and career-ready standards.
- Administer, in the 2016–2017 school year, an intermediary alternate assessment of its own selection based on alternate academic achievement standards for students with the most significant cognitive disabilities. The State must administer, no later than the 2017-2018 school year and each year thereafter, an alternate assessment based on alternate academic achievement standards for students with the most significant cognitive disabilities that is consistent with 34 C.F.R. § 200.6(a)(2) and fully aligned with the State's college- and career-ready standards.
- Administer, no later than the 2016-2017 school year and each year thereafter, an ELP assessment of its own selection aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii).

To meet the above conditions, Louisiana must:

- Submit, no later than May 1, 2016, a high-quality plan, as described in the ESEA Flexibility Review Guidance (available at: http://www.ed.gov/esea/flexibility/documents/review-guidance.doc), to administer high-quality English/language arts and mathematics assessments no later than the 2016-2017 school year and each year thereafter.

- Submit, no later than May 1, 2016, a high-quality plan, as described in the ESEA flexibility Review Guidance, to administer an intermediary alternate assessment in the 2016-2017 school year based on alternate academic achievement standards for students with the most significant cognitive disabilities; and to administer an alternate assessment based on alternate academic achievement standards for students with the most significant cognitive disabilities that is fully aligned with Louisiana's college- and career-ready standards no later than the 2017-2018 school year and each year thereafter.

- Submit, no later than May 1, 2016, a high-quality plan, as described in the ESEA flexibility Review Guidance, to administer a high-quality ELP assessment aligned to Louisiana's ELP standards no later than the 2016-2017 school year and each year thereafter.

- Confer with ED on a monthly basis, beginning on November 30, 2015, regarding its implementation of ESEA flexibility and progress toward meeting the above conditions.

Additionally, this renewal is subject to Louisiana's commitment to:

- Demonstrate, during ED's monitoring and follow-up of ESEA flexibility implementation, that a school in Louisiana may not receive the highest rating in the SEA's differentiated recognition, accountability, and support system if there are significant achievement or graduation rate gaps that are not closing in the school. This may be done either by: (1) submitting data about reward schools identified for the 2016-2017 school year that demonstrate that none of the identified schools have any significant gaps; or (2) by submitting evidence that Louisiana has a policy in place to ensure that schools cannot be identified as reward schools if they have significant achievement gaps.

- Demonstrate, during ED's monitoring and follow-up of ESEA flexibility implementation, that Louisiana is implementing the plan set forth in its ESEA flexibility request, including timeline and milestones, that will lead to inclusion of student growth in its teacher and principal evaluation and support systems based on student performance data and State assessments administered no later than the 2016-2017 school year and each year thereafter, and that these data will be used to inform personnel decisions.

- Demonstrate during ED's monitoring and follow-up of ESEA flexibility implementation, that Louisiana is meaningfully collaborating with stakeholders on the implementation of Louisiana's ESEA flexibility request, including with students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities, organizations representing English learners, business organizations, institutions of higher education, and Indian tribes.

If the conditions above are not resolved, Louisiana will be required to resume implementing the requirements of Title I of the ESEA, as amended by the No Child Left Behind Act of 2001 (NCLB), in school year 2016-2017. If Louisiana resolves all of the above conditions and makes no additional changes to its ESEA flexibility request, and is otherwise continuing to fulfill the commitments in its ESEA flexibility request, I will consider Louisiana's request for renewal of ESEA flexibility for additional years.

Louisiana may request reconsideration of its "high-risk" designation by submitting to me in writing, no later than 10 business days from the date of this letter, a detailed description setting forth the basis for its belief that this designation is improper, including the specific facts that support its position. If Louisiana chooses to request such reconsideration, that request must be submitted via e-mail to me, with a copy to Elizabeth Witt and Andrew Curry at: OSS.Louisiana@ed.gov, as well as by U.S. mail or commercial delivery. If I do not receive a request for reconsideration by November 23, 2015, Louisiana's "high-risk" status will be considered final, and will be lifted only upon completing the actions set forth above.

This letter also provides my approval of Louisiana's amendments to its ESEA flexibility request. A summary of Louisiana's significant approved amendments is enclosed with this letter.

Louisiana continues to have an affirmative responsibility to ensure that it and its LEAs 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. 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.

If you have any questions regarding this letter or the implementation of Louisiana's ESEA flexibility request, please contact Elizabeth Witt or Andrew Curry of my staff at: OSS.Louisiana@ed.gov.

Thank you for your commitment and continued focus on enhancing education for all of Louisiana's students.

Sincerely,

/s/

Ann Whalen
Delegated the authority to perform the functions and duties of Assistant Secretary for Elementary and Secondary Education

Enclosure

cc: Bridget Devlin, Louisiana Department of Education

Approved Amendments to Louisiana's ESEA Flexibility Request

The following is a summary of the significant amendments that Louisiana included as part of its request for renewal of ESEA flexibility. ED approves these amendments because Louisiana's ESEA flexibility request, as amended, continues to be aligned with the principles of ESEA flexibility. Please refer to ED's website (http://www2.ed.gov/policy/elsec/guid/esea-flexibility/map/la.html) for Louisiana's complete ESEA flexibility request.

Principle 1: College and Career Ready Expectations for All Students

Revision: Louisiana will develop resources and provide direct supports for principals, including an extension of the TAP professional development model and the new Louisiana Principal Fellowship program, as part of its implementation of college- and career-ready standards and assessments.

Principle 2: State-Developed System of Differentiated Recognition, Accountability and Support

Revision: Louisiana's State Board has approved an alternate pathway for students with the most significant cognitive disabilities to attain a high school diploma. Louisiana will award 100 points in its graduation index, which makes up 25 percent of a high school's rating in the State's accountability system, for eligible students who complete the alternate pathway.

Revision: Louisiana will change the formula for how it awards progress points to high schools in its accountability index so that if at least 50 percent of previously non-proficient students exceed expectations on the ACT series, then schools will earn 0.05 points for each student exceeding expectations and 0.1 points for each student who previously scored at the lowest performance level.

Revision: Louisiana will change its definition for high-progress reward schools. Beginning with data from the 2014-2015 assessment, 50.01 percent of students in K-8 schools' and 30 percent of students in high schools' non-proficient super subgroup must exceed expected growth in English language arts and/or mathematics for a school to be considered high-progress. The State will change the percentage in high schools to 50.1 percent in 2015-2016.

APPENDIX F7

BIBLIOGRAPHY

Archibald, S., Coggshall, J. G., Croft, A., & Goe, L. (2011). *High quality professional development for all teachers: Effectively allocating resources* (Research & Policy Brief). Washington, DC: National Comprehensive Center for Teacher Quality.

Barnett, J. H., Wills, K. C., & Kirby, P. C. (2015). *Comprehensive educator effectiveness models that work: Impact of the TAP System on student achievement in Louisiana*. Paper presented at the annual meeting of the American Educational Research Association: Chicago, IL.

Berry, B., Daughtrey, A., & Wieder, A. (2010). *Teacher effectiveness: The conditions that matter most and a look to the future*. Center for Teaching Quality.

Bowgren, L., & Sever, K. (2010). *Differentiated professional development in a professional learning community*. Bloomington, IN: Solution Tree Press.

Center for American Progress. (2014). *Next-generation accountability systems: An overview of current state policies and practices*. Washington, DC: Author. Retrieved from https://cdn.americanprogress.org/wp-content/uploads/2014/10/Accountability-report.pdf

Chingos, M. M., & West, M. R. (2012). Do more effective teachers earn more outside the classroom? *Education Finance and Policy*, 7(1), 8-43. doi:10.1162/EDFP_a_00052

Desimone, L., Porter, A. C., Birman, B. F., Garet, M. S., & Suk Yoon, K. (2002). How do district management and implementation strategies relate to the quality of the

professional development that districts provide to teachers? *Teachers College Record 104*(7), 1265-1312.

Eckert, J., Ulmer, J., Khachatryan, E., & Ledesma, P. (2015). Career pathways of teacher leaders in the United States: Adding and path-finding new professional roles. *Professional Development in Education*, 1941-5257, 1-23. doi: 10.1080/19415257.2015.1084644

Hudson, S. (2010). *The effects of performance-based teacher pay on student achievement.* Discussion Paper for the Stanford Institute for Economic Policy Research, Stanford University. Retrieved from http://www-siepr.stanford.edu/repec/sip/09-023.pdf

Jerald, C. D., & Van Hook, K. (2011). *More than measurement: The TAP System's lessons learned for designing better teacher evaluation systems.* Santa Monica, CA: National Institute for Excellence in Teaching. Retrieved from http://tapsystem.niet.org/publications/eval_lessons.pdf

Mann, D., Leutscher, T., & Reardon, R. M. (2013). The system for teacher and student advancement: An evaluation of achievement and engagement in Louisiana. Santa Monica, CA: National Institute for Excellence in Teaching. Retrieved from http://www.niet.org/assets/PDFs/interactive-louisiana-student-achievement.pdf

Milanowski, A., Odden, A. & Youngs, P. (1998). Teacher knowledge and skill assessment and teacher compensation: An overview of measurement and linkage issues. *Journal of Personnel Evaluation in Education 12* (2), 83-101.

National Center on Teacher Quality (NCTQ). (2014). *2013 State Teacher Policy Yearbook: National Summary*. NCTQ. Washington DC. Retrieved from

http://www.nctq.org/dmsView/2013_State_Teacher_Policy_Yearbook_National_Summary_NCTQ_Report

Odden, A., & Kelley, C. (2002). *Paying teachers for what they know and do: New and smarter compensation strategies to improve schools* (2nd ed). Thousand Oaks, CA: Corwin Press.

Ritter, G. W., & Barnett, J. H. (2013). *A straightforward guide to teacher merit pay: Encouraging and rewarding schoolwide improvement.* Thousand Oaks, CA: Sage.

Schacter, J., & Thum, Y. M. (2005). TAPping into high quality teachers: Preliminary results from the Teacher Advancement Program comprehensive school reform. *School Effectiveness & School Improvement*, *16*(3), 327–353. doi:10.1080/13803610500146202

Solmon, L. C., White, J. T., Cohen. D., & Woo, D. (2007). *The effectiveness of the teacher advancement program.* Santa Monica, CA: National Institute for Excellence in Teaching. Retrieved from http://tapsystem.niet.org/pubs/effective_tap07_full.pdf

Stone-Johnson, C. (2014). Not cut out to be an administrator: Generations, change, and the career transition from teacher to principal. *Education and Urban Society*, 46(5), 606-625. doi: 10.1177/0013124512458120

INDIRECT COST RATE AGREEMENT
NONPROFIT ORGANIZATION

Organization

National Institute for Excellence in Teaching
1250 Fourth Street, 3rd Floor
Santa Monica, CA 90401

Date: JUN 2 8 2016

Agreement No: 2014-173 (A)

Filing Reference: Replaces previous Agreement No. 2014-173
Dated: 10/31/2014

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

Type	From	To	Rate	Base	Applicable To
Final	07/01/2012	06/30/2013	12.0%	MTDC	All Programs
Provisional	07/01/2013	06/30/2014	12.9%	MTDC	All Programs
Provisional	07/01/2014	06/30/2015	14.0%	MTDC	All Programs
Provisional	07/01/2015	06/30/2016	12.9%	MTDC	All Programs

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above [redacted] (each award; each year).

Applicable To:

All Programs The rates herein are applicable to All Programs.

Treatment of Fringe Benefits:
Fringe benefits applicable to salaries and wages are treated appropriately as direct or indirect costs. Vacation, holiday, sick leave and other paid absences are included in salaries claimed on awards. Separate claims for paid absences are not made.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than [redacted].

Section II Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) 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 been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetem1ined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates arc not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incmTed during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation 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: All costs (direct and indirect. federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates:Awards that include ceiling provisions and statutory/ regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to expiration dates of the rates in this agreement.**

Section IV - Approvals

For the Organization:

National Institute for Excellence in Teaching
1250 Fourth Street, 3rd Floor
Santa Monica, CA 90401

[redacted]

Signature

Gary Stack
Name

CEO
Title

7/7/16
Date

For the Federal Government:

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

[redacted]

Signature

Frances Outland
Name

Director, Indirect Cost Group
Title

JUN 2 8 2016
Date

Negotiator: Emily Wen
Telephone Number: [redacted]

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** LA BOLD Budget Narrative.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

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

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

BUDGET NARRATIVE

FEDERAL REQUEST

ED 524 Category	Year 1	Year 2	Year 3	Year 4	Year 5	**Total**
1. Personnel	$5,029,125	$ 7,150,625	$ 6,620,250	$ 4,843,000	$ 4,312,625	**$ 27,955,625**
2. Fringe	$1,069,225	$ 1,281,811	$ 1,291,529	$ 1,014,465	$ 1,011,714	**$ 5,668,744**
3. Travel	$1,290,990	$ 1,014,425	$ 1,189,110	$ 1,014,425	$ 1,014,425	**$ 5,523,375**
4. Equipment	$ -	$ -	$ -	$ -	$ -	**$ -**
5. Supplies	$ 136,085	$ 5,000	$ 5,000	$ 5,000	$ 5,000	**$ 156,085**
6. Contractual	$ 603,000	$ 611,000	$ 619,000	$ 627,000	$ 595,000	**$ 3,055,000**
7. Construction	$ -	$ -	$ -	$ -	$ -	**$ -**
8. Other	$ 275,250	$ 275,250	$ 275,250	$ 275,250	$ 275,250	**$ 1,376,250**
9. Total Direct Costs	$8,403,675	$ 10,338,111	$ 10,000,139	$ 7,779,140	$ 7,214,014	**$ 43,735,079**
10. Indirect Costs (14%)	$1,092,095	$ 1,361,796	$ 1,313,359	$ 1,001,300	$ 926,662	**$ 5,695,212**
11. Training Stipends	$ -	$ -	$ -	$ -	$ -	**$ -**
12. Total Costs	**$9,495,770**	**$ 11,699,907**	**$ 11,313,498**	**$ 8,780,440**	**$ 8,140,676**	**$ 49,430,291**

MATCH

ED 524 Category	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
1. Personnel	$ 220,500	$ 220,500	$ 750,875	$ 2,520,250	$ 3,050,625	**$ 6,762,750**
2. Fringe	$ 44,100	$ 46,305	$ 89,084	$ 416,832	$ 472,001	**$ 1,068,322**
3. Travel	$ -	$ -	$ -	$ -	$ -	**$ -**
4. Equipment	$ -	$ -	$ -	$ -	$ -	**$ -**
5. Supplies	$ -	$ -	$ -	$ -	$ -	**$ -**
6. Contractual	$ -	$ -	$ -	$ -	$ -	**$ -**
7. Construction	$ -	$ -	$ -	$ -	$ -	**$ -**
8. Other	$ -	$ -	$ -	$ -	$ -	**$ -**
9. Total Direct Costs	$ 264,600	$ 266,805	$ 839,959	$ 2,937,082	$ 3,522,626	**$ 7,831,072**
10. Indirect Costs	$ -	$ -	$ -	$ -	$ -	**$ -**
11. Training Stipends	$ -	$ -	$ -	$ -	$ -	**$ -**
12. Total Costs	**$ 264,600**	**$ 266,805**	**$ 839,959**	**$ 2,937,082**	**$ 3,522,626**	**$ 7,831,072**

Total Project Cost	**$9,760,370**	**$ 11,966,712**	**$ 12,153,457**	**$ 11,717,522**	**$ 11,663,302**	**$ 57,261,361**

PERSONNEL

LA BOLD Partner District Personnel

Master Teachers: There are 70 master teacher positions funded through this grant in Years 1 – 3; their average salary, based on the district salary schedule and the number of years of educational experience required will be $50,000 per position. Partner districts will contribute 21 of the master teachers as a cost-share to this project in Years 4 – 5. Master teachers receive an annual salary augmentation to compensate for their additional roles and responsibilities in their school.

- Augmentations for master teachers: This grant will pay for the salary augmentation of each grant-funded master teacher. Each master teacher regardless of base salary will receive $9,000 in salary augmentation to help ease the burden of staffing in hard-to-staff schools.

Mentor Teachers: Mentor teachers receive an annual salary augmentation to compensate for their additional roles and responsibilities in their school.

- Augmentations for mentor teachers: This grant will pay for salary augmentation for 49 mentor teachers (one per school). Partner districts will also contribute the cost of one mentor teacher augmentation as cost-share to this project. The mentor augmentation is $4,500, for a total recurring annual cost of $220,500.

Substitutes: It is expected that teachers may visit other schools or classrooms as part of their professional development process. Partner district's teachers will also have the opportunity to participate in the TAP National Conference and other training experiences that might require being out of the classroom. Further, substitute time may occasionally be utilized to ensure adequate time for cluster meetings. In order to accommodate these needs, we have allotted five substitute days per grant-funded position at each of the schools annually. The average daily rate for a substitute teacher in the partner districts is $75.

Performance Bonuses: We will establish a bonus pool for year-end performance awards using funds allocated from the TIF grant and matched funds from partner districts. It should be noted that for teachers and administrators the actual performance bonus could range from zero to significantly above the average, since the awards are differentiated based on performance. The project is designed to create the opportunity for the most effective teachers and principals to earn substantial annual performance bonuses.

- Teachers: The performance bonus pool for teachers will be established using an average of $1,000 per eligible teacher.
- Principals: The award pool for principals will be $7,500 per principal.
- Assistant Principals: The award pool for assistant principals will be $4,000.

Performance-based compensation costs are included in Personnel and Fringe Benefits because they are considered a variable component of an employee's overall compensation and, thus, subject to state and federal tax withholdings.

Note: By the end of year 5, a salary structure based on effectiveness for teachers and principals will be implemented.

NIET Personnel

Project Director (new hire): NIET will hire a project director (PD) who will dedicate 100% of their time to work with the TAP project in Louisiana. The PD will handle administrative and management duties associated with the grant including: oversee all aspects of TAP operation in Louisiana; assist in aligning TAP implementation and TIF grant objectives to the long-term strategic plan; lead annual advisory board meetings; work closely with NIET senior management and partner district administration to select, train and supervise the new positions under this grant; provide onsite technical assistance as needed; provide training on the TLT Observation Rubric to TAP district leaders; and work with partner districts to attract high caliber teachers and principals.

Chief Learning Officer: Joshua Barnett, Ph.D., serves as NIET's Chief Learning Officer (CLO). As CLO, he is the principal investigator for this TIF project and provides oversight for project design, execution and evaluation. He works closely with the project director to ensure grant milestones and goals are achieved. Dr. Barnett will spend 10% of his time to providing leadership and oversight assistance to the project director.

Assistant Director for School Service: Vicky Condalary serves as NIET's assistant director for school service. In this role, she serves as liaison to the CLO for oversight of projects and services implementation, assists in the oversight and supervision of the project director and senior programs specialist, and maintains schools services calendars and assignments lists. Vicky will dedicate 20% of her time to the TIF project.

Director of Learning Technologies: Danielle Ferreira, Ph.D., director of learning technologies, has direct oversight of all web based learning technology. In support of this project, she will ensure operational status of all web based portals and support systems 24/7. Dr. Ferreira works closely with the CLO and project director to create portal content and build consensus for portal functionality. Dr. Ferreira will dedicate 10% of her time to support this TIF project.

Director of Training: Ann Shaw, Ph.D., serves as NIET's director of training. Dr. Shaw will support this grant by managing all aspects of NIET training to include all training content, materials, resources, guides and handbooks. She will also work closely with the CLO and Director of Learning Technologies to identify new areas of need for all training resources and web technologies. Dr. Shaw will dedicate 10% of her time supporting this TIF grant.

Senior Trainer: NIET will hire four experienced, highly effective practitioners in NIET Best Practices to serve as Senior Trainers for this project. Senior trainers will be responsible for providing onsite support to LA BOLD schools and districts; coaching and supporting school leadership and district leaders; consulting and supporting school-level cluster work; providing field-level data for the project and identifying additional resources and support as needed. Each senior trainer will dedicate 100% of their time to this grant.

Director of Grants: Payton Parker will serve as NIET's director of grants to support this TIF grant. Payton will work with the project director on all requirements of the grant including daily grant operations; monitoring expenditures on current awards; communicating regularly with the partner districts' business office; and serving as administrator of the grant. Payton holds a bachelor's degree in Business Finance and holds a certificate in grants management. He will devote 10% of his time to this project, which will be adequate to carry out the responsibilities outlined above.

Senior Research Associate: Tanee Hudgens, Ph.D., will serve as NIET's senior research associate. In this role, she will be responsible for working with the LA BOLD districts' leadership to ensure that all data are collected and processed properly. Dr. Hudgens has extensive experience working with school districts and research centers managing and maintaining research databases. She will dedicate 50% of their time to the project.

Senior VP for Policy: Kristan Van Hook develops and implements strategies to build support for NIET's education initiatives. Her responsibilities under this TIF grant include developing and executing strategies to communicate results of the project to policy makers, practitioners and the public. Kristan brings over 25 years of experience in government and public policy, and will contribute 10% of her time to provide communications management for this grant, which is adequate to fulfill the project's communication efforts.

School Services Business Manager: Sheila Talamo will serve as the school services business manager. She will be responsible supporting LA BOLD districts in the scheduling and coordination of all trainings and technical assistance meetings. Sheila will dedicate 10% of her time supporting TIF grant activities.

Support Manager: Hayden Peters will serve as NIET's support manager to the project. His responsibilities include providing customer service and assistance to web-based inquiries and questions, managing the technical support hotline and managing the ordering and shipment of training supplies. Hayden will commit 50% of his time to the project.

Finance Manager: Katie Von Rembow will serve as NIET's finance manager for this project. Her responsibilities include drawing down funds from G5, coordinating the required audit, payroll processing and approval of grant-related travel expenses. Katie will commit 20% of her time to the project.

PERSONNEL

PERSONNEL											
PERSONNEL (Partner Districts)	$	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
Master Teacher Salary	$ 50,000	70	70	70	49	49	$ 3,500,000	$ 3,500,000	$ 3,500,000	$ 2,450,000	$ 2,450,000
Master Augmentation	$ 9,000	70	70	70	49	49	$ 630,000	$ 630,000	$ 630,000	$ 441,000	$ 441,000
Mentor Augmentation	$ 4,500	49	49	49	49	49	$ 220,500	$ 220,500	$ 220,500	$ 220,500	$ 220,500
Substitute	$ 75	595	595	595	490	490	$ 44,625	$ 44,625	$ 44,625	$ 36,750	$ 36,750
							TIF SHARE OF PERFORMANCE BONUSES				
Performance Bonuses	Pool	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	100%	100%	75%	50%	25%
Teachers	$ 1,000	0	1498	1498	1498	1498	$ -	$ 1,498,000	$ 1,123,500	$ 749,000	$ 374,500
Principals	$ 7,500	0	49	49	49	49	$ -	$ 367,500	$ 275,625	$ 183,750	$ 91,875
Assistant Principals	$ 4,000	0	64	64	64	64	$ -	$ 256,000	$ 192,000	$ 128,000	$ 64,000
Total Personnel (Partner Districts)							**$ 4,395,125**	**$ 6,516,625**	**$ 5,986,250**	**$ 4,209,000**	**$ 3,678,625**
PERSONNEL (NIET)		YR 1	YR 2	YR 3	YR 4	YR 5	YR 1	YR 2	YR 3	YR 4	YR 5
Project Director	$ 100,000	1	1	1	1	1	$ 100,000	$ 100,000	$ 100,000	$ 100,000	$ 100,000
Chief Learning Officer	$ 125,000	0.1	0.1	0.1	0.1	0.1	$ 12,500	$ 12,500	$ 12,500	$ 12,500	$ 12,500
Assistant Director for School Service	$ 100,000	0.2	0.2	0.2	0.2	0.2	$ 20,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000
Director of Learning Technologies	$ 100,000	0.1	0.1	0.1	0.1	0.1	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000
Director of Training	$ 100,000	0.1	0.1	0.1	0.1	0.1	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000
Senior Trainer	$ 90,000	4	4	4	4	4	$ 360,000	$ 360,000	$ 360,000	$ 360,000	$ 360,000
Director of Grants	$ 75,000	0.2	0.2	0.2	0.2	0.2	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000
Senior Research Associate	$ 65,000	0.5	0.5	0.5	0.5	0.5	$ 32,500	$ 32,500	$ 32,500	$ 32,500	$ 32,500
Senior VP for Policy	$ 125,000	0.1	0.1	0.1	0.1	0.1	$ 12,500	$ 12,500	$ 12,500	$ 12,500	$ 12,500
School Services Business Manager	$ 90,000	0.1	0.1	0.1	0.1	0.1	$ 9,000	$ 9,000	$ 9,000	$ 9,000	$ 9,000
Support Manager	$ 40,000	0.5	0.5	0.5	0.5	0.5	$ 37,500	$ 37,500	$ 37,500	$ 37,500	$ 37,500
Finance Manager	$ 75,000	0.2	0.2	0.2	0.2	0.2	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000
Total Personnel (NIET)							**$ 634,000**	**$ 634,000**	**$ 634,000**	**$ 634,000**	**$ 634,000**
TOTAL PERSONNEL							**$ 5,029,125**	**$ 7,150,625**	**$ 6,620,250**	**$ 4,843,000**	**$ 4,312,625**

FRINGE

LA BOLD Partner District Fringe

The rates of fringe for partner district personnel are as follows:

- Personnel: 20% in Year 1, increasing 1% each subsequent year
- Performance bonuses: 7.65%

The rates for partner districts' personnel fringe benefits include: social security; state retirement for certified and full-time employees; medical insurance for full-time employees; and life insurance for full-time employees.

The rates of fringe on performance bonuses include social security and state retirement benefits for certified and full-time employees.

NIET Fringe

The rates of fringe for NIET personnel are as follows:

- 30% in Year 1, increasing 1% each subsequent year

NIET personnel rates of fringe include: employer payroll taxes (FICA, Medicare, SUI); employee medical, dental, life and accidental death and disability insurance; worker's compensation insurance; 403(b) plan match; and employee parking.

FRINGE

FRINGE											
FRINGE (Partner Districts)	Base %	YR 1 %	YR 2 %	YR 3 %	YR 4 %	YR 5 %	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
Master Teacher Salary	20.00%	20.00%	21.00%	22.00%	23.00%	24.00%	$ 700,000	$ 735,000	$ 770,000	$ 563,500	$ 588,000
Master Augmentation	20.00%	20.00%	21.00%	22.00%	23.00%	24.00%	$ 126,000	$ 132,300	$ 138,600	$ 101,430	$ 105,840
Mentor Augmentation	20.00%	20.00%	21.00%	22.00%	23.00%	24.00%	$ 44,100	$ 46,305	$ 48,510	$ 50,715	$ 52,920
Substitute	20.00%	20.00%	21.00%	22.00%	23.00%	24.00%	$ 8,925	$ 9,371	$ 9,818	$ 8,453	$ 8,820
							TIF SHARE OF PERFORMANCE BONUSES				
Performance Bonuses	Base %	YR 1 %	YR 2 %	YR 3 %	YR 4 %	YR 5 %	100%	100%	75%	50%	25%
Teachers	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%	$ -	$ 114,597	$ 85,948	$ 57,299	$ 28,649
Principals	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%	$ -	$ 28,114	$ 21,085	$ 14,057	$ 7,028
Assistant Principals	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%	$ -	$ 19,584	$ 14,688	$ 9,792	$ 4,896
Total Fringe (Partner Districts)							**$ 879,025**	**$ 1,085,271**	**$ 1,088,649**	**$ 805,245**	**$ 796,154**
FRINGE (NIET)	Base %	YR 1 %	YR 2 %	YR 3 %	YR 4 %	YR 5 %	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
Project Director	30.00%	30.00%	31.00%	32.00%	33.00%	34.00%	$ 30,000	$ 31,000	$ 32,000	$ 33,000	$ 34,000
Chief Learning Officer	30.00%	30.00%	31.00%	32.00%	33.00%	34.00%	$ 3,750	$ 3,875	$ 4,000	$ 4,125	$ 4,250
Assistant Director for School Service	30.00%	30.00%	31.00%	32.00%	33.00%	34.00%	$ 6,000	$ 6,200	$ 6,400	$ 6,600	$ 6,800
Director of Learning Technologies	30.00%	30.00%	31.00%	32.00%	33.00%	34.00%	$ 3,000	$ 3,100	$ 3,200	$ 3,300	$ 3,400
Director of Training	30.00%	30.00%	31.00%	32.00%	33.00%	34.00%	$ 3,000	$ 3,100	$ 3,200	$ 3,300	$ 3,400
Senior Trainer	30.00%	30.00%	31.00%	32.00%	33.00%	34.00%	$ 108,000	$ 111,600	$ 115,200	$ 118,800	$ 122,400
Director of Grants	30.00%	30.00%	31.00%	32.00%	33.00%	34.00%	$ 4,500	$ 4,650	$ 4,800	$ 4,950	$ 5,100
Senior Research Associate	30.00%	30.00%	31.00%	32.00%	33.00%	34.00%	$ 9,750	$ 10,075	$ 10,400	$ 10,725	$ 11,050
Senior VP for Policy	30.00%	30.00%	31.00%	32.00%	33.00%	34.00%	$ 3,750	$ 3,875	$ 4,000	$ 4,125	$ 4,250
School Services Business Manager	30.00%	30.00%	31.00%	32.00%	33.00%	34.00%	$ 2,700	$ 2,790	$ 2,880	$ 2,970	$ 3,060
Support Manager	30.00%	30.00%	31.00%	32.00%	33.00%	34.00%	$ 11,250	$ 11,625	$ 12,000	$ 12,375	$ 12,750
Finance Manager	30.00%	30.00%	31.00%	32.00%	33.00%	34.00%	$ 4,500	$ 4,650	$ 4,800	$ 4,950	$ 5,100
Total Fringe (NIET)							**$ 190,200**	**$ 196,540**	**$ 202,880**	**$ 209,220**	**$ 215,560**
TOTAL FRINGE							**$ 1,069,225**	**$ 1,281,811**	**$ 1,291,529**	**$ 1,014,465**	**$ 1,011,714**

TRAVEL

LA BOLD Partner District Travel

Site visits to existing TAP Best Practices locations: As part of Year 1 and Year 3 only, NIET and partner districts will setup site visits for the teachers in the LA BOLD schools to see implementation in other districts and engage teachers with the experiences of other TAP practitioners. These trips will be critical to building awareness and increasing teacher buy-in. The trip will cost approximately $795 per person based on $125 per night for hotel; $140 for ground transportation; $60 for parking; and $55 per diem. We have allocated funds for approximately three teachers per school to attend different sites. The total for Year 1 and Year 3 is $116,865.

National TAP Conference and Training: The Annual TAP Conference and Training is an opportunity for career, mentor and master teachers, along with building and district level administrators, to receive advanced training from national experts across TAP implementation sites, as well as policy updates, and to network with colleagues to share common experiences and advice. The location of the TAP conference is traditionally held in a major U.S. city. The total cost is $1,645 per person is based on estimated costs of $650 for airfare; $225 per night for lodging; $40 for ground transportation; $60 for parking and a $55 per diem. A total of $403,025 has been allocated for 245 teachers, principals and central office administrators to attend.

National TAP Summer Institute: The TAP Summer Institute is a four-day/three-night annual training opportunity for leadership team members. We have budgeted for all TLT members to attend the TSI annually. The total cost is $1,645 per person is based on estimated costs of $650 for airfare; $225 per night for lodging; $40 for ground transportation; $60 for parking and a $55 per diem.

NIET Travel

Site visits to existing TAP locations: As part of Year 1 and Year 3, NIET will setup site visits for the teachers in the LA BOLD schools to see implementation in other districts and engage teachers with the experiences of other TAP Best Practices practitioners. The project director, or senior trainers, will attend these visits. These trips will be critical to building awareness and increasing teacher buy-in. The trip will cost approximately $1,180 per person based on $600 for airfare; $125 per night for hotel; $120 for ground transportation; $45 for parking; and $55 per diem.

NIET School Development Visits: The project director and senior trainers will make onsite visits in preparation for full implementation. These developmental visits may take place before an executive master teacher is hired or may be done along with the executive master teacher as a way to provide training. The activities of these visits will vary based on the needs of the specific schools but could include presentations, faculty meetings, interviewing master and/or mentor teacher candidates, etc. The onsite support consists of forty-nine trips during Year 1 only at a

cost of $815 per trip, or $39,935 total Year 1 non-recurring. The cost is based on $125 per night for hotel; $160 for ground transportation; $60 for parking; and a $55 per diem.

NIET Startup Workshop Training (CORE training): All TAP leadership team members (principal, master and mentor teachers) must participate in TAP CORE trainings which include three three-day workshops focused on the core elements of TAP implementation. Each training is divided into three parts—Overview and Evaluation A consisting of 3 days, Cluster and Leadership Team consisting of 3 days, and Evaluation B consisting of 3 days. During Year 1, NIET will provide training to all forty-nine school sites. In Years 2 - 5 of the grant, travel for half as many trainings has been budgeted, as only a few trainings will be necessary for new members of the leadership teams. The airfare for trainers is projected at $600; $125 per night for hotel; $160 for ground transportation; $60 for parking; and a per diem of $55. The total travel cost of trainings is $1,415 per person.

NIET Technical Assistance: In order to provide technical assistance directly to the schools, the project director and senior trainers will be onsite to support the master and mentor teachers. Aside from onsite support, the project director and senior trainers will accompany participants from LA BOLD schools to the National TAP Conference and Training as well as the National TAP Summer Institute (TSI). The onsite support consists of forty-nine trips during Year 1, for a total of $39,935; and ninety-eight visits in year in Years 2-5, for a total of $78,870 per year. The cost is based on $125 per night for hotel; $160 for ground transportation; $60 for parking; and a $55 per diem for a total of $815 per trip.

Annual Advisory Board Meeting: Six NIET employees will attend the two-day, one-night Annual Advisory Board Meeting in Louisiana. The cost is recurring from Years 1-5 and totals $945 per NIET employee for a total of $5,670 per year. The cost is based on $600 for airfare; $125 per night for hotel; $80 for ground transportation; $30 for parking and a $55 per diem.

Grant Monitoring: As fiscal agent for the TIF project, the Grant Manger or other NIET personnel will visit CUSD each year on a semi-annual basis to ensure proper oversight of the grant. These will be two-day, one-night visits. The cost is recurring from Years 1-5 and totals $1,180 per trip for a total of $2,360 per year. The cost is based on $600 for airfare; $125 per night for hotel; $120 for ground transportation; $45 for parking; and a $55 per diem.

TIF Grantee Meetings: The required annual TIF grantee meetings will be attended by the Project Director and four additional key personnel. The cost is based on $650 for airfare; $250 per night for hotel; $45 for ground transportation; $45 for parking; and $65 per diem. We have budgeted $1,435 for each of the attendees.

TIF Topical Meetings: The required annual TIF topical meetings will be attended by the Project Director and four additional participants. The cost is based on $650 for airfare; $250 per night for hotel; $45 for ground transportation; $45 for parking; and $68 per diem. We have budgeted $1,435 for each of the attendees.

TRAVEL

TRAVEL											
TRAVEL (Partner Districts)	$	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
Site visits to existing TAP locations	$ 795	147	0	147	0	0	$ 116,865	$ -	$ 116,865	$ -	$ -
TAP National Conference	$ 1,645	245	245	245	245	245	$ 403,025	$ 403,025	$ 403,025	$ 403,025	$ 403,025
National TAP Summer Institute (TSI)	$ 1,645	245	245	245	245	245	$ 403,025	$ 403,025	$ 403,025	$ 403,025	$ 403,025
Total Travel (Partner Districts)							**$ 922,915**	**$ 806,050**	**$ 922,915**	**$ 806,050**	**$ 806,050**
TRAVEL (NIET)	$	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
Site visits to existing TAP locations	$ 1,180	49	0	49	0	0	$ 57,820	$ -	$ 57,820	$ -	$ -
NIET School Development	$ 815	49	0	0	0	0	$ 39,935	$ -	$ -	$ -	$ -
NIET Startup Workshop Training #1 (CORE training)	$ 1,415	49	25	25	25	25	$ 69,335	$ 35,375	$ 35,375	$ 35,375	$ 35,375
NIET Startup Workshop Training #2 (CORE training)	$ 1,415	49	25	25	25	25	$ 69,335	$ 35,375	$ 35,375	$ 35,375	$ 35,375
NIET Startup Workshop Training #3 (CORE training)	$ 1,415	49	25	25	25	25	$ 69,335	$ 35,375	$ 35,375	$ 35,375	$ 35,375
NIET Technical Assistance	$ 815	49	98	98	98	98	$ 39,935	$ 79,870	$ 79,870	$ 79,870	$ 79,870
Advisory Board Meeting	$ 945	6	6	6	6	6	$ 5,670	$ 5,670	$ 5,670	$ 5,670	$ 5,670
NIET Grant Monitoring	$ 1,180	2	2	2	2	2	$ 2,360	$ 2,360	$ 2,360	$ 2,360	$ 2,360
TIF Grantee Meetings	$ 1,435	5	5	5	5	5	$ 7,175	$ 7,175	$ 7,175	$ 7,175	$ 7,175
TIF Topical Meeting	$ 1,435	5	5	5	5	5	$ 7,175	$ 7,175	$ 7,175	$ 7,175	$ 7,175
Total Travel (NIET)							**$ 368,075**	**$ 208,375**	**$ 266,195**	**$ 208,375**	**$ 208,375**
TOTAL TRAVEL							**$ 1,290,990**	**$ 1,014,425**	**$ 1,189,110**	**$ 1,014,425**	**$ 1,014,425**

E Q U I P M E N T

No equipment is being purchased with TIF monies.

S U P P L I E S

LA BOLD Partner District Supplies

32GB iPads: Every leadership team member in the TIF grant will be supplied with a 32GB iPad to use for classroom observations, cluster meetings and leadership team meetings. In addition, iPads will allow members of the leadership team to instantly upload results of classroom observations. This will enable schools to access and analyze evaluation data, which will decrease the amount of time it takes to make personnel decisions based on the evaluation data.

tapObserver Apps: All iPads used by leadership team members will be loaded with the tapObserver scripting application. This app enhances the evaluation process by helping evaluators (principals, master and mentor teachers) efficiently and accurately collect evidence during a classroom observation.

NIET Supplies

Laptop Computers: The project director and senior trainers will receive a laptop computer. A laptop will be purchased, as opposed to a desktop computer, so it can be used onsite in the schools, during cluster meetings and presentations. We have budgeted $1,500 for the cost of a laptop for business use, which is reasonable for our budget. This purchase will be a Year 1 expense only.

Computer Printers: The project director and senior program specialist will also receive printers for office use. We have budgeted $300 each for the printers, which is reasonable for an individual use laser printer. This purchase will be Year 1 expense only.

32GB iPads: The grant project director and senior program specialist will each be supplied with a 32GB iPad to use for classroom observations, cluster meetings, TAP Leadership Team meetings and to train school staff on how to use the tapObserver scripting application.

Miscellaneous training supplies: We have set aside an annual budget of $1,000 for both the project director and senior program specialist to use to purchase training supplies such as markers, books, notepads and pens.

SUPPLIES

SUPPLIES (Partner Districts)	$	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
32 GB iPad	$ 750	147	0	0	0	0	$ 110,250	$ -	$ -	$ -	$ -
tapObserver app	$ 55	147	0	0	0	0	$ 8,085	$ -	$ -	$ -	$ -
Total Supplies (Partner Districts)							**$ 118,335**	**$ -**	**$ -**	**$ -**	**$ -**
SUPPLIES (NIET)	$	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
Laptop	$ 1,500	5	0	0	0	0	$ 7,500	$ -	$ -	$ -	$ -
Printer	$ 300	5	0	0	0	0	$ 1,500	$ -	$ -	$ -	$ -
32 GB iPad	$ 750	5	0	0	0	0	$ 3,750	$ -	$ -	$ -	$ -
Miscellanous	$ 1,000	5	5	5	5	5	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Total Supplies (NIET)							**$ 17,750**	**$ 5,000**	**$ 5,000**	**$ 5,000**	**$ 5,000**
TOTAL SUPPLIES							**$ 136,085**	**$ 5,000**	**$ 5,000**	**$ 5,000**	**$ 5,000**

CONTRACT UAL

LA BOLD Partner District Contractual

Annual access to the Best Practices Training Portal: The Best Practices Training Portal contains teacher and student strategies, hours of lessons with accompanying documentation, and training modules connected to NIET's rubrics. A powerful interactive Web tool that provides individualized trainings and support so school leaders can gain real-time access to the latest trainings to download, review and deliver to teachers in order to improve instruction right at their fingertips. The annual subscription to the Best Practices Training Portal is $2,500 per school, for a recurring cost of $222,500 annually.

Annual access to CODE (HCMS): The CODE system is an interactive data management tool for storing and analyzing teacher evaluations (observations) and other school data. The CODE system is a Web-based system that provides secure access to real-time data and powerful analytical tools for administrators, lead teachers, master teachers, mentor teachers, and other leaders charged with building teacher capacity through quality support. The annual cost of CODE is $2,500 per school for a total annually recurring cost of $222,500.

NIET Contractual

Communications: The communications plan will ensure the results of TAP in the proposed grant sites, and the impact of the TIF grant, will reach the larger community. We will implement a large-scale messaging strategy to bring awareness to a national audience. NIET will work to develop a specific communications plan with a recurring annual cost of approximately $100,000.

Sustainability Studies and Compensation Technical Assistance: NIET will accept proposals from external vendors to assess financial information related to compensation sustainability in Chinle Unified School District. NIET will work with the vendor and Chinle to develop a plan that ensures that program implementation is sustained beyond TIF funding. We budgeted an increasing amount of funding in Years 1 – 4 for a total of $80,000.

Enhancements to TAP Training Portal and CODE: Throughout this grant, NIET will customize the data storage and analytical capabilities of the portal and CODE sites to accommodate its new role as the "data backbone" of each school's HCMS. This could include, but is not limited to: more explicit links between the varieties of professional development resources found within the TAP System Training Portal, additional advanced reporting and mobile video observer capability. We have budgeted $50,000 per year for these enhancements.

NIET will follow the federal procurement procedures at 2 CFR §200.318.

CONTRACTUAL

CONTRACTUAL											
CONTRACTUAL (Partner Districts)	$	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
Annual access to a training portal	$ 2,500	89	89	89	89	89	$ 222,500	$ 222,500	$ 222,500	$ 222,500	$ 222,500
Annual access to CODE (HCMS)	$ 2,500	89	89	89	89	89	$ 222,500	$ 222,500	$ 222,500	$ 222,500	$ 222,500
Total Contractual (Partner Districts)							**$ 445,000**	**$ 445,000**	**$ 445,000**	**$ 445,000**	**$ 445,000**
CONTRACTUAL (NIET)	$	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
Communications	$ 100,000	1	1	1	1	1	$ 100,000	$ 100,000	$ 100,000	$ 100,000	$ 100,000
Sustainability Studies and Compensation Technical Assistance	$ 80,000	0.1	0.2	0.3	0.4	0	$ 8,000	$ 16,000	$ 24,000	$ 32,000	$ -
Enhancements to Portal/HCMS	$ 50,000	1	1	1	1	1	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 50,000
Total Contractual (NIET)							**$ 158,000**	**$ 166,000**	**$ 174,000**	**$ 182,000**	**$ 150,000**
TOTAL CONTRACTUAL							**$ 603,000**	**$ 611,000**	**$ 619,000**	**$ 627,000**	**$ 595,000**

OTHER

LA BOLD Partner District Other

National TAP Conference registration: The National TAP Conference is an annual professional development opportunity for master and mentor teachers, along with the building and district level administrators to receive role specific training and network with those in similar positions around the nation. LA BOLD schools propose sending 245 participants consisting of teachers, site administrators and district-level administrators to the National TAP Conference and Training. The 2016 National TAP Conference was held in New Orleans, Louisiana. Future locations have not been announced. The cost per attendee covers training materials and cost of most meals. The registration fee for 2017 will be $500 per person for an annual cost of $122,500. The cost of attending the Conference could increase as NIET strives to continually improve training sessions and materials.

National TAP Summer Institute (TSI) registration: The TAP Summer Institute is an annual training session targeted to the members of school leadership teams (administrators, master teachers and mentor teachers). The TSI will help provide the leadership team members in the LA BOLD districts with advanced training on TAP best practices implementation for clusters, leadership team meetings, the instructional rubrics, and other TAP processes. The registration fee for the TSI is $500 per person or $122,500 recurring annually. We have budgeted for 35 attendees from the schools under this grant each year. The cost of attending TSI could increase as NIET strives to continually improve training sessions and materials.

Photocopying and Shipping: CUSD is required to submit programmatic and fiscal documentation to NIET on a quarterly basis. We budgeted $250 annually per school to offset the cost of preparing and submitting TIF documentation.

NIET Other

Cell Phone/Wifi Allowance: Both the project director and senior trainers need to be accessible to district and school leaders 24/7. This allowance will ensure that even when they are not onsite, the project director and senior trainers can provide the LA BOLD districts with a high level of support.

Photocopying and Shipping: Occasionally, NIET needs to copy, print or ship training materials. We have budgeted $200 per month for the project director and trainers, which equals an annual recurring cost of $12,000.

OTHER

OTHER (Partner Districts)	$	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
TAP National Conference registration	$ 500	245	245	245	245	245	$ 122,500	$ 122,500	$ 122,500	$ 122,500	$ 122,500
National TAP Summer Institute (TSI) registration	$ 500	245	245	245	245	245	$ 122,500	$ 122,500	$ 122,500	$ 122,500	$ 122,500
Photocopying and shipping	$ 250	49	49	49	49	49	$ 12,250	$ 12,250	$ 12,250	$ 12,250	$ 12,250
Total Other (Partner Districts)							**$ 257,250**	**$ 257,250**	**$ 257,250**	**$ 257,250**	**$ 257,250**
OTHER (NIET)	$	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
Project Director cell phone/internet allowance	$ 1,200	5	5	5	5	5	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000
Miscellanous printing/postage	$ 2,400	5	5	5	5	5	$ 12,000	$ 12,000	$ 12,000	$ 12,000	$ 12,000
Total Other (NIET)							**$ 18,000**	**$ 18,000**	**$ 18,000**	**$ 18,000**	**$ 18,000**
TOTAL OTHER							**$ 275,250**	**$ 275,250**	**$ 275,250**	**$ 275,250**	**$ 275,250**

INDIRE CT

NIET Indirect

Our funding for indirect costs of direct expenses—excluding contractual—are as follows based on NIET's last approved provisional indirect cost rate of 14%.

	Year 1	Year 2	Year 3	Year 4	Year 5
Indirect	$1,092,095	$1,361,796	$1,313,359	$1,001,300	$926,662

NIET's latest indirect cost rate proposal was approved by the U.S. Department of Education's Indirect Cost Group June 2016 (reference: Agreement 2014-173 (A)).

COST-SHARE: NON-FEDE RA L & NON-TIF FEDE RAL

LA BOLD Partner District Cost-Share

LA BOLD partner districts will provide an in-kind contribution of twenty-one master teacher salaries and augmentations, plus fringe, in Years 4 and 5 totaling $3,060,330. In addition, they will fund one mentor augmentation and fringe per school during Years 1 – 5 for a total of $1,345,050.

LA BOLD partner districts will assume an increasing share of the costs of the teacher and principal performance bonuses, along with the associated fringe. For the performance based awards, the district will match 25% in Year 3, with an increasing share of 25% each following year. In the final year of the grant, the district will assume 75% of the cost.

PARTNER DISTRICT COST-SHARE: NON-FEDERAL & NON-TIF FEDERAL

PARTNER MATCH											
PARTNER MATCH (PERSONNEL)	$	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
Master Teacher Salary	$ 50,000	0	0	0	21	21	$ -	$ -	$ -	$ 1,050,000	$ 1,050,000
Master Augmentation	$ 9,000	0	0	0	21	21	$ -	$ -	$ -	$ 189,000	$ 189,000
Mentor Augmentation	$ 4,500	49	49	49	49	49	$ 220,500	$ 220,500	$ 220,500	$ 220,500	$ 220,500
Substitute	$ 75	0	0	0	0	0	$ -	$ -	$ -	$ -	$ -
							PARTNER COST-SHARE OF PERFORMANCE BONUSES				
Performance Bonuses	Pool	YR 1 #	YR 2 #	YR 3 #	YR 4 #	YR 5 #	0%	0%	25%	50%	75%
Teachers	$ 1,000	0	1498	1498	1498	1498	$ -	$ -	$ 374,500	$ 749,000	$ 1,123,500
Principals	$ 7,500	0	49	49	49	49	$ -	$ -	$ 91,875	$ 183,750	$ 275,625
Assistant Principals	$ 4,000	0	64	64	64	64	$ -	$ -	$ 64,000	$ 128,000	$ 192,000
Total Partner Match (Personnel)							$ 220,500	$ 220,500	$ 750,875	$ 2,520,250	$ 3,050,625
PARTNER MATCH (FRINGE)	Base %	YR 1 %	YR 2 %	YR 3 %	YR 4 %	YR 5 %	YR 1 Cost	YR 2 Cost	YR 3 Cost	YR 4 Cost	YR 5 Cost
Master Teacher Salary	20.00%	20.00%	21.00%	22.00%	23.00%	24.00%	$ -	$ -	$ -	$ 241,500	$ 252,000
Master Augmentation	20.00%	20.00%	21.00%	22.00%	23.00%	24.00%	$ -	$ -	$ -	$ 43,470	$ 45,360
Mentor Augmentation	20.00%	20.00%	21.00%	22.00%	23.00%	24.00%	$ 44,100	$ 46,305	$ 48,510	$ 50,715	$ 52,920
Substitute	20.00%	20.00%	21.00%	22.00%	23.00%	24.00%	$ -	$ -	$ -	$ -	$ -
							PARTNER COST-SHARE OF PERFORMANCE BONUSES				
Performance Bonuses	Base %	YR 1 %	YR 2 %	YR 3 %	YR 4 %	YR 5 %	0%	0%	25%	50%	75%
Teachers	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%	$ -	$ -	$ 28,649	$ 57,299	$ 85,948
Principals	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%	$ -	$ -	$ 7,028	$ 14,057	$ 21,085
Assistant Principals	7.65%	7.65%	7.65%	7.65%	7.65%	7.65%	$ -	$ -	$ 4,896	$ 9,792	$ 14,688
Total Partner Match (Fringe)							$ 44,100	$ 46,305	$ 89,084	$ 416,832	$ 472,001
TOTAL PARTNER MATCH							**$ 264,600**	**$ 266,805**	**$ 839,959**	**$ 2,937,082**	**$ 3,522,626**

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	JOSHUA		BARNETT	Ph.D

Address:

Street1: 1250 4th STREET
Street2:
City: SANTA MONICA
County:
State: CA: California
Zip Code: 90401
Country: USA: UNITED STATES

Phone Number (give area code): 479-387-8973
Fax Number (give area code): 310-570-4863

Email Address: jbarnett@niet.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment | Delete Attachment | View Attachment

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

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING

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	5,029,125.00	7,150,625.00	6,620,250.00	4,843,000.00	4,312,625.00	27,955,625.00
2. Fringe Benefits	1,069,225.00	1,281,811.00	1,291,529.00	1,014,465.00	1,011,714.00	5,668,744.00
3. Travel	1,290,990.00	1,014,425.00	1,189,110.00	1,014,425.00	1,014,425.00	5,523,375.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	136,085.00	5,000.00	5,000.00	5,000.00	5,000.00	156,085.00
6. Contractual	603,000.00	611,000.00	619,000.00	627,000.00	595,000.00	3,055,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	275,250.00	275,250.00	275,250.00	275,250.00	275,250.00	1,376,250.00
9. Total Direct Costs (lines 1-8)	8,403,675.00	10,338,111.00	10,000,139.00	7,779,140.00	7,214,014.00	43,735,079.00
10. Indirect Costs*	1,092,095.00	1,361,796.00	1,313,359.00	1,001,300.00	926,662.00	5,695,212.00
11. Training Stipends	0.00		0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	9,495,770.00	11,699,907.00	11,313,498.00	8,780,440.00	8,140,676.00	49,430,291.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 12.90 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) 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 ____ %.

PR/Award # U374A160022

Name of Institution/Organization	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.
NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING	

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	220,500.00	220,500.00	750,875.00	2,520,250.00	3,050,625.00	6,762,750.00
2. Fringe Benefits	44,100.00	46,305.00	89,084.00	416,832.00	472,001.00	1,068,322.00
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	264,600.00	266,805.00	839,959.00	2,937,082.00	3,522,626.00	7,831,072.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	264,600.00	266,805.00	839,959.00	2,937,082.00	3,522,626.00	7,831,072.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Tracking Number:GRANT12215096 Funding Opportunity Number:ED-GRANTS-053116-002 Received Date:Jul 14, 2016 04:03:06 PM EDT