

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 # U374A160014

Grants.gov Tracking#: GRANT12214162

OMB No. , Expiration Date:

Closing Date: Jul 15, 2016

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

There were problems converting one or more of the attachments. These are: [1241-AppendixE_Letters_PCS_TIF2016.pdf](#)

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/14/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Pitt County Schools"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="566001097"/>	* c. Organizational DUNS: <input type="text" value="1006645800000"/>

d. Address:

* Street1:	<input type="text" value="1717 W 5th St"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Greenville"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NC: North Carolina"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="27834-1601"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Thomas"/>
Middle Name: <input type="text" value="R"/>	
* Last Name: <input type="text" value="Feller"/>	
Suffix: <input type="text" value="Jr"/>	

Title: <input type="text" value="Professional Learning Coordinator"/>

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text"/>	Fax Number: <input type="text" value="252-830-4295"/>
--	---

* Email: <input type="text"/>

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.374

CFDA Title:

Teacher Incentive Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-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:**

R3: Recruiting, Retaining, and Rewarding Educators through Multiple Career Pathways and Performance Based Compensation

Attach supporting documents as specified in agency instructions.

[Add Attachments](#) [Delete Attachments](#) [View Attachments](#)

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

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

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	16,197,437.18
* b. Applicant	3,882,854.70
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	20,080,291.88

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?** a. This application was made available to the State under the Executive Order 12372 Process for review on b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes No

If "Yes", provide explanation and attach

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

 ** I AGREE

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

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

16. Additional List of Program/Project Congressional Districts

NC-003

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 Thomas Feller	TITLE Superintendent
APPLICANT ORGANIZATION Pitt County Schools	DATE SUBMITTED 07/14/2016

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Teacher Incentive Fund"/> CFDA Number, if applicable: <input type="text" value="84.374"/>
--	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U374A160014

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

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.

GEPA427_PCS_TIF2016.pdf

Add Attachment

Delete Attachment

View Attachment

Statement of Equitable Access (GEPA Section 427)

Pitt County Schools will ensure that all students are provided a rigorous and personalized education that prepares them for the every changing challenges of the 21st century.

Pitt County Schools is an Equal Opportunity public school district that provides equitable access to all programs and services for its students and faculty regardless of gender, race, national origin, religion, color, disability, or age. Pitt County Schools will ensure equitable access to, and participation in, the proposed project by students, teachers, and others with special needs as defined by GEPA 427 and addressed by existing policies approved by the Pitt County Board of Education. As required by law, the physical plants of the targeted schools are in compliance with all codes and regulations governing barrier-free design in public school buildings. School buses used to transport students with physical disabilities are equipped with lifts and other necessary equipment. Instructional modifications and adaptations indicated for participants with Individual Education Plans (IEPs) will be abided during all program activities, including the provision of assistive and adaptive devices and translators/interpreters as required.

All services provided with grant funds will be delivered in a manner that reflects sensitivity to and understanding of the cultural and ethnic characteristics of project participants and their families. Pitt County Schools will provide translation/interpretation services for students and parents/guardians as needed, including translation of critical documents into the family's home language.

When selecting training and curriculum materials, the Project Directors will choose print and digital resources that present factually accurate information about groups or individuals characterized by gender, race, national origin, religion, color, disability, or age and will avoid the selection or purchase of resources that represent such groups or individuals inaccurately or with evident bias.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Pitt County Schools"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Dr."/>	* First Name: <input style="width: 150px;" type="text" value="Ethan"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 200px;" type="text" value="Lenker"/>	Suffix: <input style="width: 50px;" type="text"/>
* Title: <input style="width: 200px;" type="text" value="Superintendent"/>	
* SIGNATURE: <input style="width: 250px;" type="text" value="Thomas Feller"/>	* DATE: <input style="width: 100px;" type="text" value="07/14/2016"/>

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract_PCS_TIF2016.pdf

Add Attachment

Delete Attachment

View Attachment

R3: Recruiting, Retaining, and Rewarding Educators through Multiple Career Pathways and Performance-Based Compensation

The applicant Pitt County Schools (PCS) is a single Local Education Agency (LEA) serving approximately 23,500 students living in Pitt County, North Carolina. The LEA operates 37 schools of varying grade ranges located throughout the county, in which an average of 59% of students qualified for free or reduced-price school meals in 2014-15. Thirty schools in the LEA qualify as “High-Need,” as defined by TIF guidelines, and the project targets 28 of these high-need schools. Eight of the 28 high-need schools were classified as “Low Performing” in 2014-15, based on an A-F rating scale implemented by the State of North Carolina, and none of the remaining high-need schools was rated above a C. These data are consistent with research that suggests a linkage between academic achievement and students’ race and family income, with high-need schools often staffed by less qualified or lower-performing teachers.

In four of the last five years, the PCS teacher turnover rate has exceeded the state average. This turnover impacts not only student instruction and achievement, but also leadership development and growth among peer teachers, disproportionately affecting high-need schools. To address these challenges, PCS deployed the *R3* Human Capital Management System in 2013 to the extent possible with available resources. In an effort to fully implement the Career Pathways and Performance-Based Compensation elements of the *R3 Framework* in 28 high-need schools, this project responds to the Absolute Priority, Competitive Priority 2, and the Invitational Priority. Grant funds will be used to implement strategies designed to (1) Recruit, retain and reward effective and highly effective teachers working in high-need schools; (2) Increase student growth and academic achievement in targeted schools; and (3) Reduce the number of high-need schools labeled “Low Performing.”

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

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



R3: Recruiting, Retaining, and Rewarding Educator through Multiple Career Pathways and Performance-Based Compensation

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(1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students supported;	8-23
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(d) Quality of the Management Plan	32-38
(e) Adequacy of Resources	
(1) The extent to which applicant demonstrates that Performance-Based Compensation Systems are developed with the input of teachers and school leaders in the schools and local educational agencies to be served by the grant.	38-40
(2) 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 ended.	40
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Appendices	
TIF Optional Application Requirements Checklist	Appendix A
TIF Optional High-Need School Checklist	Appendix B
Logic Model	Appendix C
Resumes of Key Personnel	Appendix D
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Indirect Cost	Appendix G

(a) Significance

Madison is excited to go back to school after Christmas vacation because she learns in the classroom of a creative, innovative, and engaging teacher. But her teacher Mr. Howard didn't start that way. Through on-going collaboration and co-teaching with a master teacher, he is on his way to becoming truly exceptional. But if history is any predictor of the future, Mr. Howard has only about a 50% chance of remaining in the classroom after five years, and his absence will create a void for students like Madison (Ingersoll, 2012; Provini, 2014; US Department of Education, n.d.).

Pitt County Schools (PCS) serves 23,500 students living in Pitt County, North Carolina, located in the state's coastal plain region. The county's estimated population in July 2015 was 175,842, approximately half of which resides in the City of Greenville. The remainder of county residents live in small towns and unincorporated communities surrounding this urban hub. Greenville is the county seat and home of East Carolina University (ECU), the third largest university in North Carolina, comprised of 12 colleges and schools including the Brody School of Medicine, the School of Dental Medicine, the College of Business, and the College of Education. Vidant Health Systems is headquartered in Greenville, with over 6,000 employees in its eight county service region. Other employment sectors in Pitt County include manufacturing and fabrication; pharmaceutical and chemical production; agricultural and natural resource processing; marketing and retail sales; and service industries.

Despite its role as the center of education, commerce, employment, and health care in eastern North Carolina, Pitt County posts an estimated poverty rate of 24% (U.S. Census, 2010-2014 American Community Survey 5-Year estimates). Pitt is among the 10 North Carolina counties classified by the US Department of Agriculture (USDA) Economic Research Service

(ERS) as “Persistent Poverty” counties and one of 28 NC counties with “Persistent Child Poverty,” maintaining poverty rates above 20% for the past four decennial censuses. Pitt is the only Persistent Poverty county and one of four Persistent Child Poverty counties in the state classified as “Metropolitan (metro);” of the 353 persistently poor counties in the U.S., the large majority (301 or 85.3%) are “Nonmetropolitan (nonmetro)”

<http://www.ers.usda.gov/topics/rural-economy-population/rural-poverty-well-being/geography-of-poverty.aspx>).

The Pitt County Local Education Agency (LEA) operates 37 schools of varying grade ranges located throughout the county, in which an average of 59% of students qualified for free or reduced-price school meals in 2014-15. The racial/ethnic composition of the student population is currently 48.2% African American, 35.6% White, 11% Hispanic, and 5.2% Other. Thirty schools qualify as “High Need,” as defined by TIF guidelines, and this project will serve twenty-eight of these schools (see Appendix F for the list of High Need Schools in which the project will be implemented). In 2014-15, the North Carolina Department of Public Instruction (NCDPI) labeled eight of the 28 high-need schools “Low Performing,” based on an A-F rating scale implemented by the state in 2014-15. Among the remaining high-need schools in the LEA that were eligible to receive letter grades, none received a grade of A or B, and all others received a grade of C or D.

These data are consistent with research cited in the Teacher Incentive Fund (TIF) Notice Inviting Applications (NIA) that suggests a linkage between academic achievement and students’ race and family income, with low-income students and high-need schools often staffed by less qualified or lower-performing teachers. In response to this troubling revelation, the U.S. Department of Education (USED) mandated every State Education Agency (SEA) to draft a plan

that would ensure all students have equitable access to excellent educators. The final version of North Carolina's Equity Plan, approved by USED in November 2015, can be found at the following web link: <http://www.ncpublicschools.org/docs/program-monitoring/titleIA/equity-plan/equity-final.pdf>. While Pitt County is not among the 15 LEAs with the highest poverty rates in the state, it is one of 15 school districts in which more than 69% of enrolled students are from races and ethnicities other than White non-Hispanic. Table 1 compares data from high-minority schools in Pitt County with statewide data representing all schools and low-minority schools. In most cases, PCS matches or exceeds statewide percentages.

Table 1

Challenges and Disparities	High minority PCS Schools	High minority NC Schools	Low minority NC schools	All NC Schools
% of first-year teachers	9.0%	9.1%	4.5%	6.3%
% of teachers without standard certification	6.0%	2.8%	1.0%	2.0%
% of classes taught by teachers not highly qualified	3.8%	2.0%	0.9%	1.2%
% of teachers absent more than 10 days	29.1%	33.4%	25.8%	30.9%

These findings may seem surprising, as the East Carolina University College of Education (COE) in Greenville vies with Appalachian State University (ASU) as the leading producer of teachers in the state. According to the UNC Educator Quality Dashboard, the ECU COE enrolled 1,836 undergraduate teacher education majors in 2015, or 17.56% of all

undergraduate teacher education majors in the state, with a licensure exam pass rate close to 100% (<http://eqdashboard.northcarolina.edu/>). PCS hosted 113 student teachers in 2014-15 and 174 student teachers in 2015-16. The majority of teachers who graduate from ECU initially remain in eastern North Carolina, with ECU grads comprising half or more of the teaching force in some LEAs like Pitt County (<http://eqdashboard.northcarolina.edu/>).

In four of the last five years, however, the PCS turnover rate has exceeded the state average. Table 2 displays the teacher turnover rate for PCS between 2010 and 2015 (<http://www.dpi.state.nc.us/educatoreffectiveness/surveys/leaving/>). Research on teacher attrition nationwide has consistently demonstrated that, on average, just over 50% of teachers remain in the classroom after the five year mark (Ingersoll, 2012; Provini, 2014; U.S. DOE, n.d.). This turnover impacts not only student instruction and achievement, but also leadership development and growth among peer teachers.

Table 2

Annual Teacher Turnover Rate	Pitt County Schools	NC Average
2014-15	17.46%	14.84%
2013-14	16.49%	14.12%
2012-13	18.05%	14.33%
2011-12	8.06%	12.13%
2010-11	13.79%	11.17%

The 2014-15 teacher turnover report included a breakdown by LEA of the reasons teachers left their current positions in that academic year. Table 3 compares the five self-reported reason categories Pitt County teachers left the LEA with the reasons reported by teachers

statewide (<http://www.dpi.state.nc.us/docs/educatoreffectiveness/surveys/leaving/2014-15turnoverreport.pdf>).

Table 3

Reason for Turnover	PCS Turnover Reasons	NC Turnover Reasons
Left PCS but Remained in Education	39.51%	31%
Turnover Beyond Control	12.24%	15%
Turnover for Personal Reasons	39.16%	40%
Turnover for Other Reasons	2.80%	7%
Turnover Initiated by LEA	6.29%	7%

Because of its proximity to East Carolina University, Pitt County Schools has relied upon a steady supply of new teachers to employ every year but state and national trends over the past five years reveal decreases in the number of students enrolling in teacher preparation programs. The number of undergraduate education majors in North Carolina's public universities dropped by 30% between 2010 and 2015. During this same interval, enrollment in the ECU College of Education only fell by 5.7% but the trend is clearly downward.

As the number of available teachers declines, school districts must increasingly compete to retain both novice and veteran educators. A longitudinal examination of teacher turnover in Pitt County (Table 4) reveals that while the percentage of teachers leaving the LEA but remaining in education has more than doubled in the past five years, LEA-initiated turnover has dropped by 40%.

Table 4

Reason for Turnover	2014-15	2013-14	2012-13	2011-12	2010-11
Left PCS but Remained in Education	39.51%	41.26%	41.16%	27.08%	16.82%
Turnover Initiated by LEA	6.29%	8.92%	7.14%	16.67%	10.45%

A 2014 report by the Alliance for Excellent Education estimated the nationwide cost of teacher attrition in 2008-09 exceeded \$2 billion. The cost in North Carolina alone was estimated at \$63 million in 2008-09. High turnover rates disproportionately affect high-need schools, as illustrated in Table 1. (<http://all4ed.org/reports-factsheets/path-to-equity/>).

Acutely aware of these challenges, Pitt County Schools launched the *R3 Framework: Recruit-Retain-Reward* in 2013, an innovative, relevant, and cost-effective Human Capital Management System (HCMS) to reduce teacher turnover and promote equity among all schools in the district. This HCMS begins by *recruiting* the best candidates from across the state and nation to become classroom teachers in Pitt County, and *recruiting* teachers from within the district to become teacher leaders at the school and district level. Recruiting teachers, however, does not simply mean attending job fairs or offering the largest signing bonus. Like a championship college football program, successful recruitment requires the implementation and marketing of a fully developed HRMS so that potential new employees can easily understand how joining a high performing team would benefit them as well as the students and teachers they will impact. Through intensive professional learning and leadership opportunities (both formal and informal), PCS strives to *retain* the best teachers and grow them into leaders. Finally, PCS *rewards* excellent teachers through monetary and non-monetary incentives as they progress through different career pathways, addressing their needs for autonomy, mastery, and purpose

(Pink, 2011) by offering opportunities to choose responsibilities and positions that align with their strengths, interests, and school system needs.

Alignment to Absolute Priority

Pitt County Schools' vision is to be a system of excellence partnering with families and the community to prepare students to function effectively in a rapidly changing world by developing global citizens through academic excellence. The mission of Pitt County Schools is to ensure that every student is provided a rigorous and personalized education that prepares them for the ever-changing challenges of the 21st century. Realizing the vision and mission of Pitt County Schools requires the presence of a comprehensive Human Capital Management System. Retaining great teachers has a significant impact on student learning. A student of an effective teacher may achieve a gain of 1.5 grade level equivalents while an ineffective teacher will only gain 0.5 year during a single academic year, with minority and economically disadvantaged inner-city students being more vulnerable to that difference because they can't overcome the difference at home (Hanushek, 2014). The R3 program is designed not only to retain effective, experienced teachers, but also works to mitigate the impact of the large number of inexperienced teachers hired because of turnover. So the program both aims to keep experienced teachers, and also decreases teacher turnover by supporting and retaining young teachers (Rivkin, Hanushek, & Kain. 2005).



Figure 1: The R3 Framework

There are four distinct elements within the *R3 Framework*: the Key BT Program, the Teacher Leadership Institute, the Career Pathways Model, and a Performance-Based Compensation System (see Figure 1). While separate, these are aligned with and support each other. The first three elements offer varying degrees of support, training, and leadership opportunities to teachers within the system. Underlying these three elements is a comprehensive Performance Based Compensation System that provides monetary and non-monetary rewards to teachers, principals, and other school leaders. Through these four elements of the *R3 Framework*, PCS will reduce teacher turnover, improve student learning, and increase equitable access to excellent educators at high-need schools in the LEA.

(b) Quality of the Project Design

1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students;

The *R3 Framework* is a comprehensive Human Capital Management System (HCMS), the elements of which provide differentiated compensation for teachers by establishing multiple pathways for professional growth and experience, rewarding successful educators for their efforts and achievements. The *Framework* is based on research involving best practices in both

the medical and teaching professions. Developed in consultation and collaboration with teachers, school administrators, district administrators, and representatives from East Carolina University, the University of North Carolina Hospitals, and community businesses, the *R3 Framework* both represents and illustrates the importance of collaboration.

Research consistently indicates that simply paying teachers more money based on student test scores generates mixed results, and increased pay based on additional responsibilities does not necessarily lead to increased student performance (Figlio & Kenny, 2007; Sawchuck, 2010). However, increased pay based on effectiveness with students *combined with* increased influence with adults improves both student learning and teacher morale (Reform Support Network, 2013). In other words, providing incentives *and* support leads to improved performance. As teachers are looking for both increased financial compensation *and* influence (Danielson, 2006; Feller, Jr., 2013), the Pitt County Schools seeks to reward high-performing teachers who also serve as teacher leaders within and across the system.

Unlike states in which unions or local school districts negotiate teacher salaries and benefits, the North Carolina General Assembly is responsible for establishing a statewide salary scale and allocating state revenue to fund the majority of public school salaries in the state. The State took over funding of the public schools during the Great Depression in 1931 when the General Assembly realized that county governments were unable to rescue their failing school systems. In addition to that scale, individual LEAs are able to offer salary supplements or bonuses.

To promote equity among its 37 schools, PCS piloted the Teacher Leadership Cohort (TLC) from 2011-14. The LEA deployed the *R3* Human Capital Management System in 2013 and is internally funding the Key BT Program and Teacher Leadership Institute (TLI), which are

essentially the first two differentiated opportunities on the Career Pathways Model. All elements of the *R3 Framework* provide some form of monetary or non-monetary performance-based compensation to teachers participating in specific activities associated with these elements. The narrative below describes the history of these efforts, their current status, and plans to use TIF funds to enhance and expand specifically the Career Pathways Model and Performance-Based Compensation System.

Teacher Leadership Cohort (TLC), 2011-2014

Through its North Carolina Race to the Top sub-grant grant, Pitt County Schools engaged in the Teacher Leadership Cohort (TLC) strategic staffing initiative from August of 2011 through June of 2014, providing monetary incentives to encourage high-performing teachers to transfer to low-performing schools. That program was discontinued after the 2013-14 school year because longitudinal data did not support its effectiveness (Maser et al., 2014; Stallings, Parker, Argueta, Maser, & Halstead, 2014). Lessons learned from that program (Feller, Jr., 2013), however, have been used in the development of the *R3 Framework*.

One key finding of the original program was that while teachers did desire increased financial compensation, they also desired increased influence. Danielson (2006) concluded that, in general, teacher leaders are “not interested in becoming administrators, [but] they are looking to extend their influence” (p. 15).

A second lesson from the TLC model was that teacher leaders - even though they were highly effective with students - needed training in order to be effective with adults. According to Suescun, Romer, and MacDonald (2012), “Simply placing an effective teacher in a role of leadership does not automatically make him or her a leader” (p. 32). The current *R3 Career*

Pathways Model places teachers in leadership roles and compensates them accordingly, while also providing professional learning so they can be successful in their new roles.

A final lesson learned from the TLC model was that when high-performing teachers were assigned to low-performing schools by PCS leadership, they struggled to gain respect and build rapport with other teachers in the building. There was distrust from the current staff and an unwillingness to work with them. Involving School Improvement Teams in the teacher-leader selection process would minimize this problem.

R3: Key BT Program, 2013-present

North Carolina requires every LEA to develop a Beginning Teacher Support Plan to induct Beginning Teachers (BTs) during their first three years. This plan is approved by the Board of Education and implemented by a Beginning Teacher Coordinator. It outlines the basic level of support and training each LEA is required to provide to BTs. In an effort to differentiate support for highly effective BTs beyond the mandated BT Support Plan, the **Key BT** program was created (see Figure 2).

Now in its third year, the Key BT element is a one-year program supporting creative, effective, and innovative BTs to become collaborative leaders among other BTs. These teachers serve as the keystone to the three year arch of supporting BTs by training approximately 50 teachers every year. Key BT participants are selected at the end of either their first, second, or third year of teaching and the training occurs the following year.

The Key BT Program focuses on four main areas of support: Orientation, Training, Resources, and Advocacy. Orientation focuses on making connections and providing support for first year teachers during the New Teacher Orientation program each summer. During the school year, Key BT participants share resources that made them successful in an online format and

help facilitate monthly face-to-face training focused on providing proactive support for BTs.

Advocacy is the capstone experience for the Key BT program when participants travel as a group to meet BTs from another county to plan priorities to share directly with state legislators. The program coordinator facilitates this dialogue, offering teachers an opportunity to interact with legislators who make decisions at the state level which impact them, while offering state legislative leaders the opportunity to hear from and be informed by those who are “on the ground,” so to speak, doing the day-to-day work in classrooms.



Figure 2: The Key BT Program

R3: Teacher Leadership Institute, 2015-present

The **Teacher Leadership Institute (TLI)** is a four-year program designed to offer differentiated pay to teachers and build their leadership capacity in the school and district. The district uses a research-based strategy that occurs within the context of a cohort of educators, with results best attained through a multi-year effort to ensure incremental improvements are both sustainable and driven by district goals (DuFour, 2004). Each year a new class of 25 teachers is accepted into the Institute, who begin a two-year intensive professional learning experience focused on understanding the mental dispositions of leaders; building the skills needed to collaborate with their colleagues; and influencing student success by applying best-practices in the classroom. Training is also focused on five educational tenets of effective teacher leadership during the four-year program cycle: Context, Curriculum, Instruction, Assessment,

and Learning. During the second year of the TLI, teachers complete a Capstone Project aligned with one of three strands: Instructional Leadership, Association Leadership, or Policy Leadership. Upon completion of the Capstone Project, participants are eligible to receive a \$4,800 supplement awarded incrementally during years three and four. TLI teachers are also provided with financial and mentoring support during years three and four to pursue certification by the National Board for Professional Teaching Standards.

Expanding the Career Pathways Model and Performance-Based Compensation, 2016-21

The Career Pathways Model is the third element of the *R3 Framework*. Pitt County Schools developed the Career Pathways Model to ensure its most effective teachers remain in the classroom working with students, as the ultimate goal of the *R3 HRMS* is for all PCS students to be taught and influenced by highly effective teachers. Teachers who participate in differentiated Career Pathways receive increased compensation, exhibit exponential influence, and engage in transformative collaboration all leading to improving student outcomes. The Career Pathways Model is founded on the idea that incentives with support will improve results. And while individual incentives are important, competition cannot, by itself, improve the learning of all students. Individual, highly-effective teachers can influence the learning of the students in their classroom, but when these teachers collaborate with others they can influence the learning of an entire school (Marzano, 2001). The Career Pathways Model has been designed to enable and reward both individual performance and collaboration and is based on the following ideals:

- Reward the most effective teachers with a differentiated pay scale;
- Create multiple pathways for teachers to remain in the classroom, working with students;

- Empower teachers to collaborate, recognizing the synergetic capabilities of individual teachers working together.

Through the Career Pathway Model, teachers currently have the option to pursue a limited number of leadership positions within schools that increase both their influence and their compensation, while at the same time keeping them in the classroom working with students. The first two Pathways, Beginning Teacher and Professional Teacher, align with the state teacher licensure and compensation model. Four additional Pathways, however, will be unique to Pitt County Schools, offering differentiated pay and responsibilities to teachers within the system, in addition to LEA-level Performance-Based Compensation System. These four Pathways are: Facilitating Teachers, Multi-Classroom Teachers, Collaborating Teachers, and Co-Teachers. Facilitating Teachers and Multi-Classroom Teachers represent new and proven roles highly effective teachers may choose to pursue and still remain in the classroom and receive increased pay and influence (Bacharah, Heck, & Dalhberg, 2010; Public Impact, 2012). Collaborating Teachers receive differentiated pay to work with Facilitating Teachers, while both Collaborating and Co-Teachers are able to improve instructional practice through the collaboration.

The FT and MCT pathways, in particular, are specifically designed to develop the system's vision for instructional improvement. Teachers in the FT and MCT positions have been identified through multiple measures, including evaluations, classroom observations, student performance data, or peer feedback, to be highly effective teachers. It will be their responsibility to model, train, and mentor other teachers to help them improve their instructional practice.

The six paths of the teacher Career Pathways Model (see Figure 4) provide options for teachers in their career journey, leading to increased compensation and exponential influence over time. Educators can choose, as professionals, to move towards increased effectiveness at a

pace and on the Pathway with which they are most comfortable. This proposal seeks to answer the question, “How can schools keep their most effective teachers in the classroom, working *with students?*” Leading hospitals experienced a similar crisis when they realized the need for their best nurses to remain bedside. Their answer was to develop a nursing career ladder offering increased pay and influence. Similarly, the Career Pathways Model provides increased compensation and exponential influence - two things teachers are looking for. The six Pathways are described below.

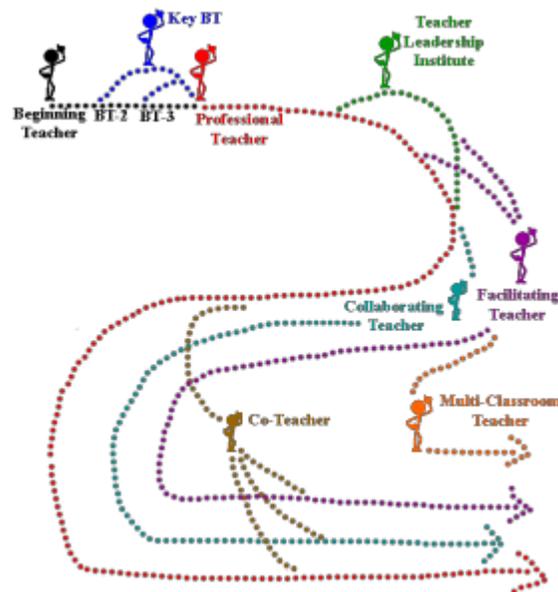


Figure 4: Pitt County’s six Career Pathways

1. Beginning Teacher (BT) – Every new teacher begins at the same location. Encompassing the first three years of employment, this Pathway is already in place across the district as the Beginning Teacher Support Program and follows the current state salary schedule. This Pathway is augmented by the **Key BT** program, which provides additional training and support for those BTs who are critical to the success of other BTs. Teachers become eligible for the Key BT

Program at the end of their first through third year in the teaching profession, and participation in the program requires being nominated by both peers and school administration.

2 Professional Teacher - Teachers continue their journey automatically upon successful completion of the Beginning Teacher Program. This path represents the current model for teachers across the state and follows the state salary schedule with a local supplement of 5% paid by the LEA. Teachers at this level have the opportunity, if they desire, to assume additional leadership and academic responsibilities (School Improvement Team Chair, department chair, club sponsor, mentor, etc.) and receive the local supplements (when available) associated with those responsibilities. Professional Teachers also have the option of applying for the **Teacher Leadership Institute (TLI)**, which will help equip them for future leadership roles in the district.

3 Facilitating Teacher (FT) - This option on the Career Pathway represents the first new Pathway and the best of what research says leads to teacher improvement through collaborative communities. According to Childs-Bowen, Moller, and Scrivner (quoted in National Comprehensive Center for Teacher Quality, 2007, p. 6), “Teachers are leaders when they function in professional communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement.” Facilitating Teachers would be expert teachers who have demonstrated a history of being highly effective with students and being highly effective collaborators with other staff members. (Figure 5)



Figure 5: *The FT facilitates the collaborative teaching community*

They will serve by leading a **Collaborative Teaching Community** where they work side-by-side with a team of two to four other less-experienced teachers. This Collaborative Teaching Community will co-plan together, allowing the Facilitating Teacher to indirectly influence the learning in multiple classrooms. By working with less-experienced teachers, they can model planning and assessment strategies, serve as an advisor and mentor, and help develop either Beginning or Professional teachers. A key responsibility of the Collaborative Teaching Community will be the completion of an annual **Collaborative Action Research Project** focused on solving a classroom or school-level concern for learning. By becoming an expert in this area, Facilitating Teachers will then have the ability to share the results of their Collaborative Action Research with teachers across the district, building both individual and organizational capacity. Specialized professional learning and coaching will be provided to the Facilitating Teacher, as the leader of the team, with the expectation that the Facilitating Teacher implement these practices and protocols to help guide the entire team through the Collaborative Action Research Project. In order to apply for the Facilitating Teacher position, teachers must hold an advanced credential, either National Board Certification, a master's degree in the area in

which they are teaching, or an internal certification as identified by the district. FTs must also have an EVAAS rating in excess of “+1”, which signifies the teacher is in the top approximately 25% of teachers in the district; for teachers without a state EVAAS score, they must submit additional proof of a positive impact on student performance. EVAAS is a state system measuring the impact of teachers on student growth and comparing that growth with the growth of other teachers around the state. EVAAS is further described on page 22 of this application. As a reward for this increased responsibility, Facilitating Teachers would receive a 15% supplement above and beyond the professional teacher pay.

In year two, every high-need school in the district will have access to between one and three Facilitating Teachers, and in year three of the project, an additional 19 Facilitating Teachers will be hired so schools can request an additional position based on their need.

4 The Multi-Classroom Teacher (MCT) is the fourth Pathway and second new option which represents the pinnacle of influence for a classroom teacher. These master teachers, as demonstrated by both classroom observation and student performance data, will co-teach across multiple classrooms with other teachers and apprentice them in the art and science of what highly effective instruction looks like (see Figure 6). By focusing on two to four teachers and working in depth with them on a daily basis through modeling, co-teaching, and reflection, these teachers will directly impact students in multiple classrooms. Multi-Classroom Teachers will have demonstrated high effectiveness with students and adults and will have multiple educational credentials (such as National Board Certification and an additional certification such as an advanced degree in the relevant area or an internal certification through the district). MCTs must also be rated as “Exceeds Expected Growth” in EVAAS, indicating they are in the top 15% of

teachers in the district; for teachers without a state EVAAS score, they must submit additional proof of a significant positive impact on student performance.

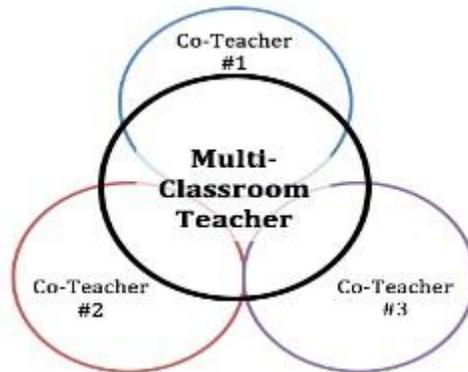


Figure 6: *The Multi-Classroom Teacher teachers with multiple Co-Teachers*

In the third year of the program, 12 Multi-Classroom Teachers will be placed at schools that have a specific academic focus identified by the School Improvement Team and Principal, with approval by the district office. Teachers assigned to work with the Multi-Classroom Teacher will be involved in the interview process, thereby creating agreement and communicating a willingness to work side-by-side with this master teacher in an effort to improve their own instructional skill and influence the academic achievement of students in their respective classrooms. The district may retain two of the MCTs for district-level MCT positions, who will co-teach with teachers from different schools rather than within the same school. Multi-Classroom Teachers, in recognition of their work, will receive a 15% supplement above the level of the Facilitating Teacher.

5. Collaborating Teacher (CT) is a sub-set of the Facilitating Teacher pathway, as these teachers work with a Facilitating Teacher to form a Collaborative Teaching Community.

Collaborating Teachers participate in the Collaborative Action Research Project and receive additional compensation for their efforts. These teachers will not receive additional training from the district, as this is the responsibility of the Facilitating Teacher. Collaborating Teachers

will receive an annual supplement of \$1,200 for every year they work with a Facilitating Teacher. Collaborating Teachers can remain on this pathway, return to the Professional Teacher pathway, or apply for the Facilitating Teacher pathway.

6 Co-Teacher is the sixth Pathway, consisting of those teachers who apprentice themselves to a Multi-Classroom Teacher. While these teachers will not receive a supplement as other teachers do, they will receive specialized training in the co-teaching methodology; will engage in co-planning, co-teaching, and co-reflecting with the Multi-Classroom Teacher; and upon demonstration of success in the classroom with the Multi-Classroom Teacher, will have the option to complete an internal certification making them eligible to apply for the Facilitating Teacher pathway. All six pathways of the Teacher Career Pathways Model are summarized in Table 5.

Because there are only 12 MCTs across the district, the placement for these positions will be prioritized based on schools with the highest need for their expertise, particularly those with high percentages of low-income and minority students. The increased pay for these positions is designed to both reward teachers for their high performance and provide an incentive for them to transfer to high-needs schools. The presence of these highly-effective, master teachers will expand the equitable access of low-income and minority students to highly effective teachers. The fact that they will teach with Co-Teachers at these schools ensures their influence extends beyond the walls of one single classroom. Students benefit directly by having two teachers in the classroom rather than one to allow for more individualized instruction, thereby aligning to the district's vision and mission. It also expands the reach of these teachers so that they can influence more students than if they remained in their own classroom.

Table 5

Role	Description	Rewards
BT	<ul style="list-style-type: none"> ● Learn to effectively teach in a classroom ● Apply theory to practice 	<ul style="list-style-type: none"> ● State Salary Schedule & PCS Supplement
PT	<ul style="list-style-type: none"> ● Teach effectively in a classroom ● Other duties as assigned and/or desired 	<ul style="list-style-type: none"> ● State Salary Schedule & PCS Supplement
FT	<ul style="list-style-type: none"> ● Lead a Collaborative Teaching Community with a Collaborative Action Research Project ● Requires one level of additional certification 	<ul style="list-style-type: none"> ● PT+ 15%
MCT	<ul style="list-style-type: none"> ● Co-Teach in Multiple Classrooms ● Effectiveness measured across multiple classrooms ● Requires two levels of additional certification 	<ul style="list-style-type: none"> ● Lead Teacher + 15%
CT	<ul style="list-style-type: none"> ● Works with the Facilitating Teacher to complete the Collaborative Action Research Project 	<ul style="list-style-type: none"> ● PT + \$1,200
Co-T	<ul style="list-style-type: none"> ● Apprentices under a Multi-Classroom Teacher for part of each day 	<ul style="list-style-type: none"> ● Training & an optional internal certification

It is important to note that all teachers in the proposal will teach full-time in the classroom. Pitt County Schools has a fully functioning Instructional Coach (IC) program that has been in place for 5 years, and the Teacher Career Pathways Program is designed to

complement, not compete against or replace, the IC program. Beginning, Professional, Facilitating, Multi-Classroom, Collaborating, and Co-Teachers will be full-time classroom teachers, working directly with students in classroom instruction for a minimum of 70% of the day. In contrast, PCS instructional coaches spend 100% of their time working directly with and supporting adults.

Performance-Based Compensation

Not every teacher will be eligible for the alternate pathways in the Teacher Pathways program, but every teacher will be able to earn increased compensation as a result of measurable increases in student achievement. The State of North Carolina uses a state-wide value-added system to measure teacher impact and effectiveness named EVAAS (Education Value-Added Assessment System), with teachers receiving one of three ratings: Exceeds Expected Growth, Meets Expected Growth, or Does Not Meet Expected Growth. For the 2014-2015 school year, roughly 13% of teachers across the state were identified as “Exceeds Expected Growth” while approximately 75% of teachers were rated as “Meets Expected Growth”. These numbers were similar to those of Pitt County Schools, where 15% of teachers were in the “Exceeds Expected Growth” category and another 74% were in the “Meets Expected Growth” category.

Annual bonuses for student performance will be awarded to teachers based on their state rating through EVAAS. All teachers rated as “Exceeds Expected Growth” (placing them in the top 15% of teachers across the state) will receive an annual bonus of \$2,500.

Additionally, because Pitt County Schools values collaboration and teachers working together to improve performance for all students, teachers in the “Exceeds Expected Growth” will be eligible to receive an additional \$500 for each teacher they mentor who did not receive any bonus that year, with a maximum of \$1,000 (2 teachers). These Growth Teachers will enter

into a formal mentor relationship with other teachers who are working to improve their practice and measure outcomes based on student test scores, meaning they could receive a maximum of \$3,500 for performance-based compensation (\$2,500 based on test scores and \$1,000 based on mentoring other teachers to help them improve their performance).

While the majority of teachers in the district do receive ratings in EVAAS, there are some teachers who do not receive EVAAS ratings. These include instructional coaches, guidance counselors, music teachers, physical education teachers, foreign language teachers, art teachers, and the like. During the initial two years of the grant a committee will be formed with representatives from these various departments, administrators, and central office personnel to develop a rating system for these teachers so they are eligible to receive performance-based bonuses as well.

In addition to EVAAS ratings applied to individual teachers, EVAAS ratings are also applied to schools by the State of North Carolina, using the same categories. As such, school administrators (both principals and assistant principals) will be eligible for performance-based bonuses if their school receives a rating of “Exceeds Expected Growth.” Principals will receive a \$5,000 bonus and Assistant Principals will receive a \$3,500 bonus.

(2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

The R3 project was developed in collaboration with several partners. The Pitt County Schools Educational Foundation is a non-profit organization of community and business leaders charged with supporting educational efforts. The Educational Foundation funds the Key BT and the TLI programs and is a strong supporter of the vision of those programs. East Carolina University (ECU) is located in Pitt County and is one of the largest Teacher Education

Institutions in North Carolina. There is a current partnership with ECU to train pre-service teachers using a co-teaching model and they will provide the co-teaching training for R3.

State and local foundations have also partnered with Pitt County Schools to support the early implementation of the R3 program. Funding for the Teacher Leadership Institute is supported by grants from the Z. Smith Reynolds and the Wells Fargo Foundation. There is also a pending grant request for the TLI to the Eddie and JoAllison Smith Family Foundation, a local charity connected to Grady-White Boats.

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

The Pitt County Schools R3 Program is based on research aimed at creating self-directed teacher leaders empowered to solve many of their own problems in their classroom, school, and district. One of the key lessons learned from the Pitt County Schools Teacher Leadership Cohort, (TLC) which was part of the RttT grant, is that simply providing money to highly-effective teachers was not an effective way to support and engage teachers to make systematic changes in learning. Daniel Pink (2011) found that simple monetary rewards are not effective to motivate individuals in creative and complex professions, like teaching. Instead, a more productive way to motivate individuals is to allow mastery, autonomy, and purpose. This is one of the core foundations from which the R3 program was developed.

Mastery means that individual teachers are engaged at growing their own skills, abilities, and capabilities. When impacting long term professional growth that will sustain changes in teacher's behaviors, it is important for teachers to shift their identity, beliefs, values, and/or capabilities (Costa et al., 2016; Diltz, 1990). This means that effective professional learning often happens over time during job-embedded trials with peers the teacher trust. Working with teachers to change the internal locus of control and the resources teachers can pull from to be

self-directed has the highest chance of impacting classroom changes (Joyce & Showers, 2002; Knight, 2007).

Teaching is an adaptive process that is complex, full of changes, non-linear, and based on the multiple differences among humans (Costa et al., 2016; Garmston & Wellman, 2013; Joyce & Showers, 2002; Knight, 2007; Lipton, 1993). This means that simple, technical solutions will often fail because of all the variety in the problems that arise in teaching humans. Building something as complex as the Saturn V rocket can be replicated because it is technically complicated, but not adaptively complex, like humans. Practicing mastery means the best teachers are able to change what they do based on context in the school while maintaining a clear understanding of who they are by being adaptive and self-directed (Costa et al., 2016; Garmston & Wellman, 2013).

The focus on mastery is an interdependent and collaborative effort where teacher leaders support each other as well as the other teachers they work with in order to create an exponential impact on student learning. Joyce and Showers (2002) approximate as much as a ninety-five percent attainment of outcomes and implementation in classrooms from training when paired with peer coaching. The coach allows a teacher to grow, learn, and master her craft by mediating the thinking of the teacher instead of directing or manipulating her thinking. The goal of a coach is to mediate the thinking of a teacher at what Diltz (1990) calls the identity level because change that occurs at the deep structure of a person's identity will have sustaining and self-perpetuating impact (Feuerstein et al., 2010). That, in the end, is how a coach produces "self-directed persons with the cognitive capacity for excellence both independently and as members of a community" (Costa et al., 2016, pp. 15–16).

Autonomy or self-directedness is another core structure to the *R3* program. Morris Cogan and other supervisors in Harvard's Masters of Arts in Teaching program developed a theory of supporting teachers as they become professionally responsible for their own performance, accepting of help from others, and being self-directed in 1973 (Cogan, 1972, 1976; Costa, Garmston, Hayes, & Ellison, 2016; Garmston, Linder, & Whitaker, 1993). Carl Rogers summarized his central philosophy that each individual has the resources within himself to be self-directed and self-understanding (Kirschenbaum, 1991), which guides the *R3* program to have the faith in individual teachers to be autonomous learners in a framework of scaffolded support.

The purpose of autonomy and self-directedness is to allow individuals permission to improve their practice in order to improve the entire school. The concept of holonomy (Koestler, 1972) recognizes the dual identity of teachers and learners to both be individuals and at the same time be part of a group. When adopting a new teaching practice the concept of holonomy provides a mental map for teachers to think through what they need to do to succeed in adopting the practice. Even though teachers can be autonomous in their individual classrooms, they are also bound to be part of a team, a grade, a faculty, or a committee. Teacher leadership is about developing collaborative relationships with others while inspiring them to join in the journey (Danielson, 2006) because teacher leaders influence the performance of their peers as well as their school leaders (Reeves, 2008).

One of paradigm shifts in Pink's (2011) motivational theory is that once individuals earn enough money to not worry about basic needs, having a noble purpose is more important than extra money. If an individual understands why a change is needed or why a strategy will help students learn, then she is more likely to adopt and be motivated to rally behind that noble

purpose (Yost, 2016; Sinek, 2009). Teaching teachers is a very different skill set from teaching students and often the teachers who are among the best in impacting student achievement gains feel inadequate in leading other teachers towards a common purpose. In defining a clear purpose, it is important that teachers are able to clarify a group's identity while changing practices to align to that purpose (Garmston & Wellman, 2013).

In order to engage great teachers in making the changes needed it is necessary to compensate them to a level that is competitive and fair, so they are able to then focus on mastery, autonomy, and purpose. Henry, Fortner, & Thompson (2010) found that in school districts with high concentrations of disadvantaged students, increasing teachers' compensation may allow these districts to more effectively recruit and retain effective teachers and improve the effort and morale of those teachers. R3 aims to compensate teachers by rewarding performance, incentivize collaboration, and offering training and support leading to improve student and adult outcomes.

(4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve the relevant outcomes (as defined in 34 C.F.R. 77.1(c)), using existing funding streams from other programs or policies supported by community, State and Federal resources.

Beginning in 2012, North Carolina's political leadership has passed a series of laws to shift state employees away from traditional, fixed pay scales toward Performance-Based Compensation Systems. Section 25.2D of North Carolina Session Law 2012-142, House Bill 950, states that "It is the intention of the General Assembly to create and implement a modernized, fair, and fully functional Performance-Based Compensation System for employees of State agencies." In the same Section of S.L. 2012-142, legislators struck language to evaluate payment of salary supplements to teachers based "on account or master's degrees, attainment of

other advanced degrees, and national board certification, including the relationship to student performance, if any. This evaluation should also include recommendations as to whether these salary supplements should be continued or modified based upon the effect on student performance, if any, and human resource best practices.”

In 2014 the North Carolina General Assembly ratified Senate Bill 744, Session Law 2014-100, which included Section 8.41, entitled “Differentiated Pay for Highly Effective Teachers. Stating its intent “to provide local boards of education additional State funds for local programs to provide differentiated pay for highly effective classroom teachers,” the law mandated local boards of education to submit proposals to establish a local program to provide differentiated pay for highly effective classroom teachers to the Senate Appropriations/Base Budget Committee, the House Committee on Appropriations, and the Joint Legislative Education Oversight Committee by January 15, 2015. The proposal submitted by Pitt County Schools in response to this mandate constitutes the foundation on which the Teacher Incentive Fund (TIF) application is based.

Section 8.7(a) of North Carolina House Bill 1030, ratified on July 1, 2016, appropriated \$9.8 million to establish a “three year pilot program (pilot) to develop advanced teaching roles and organizational models that link teacher performance and professional growth to salary increases in selected local school administrative units.” Up to 10 LEAs of varying sizes will be awarded grants to implement performance-based compensation programs between 2017 and 2020.

Beginning in 2016-17, all teachers in North Carolina will also be eligible to receive performance-based bonuses if their students perform at specified levels in third grade reading;

earn industry certifications and credentials; or achieve passing scores on Advanced Placement (AP) or International Baccalaureate (IB) examinations.

(c) Professional Development Systems to Support the Needs of Teachers and Principals Identified through the Evaluation Process (15 Points)

Professional Development in Pitt County Schools falls under the Division of Educator Effectiveness and Leadership (DEEL). DEEL is unique in the school system in that it provides a bridge between the Department of Human Resources and the Department of Educational Programs and Services. Figure 7 provides a graphical overview of the DEEL.



Figure 7: The Division of Educator Effectiveness & Leadership

The State of North Carolina uses a state-wide evaluation system for all teachers and administrators, called the North Carolina Educator Evaluation System (NCEES). Through NCEES, all teachers participate in a standardized evaluation process which includes annual classroom observations, conferences with their administrator, the development of individual professional learning goals, and a review of student performance and growth data. The electronic system housing all evaluation information is capable of combining all evaluation ratings and markings, which is then used by schools and the district to design and deliver professional learning. All teachers, regardless of their location on the Career Pathways model, are evaluated using this standard rubric. Similarly, all principals and assistant principals use a school-leader specific rubric. The evaluation process for administrators includes a minimum of three conferences between the administrator and their central-services evaluator, a review of student growth and achievement data, and the development of an individualized, personalized professional learning plan.

For those teachers who are on a differentiated Career Pathway (e.g., Facilitating Teacher, Multi-Classroom Teacher, Teacher Leadership Institute, etc.), a customized rubric will additionally be used to measure and evaluate performance regarding those positions and identify and develop professional learning for the teachers. For example, all teachers who participate in the Teacher Leadership Institute use the Teacher Leader Competencies, a rubric developed by the National Board for Professional Teaching Standards, the National Education Association, and the Center for Teacher Quality. The use of a customized rubric for individuals at different locations on the Pathways allows for professional learning, goal setting, and feedback to be targeted based on the unique needs of the individual and aligned to the goals of the position.

Professional development in the district is evaluated using a multi-pronged approach that looks beyond the initial responses of participants to the training and rather examines the level of impact on teacher practice and student learning (Breidenstein, Glickman, Fahey, & Hensley, 2012; Drago-Severson, 2012; Guskey, 2000; Killion, 2008; Zepeda, 2012). Impact of professional learning is measured through classroom walkthroughs, examination of student performance data, and even a review of teacher evaluation ratings. Combined with a district-wide annual PD needs assessment, these data are used to design and deliver professional learning across the district. The district does not grant continuing education units (CEUs) for any trainings of less than 10 hours or that happen in less than two days, with programs like the Key BT and the Teacher Leadership Institute requiring multi-day trainings over the course of months or years. These requirements for professional learning respond to research indicating that effective professional learning which leads to changes in teacher practice requires a minimum of 80-100 hours of adult learning over an extended time (Carr, Herman, & Harris, 2005; Guskey & Yoon, 2009; Harwell, 2003; Joyce & Showers, 2002). The district also employs Instructional Coaches at every school, with the job of providing on-going, job-embedded, timely feedback and coaching to teachers as they apply new skills they are learning (Costa, Garmston, & Zimmerman, 2013; Costa & Garmston, 2016; Joyce & Showers, 2002; Killion, 2008).

As specifically relates to the professional learning of teachers in the various paths of the Career Pathway model, both Facilitating and Multi-Classroom teachers will receive intensive, specialized training aligned to best practices in developing and facilitating groups, analyzing data, conducting collaborative action research, and working with adults. The transformative collaboration will require on-going professional learning, support, and coaching, necessitating the addition of certified coaches to support the teachers beyond what Instructional Coaches can

provide. Grant funds will be used to hire Career Pathway Coaches, a Teacher Leadership Coach, and a Teacher Support Coach. Training for these positions is vital, and they will become in-house trainers so that the cost of continued training for new participants will be funded completely in-house. Certified coaches will augment the support provided in formal training sessions by conducting regular, on-going coaching sessions with each teacher. Finally, as both the FT and MCT positions will place teachers into leadership positions within the school, 360-degree leadership surveys with intense follow-up coaching will be administered every 12-18 months for all Facilitating and Multi-Classroom teachers. Program directors and coaches will be certified to administer all required surveys as well as receive a minimum of 90 hours of coaching training prior to working with the teachers. Over the past three years Pitt County Schools has invested over \$100,000 to have two certified coaching trainers on staff, and these trainers will provide additional training and support for the coaches who support teachers. The project Co-Directors will be responsible to oversee and develop the Career Pathway, Teacher Leadership, and Teacher Support Coaches, which will include video reflections and feedback sessions on their coaching and professional learning delivery.

(d) Quality of the Management Plan

Pitt County Schools is the applicant and fiscal agent responsible for execution and oversight of this project. Pitt County Schools has been the prior recipient of multiple federal grants and has the capacity and experience to oversee the proposed project. The PCS Finance Department ensures, supports, and monitors the financial resources of the school system and individual schools, assuring that Generally Accepted Accounting Procedures (GAAPs) are followed as required by state and federal law. The district engages in a comprehensive annual financial report that encompasses all the funds and account groups of the school system. The

audit is performed as soon as possible after the close of each fiscal year by a certified public accountant or by an accountant certified by the Local Government Commission as qualified to audit local government accounts.

The full *R3 Framework*, including the expanded Career Pathways project and the performance based compensation system, will be overseen by the PCS Division of Educator Effectiveness and Leadership (DEEL). The project will be co-directed by DEEL administrators Thomas Feller and Seth Brown. Mr. Feller has been employed by PCS for 13 years and currently serves as the Professional Learning Coordinator, and will serve as the Director for Professional Learning and Leadership Development. Mr. Brown has been employed by PCS for 19 years and is the Teacher Support Coordinator, and will serve as the Director for Educator Support and Leadership Development. Both Mr. Feller and Mr. Brown are certified by Thinking Collaborative as Agency Trainers for the *Cognitive Coaching*SM Model and the *Adaptive Schools* Model, each of which required a two-year commitment and hundreds of training hours to obtain. They have experience as teachers, school-based administrators, and district-level administrators and have been involved in implementing new programs for leadership development and training at both the district and state level. Resumes for both co-directors are attached in Appendix D.

Mr. Feller was the district's Race to the Top (RttT) Grant Coordinator from 2010-2015, responsible for the management of a \$4 million RttT subgrant from the North Carolina Department of Public Instruction. Mr. Brown has served as a teacher and building-level principal at high-need schools. As principal of a Title I school, he was responsible for managing and reporting use of federal funds. The district received a \$9 million School Improvement Grant (SIG) in 2009 to turn around three low-performing schools. Between 2009 and 2014, PCS collaborated with East Carolina University on an \$8 million Teacher Quality Partnership (TQP)

grant. The school district has also received numerous other grants from public, private, and governmental sources.

In addition to the Directors, grant funds will be used to hire four full-time coach/trainers who will provide on-going support and training for teachers involved in the various elements of the *R3 Framework* (see Figure 7). Upon full implementation, all components of the framework will involve working directly with over 200 teachers across the district annually (approximately 40-50 for the Key BT program, 50 in the Teacher Leadership Institute, 75 Facilitating Teachers, 12 Multi-Classroom Teachers, and 24-36 Co-Teachers). These coaches will invest their time meeting with, mentoring, and coaching the teachers. Upon hire, the coaches will receive nearly 150 hours of training in coaching, leadership coaching, and 360° surveys administration during the first year. They will also become certified to deliver any required trainings teacher participants may need.

Upon approval of the Department of Education in October 2016, Pitt County Schools will begin advertising for key leadership and implementation positions associated with the project. Between October and December 2016, training will be provided for those responsible for program implementation. The program will be phased in over five years to allow for adequate training for teachers in these new roles. During the 2016-2017 school year the district will provide training and planning with the school principal, school improvement team, and staff to prepare for the implementation of the new teaching roles at the participating schools. The district will hire the first cohort of Facilitating Teachers, totaling 56 teachers, providing 1-3 facilitating teachers for each of the participating schools to begin working during the 2017-2018 school year; in 2018-2019 the district will hire an additional 19 teachers, to be allotted at participating schools that need and request an additional position. The 2018-2019 school year will also begin the

Multi-Classroom Teacher component of the program, with 12 MCTs hired and placed at schools who receive approval to have them. Finally, during the 2018-2019 school year the district will allot funds for the first round of performance-based bonuses.

Table 6 recaps the timeline of major project activities throughout the grant cycle.

Evaluation

The school district will contract with a highly qualified evaluator following the open bid process. The selection of this consultant will be based on familiarity with professional development and instructional improvement initiatives, familiarity with PCS, and the consultant's years of experience in education research and program evaluation. While acting in the role of independent consultant, this evaluator will also provide ongoing feedback and recommendations to assist PCS with implementing continuous improvement and achieving project objectives.

With the guidance of the consultant, PCS will conduct formative and summative evaluations of the project, and the consultant will handle production of the Annual Performance Report submitted to the U.S. Department of Education. The process evaluation will focus on how the project is being implemented, how the project is operating, the services it delivers, and the functions it performs, documenting the decisions made in carrying out the project. The formative evaluation will address whether the project is being implemented as originally designed and is providing services as intended. This will be an ongoing activity, occurring through the period of project operations, and will be a vehicle for periodically organizing and providing feedback information to key personnel, school administrators, and the R3 management team—information that will be useful in introducing refinements and improvements in the project.

Table 6: Project Timeline

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	Fall	Spr	Sum												
Hire leadership & classified support	X														
Certification training for co-directors		X	X												
Hire & certification training: coaches		X	X												
Open invitations for schools for FT & MCT positions		X			X			X							
Hire PD Coordinator & Educator Support Coordinator		X													
School-Based training for school leadership teams to prepare for and support FT and MCT positions		X	X	X	X	X	X	X	X	X	X	X			
Hire FTs (56 for Year 1 & 19 in Year 2; replace as needed)		X			X			X			X			X	
Train FTs				X	X		X	X		X	X		X	X	
	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		

<i>(continued)</i>	Fall	Spr	Sum												
Hire MCTs (12 for year 2; replace as needed)					X			X			X			X	
Training for MCTs & Co-Teachers						X			X			X			X
Teacher bonuses paid							X			X			X		
Training of MCTs							X	X		X	X		X	X	
Administrator bonuses paid							X			X			X		
Identify & Select TLI & Key BT Participants		X			X			X			X			X	
Coaching of FTs				X	X		X	X		X	X		X	X	
Coaching of MCTs							X	X	X	X	X	X	X	X	X

The summative outcome evaluation will measure the progress being made toward achieving the goals, objectives, and outcomes identified for this proposal. The summative evaluation will be conducted annually and answer the overarching question, “What difference is the project making?” providing a statement about the impact of the project at annual intervals and quantifying the changes in desired outcomes occurring as a result of the project.

In coordination with the independent consultant, PCS will also produce a summary impact statement at the end of the grant performance period. This statement will focus on the broad, long-term impact of project activities, as well as assess the secondary benefits of the project expected to develop over its course, such as the extension of program activities across the district. Serving as an executive summary for the project, this statement will guide the continued development of project strategies and activities in years following the end of grant funding.

Evaluation methods will include collecting both qualitative and quantitative data from teachers and principals. The number of teachers completing Capstone and Collaborative Action research projects, teacher effectiveness ratings, and student achievement and academic growth will be documented. Teacher recruitment and retention data will be recorded. Teacher and principal surveys, interviews, and observations, and feedback on professional development will also be recorded. Data will also be collected regarding support for the R3 project.

(e) Adequacy of Resources

(1) The extent to which the applicant demonstrates that Performance-based Compensation Systems are developed with the input of teachers and school leaders in the schools and local educational agencies to be served by the grant.

The *R3 Framework* was developed with input from multiple stakeholders including teachers, principals, instructional coaches, central office personnel, university partners, business

partners, and the Pitt County Board of Education between August 2014 and January 2015 in response to NC Session Law 2014-100, Section 8.41, entitled “Differentiated Pay for Highly Effective Teachers.” With the 2013 launch of the *R3 Framework*, PCS was already invested in the creation of a Human Capital Management System with differentiated pay elements when the state’s General Assembly called for proposals. The PCS “Teacher Career Ladder” plan submitted to the State in January 2015 requested funds to enable implementation of *R3 Framework* components that were funding-dependent, although Senate Bill 744/S.L. 2014-100 did not include funds to implement the proposals. The project described in this application is an expanded version of the concept approved by PCS stakeholders in 2014-15 and submitted to the State Legislature. The timeline of this process is listed below:

- Senate Bill 744 - Signed by Governor Pat McCrory on August 7, 2014
- August 2014 – PCS Central Office personnel begin research & collaboration with UNC Hospitals regarding nursing career ladder; 1st Cohort of Key BT Program begins
- October 2014- Brainstorming and collaboration with East Carolina University.
- November 2014 - Teacher and Principal Advisory Committees provide feedback
- December 2014/January 2015 - Proposal adopted by the Pitt County Board of Education & additional presentation to principals and business and university partners
- January 2015 - Submission of the proposal to the NC General Assembly
- August 2015 – 2nd Cohort of Key BT Program begins
- October 2015– Initial funding secured for the Teacher Leadership Institute
- January 2016 – First class of Teacher Leadership Institute begins
- June 2016 – Second class of Teacher Leadership Institute begins
- June 2016 – *R3 Framework* further refined and presented to a group of teachers leaders

- July 2016 – *R3 Framework* submitted to US Department of Education

(2) 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.

The receipt of the TIF grant will allow Pitt County Schools to dramatically accelerate the plans already in place at both the local and state level to implement the elements identified throughout the application. By investing in leadership and building capacity across the district, Pitt County Schools is committed to sustaining the project long-term. Additionally, as demonstrated in the budget narratives, significant expenditures are gradually shifted from TIF funds to non-TIF funds in years 4 and 5 of the grant. The entire program budget for the *R3 Framework* is approximately \$20 million, with an estimated 25% contributed directly by Pitt County Schools over the five years of the grant through internal appropriations and business/community support. By gradually shifting funding for the program during the project, PCS will build the capacity to sustain the project in the long-term.

Another aspect of sustainability is that two of the four elements of the *R3 Framework* have already been implemented and funded by the district: the Key BT program and the Teacher Leadership Institute. In addition, the first two pathways of the Career Pathway model are also fully funded. Finally, with the ratification of North Carolina House Bill 1030, the State of North Carolina has demonstrated both an interest in and commitment to developing Performance-Based Compensation plans, including career pathways. Of particular note is the fact the State will begin offering significant performance-based bonuses to third grade reading teachers and high school teachers of Advanced Placement, International Baccalaureate, and Career and Technical Education courses beginning in the 2016-2017 school year.

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Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

*Appendix A: TIF Optional Application
Requirements Checklist*

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.

<p>(a) <u>6-9</u></p> <p>(1) <u>14</u> <u>20</u></p> <p>(2) <u>6-10</u> <u>18-19</u> <u>22-23</u></p> <p>(3) <u>6-10</u> <u>13-23</u></p> <p>(4) <u>13-23</u></p>	<p>Absolute Priority: An LEA-wide Human Capital Management System (HCMS) with Educator Evaluation and Support Systems at the Center.</p> <p>(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.</p> <p>(1) A description of how the HCMS is or will be aligned with the LEA’s vision of instructional improvement;</p> <p>(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;</p> <p>(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.</p> <p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant’s proposed 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.</p>
<p>(b) <u>8-24</u></p> <p>(1) <u>29-32</u> <u>34</u> <u>36-37</u></p> <p>(2) <u>23</u> <u>38-39</u></p>	<p>Requirement 1: Implementation of Performance-based Compensation Systems:</p> <p>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.</p> <p>Applications must: address how applicants will implement Performance-based Compensation Systems as defined in this notice.</p> <p>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.</p>

*Appendix B: TIF Optional High-Need
School Checklist*

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 align="center">☒</p> <p>Appendix F</p>	<p>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.</p> <p>(a) A list of High-Need Schools in which the proposed TIF-supported Performance-based Compensation Systems would be implemented;</p> <p align="center">AND</p>
<p align="center">☒</p> <p>Appendix F</p>	<p>(b) For each High-Poverty School listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the ESEA (20 U.S.C. 6313(a)(5))). Data provided to demonstrate eligibility as a High-Poverty School must be school-level data; the Department will not accept LEA- or State-level data for purposes of documenting whether a school is a High-Poverty School;</p> <p align="center">AND</p>
<p align="center">☒</p> <p>Appendix F</p>	<p>(c) For any Priority Schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.</p>

Appendix C: Logic Model

R3 Framework Logic Model

Situation:

Too many of our effective and highly-effective teachers are leaving the classroom to pursue other positions, both inside and outside education, so that they can feel an increased sense of impact and receive a higher salary, and there has been a significant decrease in qualified candidates to replace them. The loss of these effective teachers, especially in high-needs schools, is negatively impacting student achievement.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short (Year 1)	Medium (Year 3)	Long (Year 5)
1. Teachers 2. Building Level Administrators 3. Central Service Administrators 4. Financial Resources 5. Support Staff (Trainers/Coaches) 6. Students	1. Training for FTs in leading collaborative, inquiry-based communities 2. Training for MCTs in working with others 3. On-going support and coaching 4. Action Research 5. Performance Based Compensation 6. TLI Capstone Projects 7. Co-Teaching Training 8. Effective instruction of students	1. All FTs 2. All MCTs 3. All FTs, MCTs, and Co-Teachers 4. All FTs and CTs 5. All teachers & school leaders 6. All TLI Participants 7. All MCTs and Co-Teachers 8. Students	1. Decrease in teacher turnover 2. Completion of Action Research & Capstone Projects 3. Increase in sense of professional rapport and community between FTs & CTs and MCTs and Co-Teachers 4. Increase in student growth on state assessments 5. Changes in student instruction based on results of trainings	1. Continued decrease in teacher turnover 2. Linkage of professional learning & projects to student achievement & teacher effectiveness 3. Decrease in number of schools rated as “Does not meet expected growth” 4. Increase in student achievement on state assessments 5. Changes in student instruction based on results of trainings & action research	1. Increase in long-term teacher retention 2. Increase in student achievement for students indirectly and directly influenced by FTs and MCTs 3. Increase in number of schools rated as “Exceeds Expected Growth” 4. Increase in number of teachers rated as “Exceeds Expected Growth” & equitable access to these teachers 5. Increase in teacher collaboration leading to increased student achievement and teacher effectiveness

<p>Assumptions</p> <ul style="list-style-type: none"> • Teachers need support AND incentives in order to improve performance • Teachers value autonomy (choice), mastery, and purpose • Collaboration leads to more success than working in isolation

<p>External Factors</p> <ul style="list-style-type: none"> • High Poverty Schools • Changes in state law governing teacher compensation, roles, and evaluation • Decrease in qualified teacher candidates

Appendix D: Resumes of Key Personnel

A. THOMAS R. FELLER, JR., PROJECT CO-DIRECTOR

B. SETH N. BROWN, PROJECT CO-DIRECTOR

THOMAS R. FELLER, J.R.

OBJECTIVE

To build a legacy of excellence in Pitt County Schools by equipping leaders to celebrate every child and challenge every learning.

EDUCATION

2012 - Present University of North Carolina Chapel Hill, North Carolina
Doctor of Education, Curriculum & Instruction

2004 - 2006 East Carolina University Greenville, North Carolina
Masters of School Administration (K-12)

1995 - 1999 Palm Beach Atlantic College West Palm Beach, Florida
Bachelor of Music in Music Education (K-12)/Minor in Musical Theatre

PROFESSIONAL EXPERIENCE

2011 – Present Pitt County Schools Greenville, North Carolina
Professional Learning and PBIS Coordinator

- n **District Description:** Pitt County Schools serves a diverse population of approximately 23,000 students at 38 schools, having a certified staff of approximately 2000 teachers.
- n **Duties:** Oversee Assistant Principal training and development; Oversee the Teacher Leadership Institute; Oversee district PBIS program; Oversee the Race to the Top grant implementation including budget (approximately \$4 million); Develop and oversee the Instructional Coach Evaluation Rubric; Develop and implement training for teachers to transition to the Common Core & Essential Standards; Oversee summer staff development institute (over 1500 attendees); Develop, evaluate, and provide guidance for staff development programs for the district; Develop templates for district walkthroughs; Oversee Instructional Coach program (through 2014); Oversee the Teacher Leadership Cohort (through 2013)

2010 – 2011 Wellcome Middle School Greenville, North Carolina
Assistant Principal

- n **School Description:** A Title I school in Pitt County, serving a diverse population of approximately 440 students; school population was approximately 80% minority and 90% eligible for free-and-reduced lunch.
- n **Duties:** Conducted staff development for teachers; implemented PLCs for school staff; Created master schedule; Developed faculty/staff procedures and composed faculty handbook; School wide discipline; Positive Behavior Support; buses; teacher observation and evaluation; classified evaluation; school test coordinator; Peer Mediation

2007 – 2010 Farmville Middle School Farmville, North Carolina
Assistant Principal

- n **School Description:** A rural school in Pitt County, serving a diverse population of over 650 students; school population was approximately 70% minority and 69% eligible for free-and-reduced lunch.
- n **Duties:** School wide discipline; Positive Behavior Support; buses; teacher observation and evaluation; classified evaluation; scheduling; school test coordinator; Peer Mediation; Success for Teens

2003 - 2007 CM Eppes Middle School Greenville, North Carolina
Administrative Intern, Chorus, General Music, Strings, Guitar Teacher

- n **School Description:** An urban middle school in down-town Greenville with a diverse population of over 500 students; the school serves a population that is over 80% minority and 60% are eligible for free-and-reduced lunch.
- n **Duties:** Teacher recruitment, evaluation, and observation; Scheduling; School-wide discipline; Buses; *Bulldog Beat* Program; School Improvement Team Chair; Parent Teacher Association

1999 - 2003 West Riviera Magnet School Riviera Beach, Florida
Music Teacher

- n **School Description:** An urban elementary school serving over 900 students; student population was 97% minority and over 90% of students were eligible for free-and-reduced lunch.
- n **Duties:** K-6 music, chorus, and handbells; Fine Arts Grade Chair; School Advisory Council Chairperson; Safe Schools Facilitator; Safety, Discipline, and Scheduling Committees

ADDITIONAL PROFESSIONAL ACTIVITIES

2011- 2014 <i>Music Director</i>	Beaufort County Choral Society	Washington, North Carolina
2008 - 2011 <i>Music Director</i>	Landmark Baptist Church	Greenville, North Carolina
2003 - 2008 <i>Music Director</i>	Our Redeemer Lutheran Church	Greenville, North Carolina

PROFESSIONAL MEMBERSHIPS

ASCD; NCASCD, Learning Forward; International Professional Development Association; International Mind, Brain, and Education Society; American Educational Research Association; American Psychological Association Divisions 5, 10, 15, and 16

ADDITIONAL CERTIFICATIONS/TRAININGS

Cognitive CoachSM Agency Trainer (2016); Adaptive Schools Agency Trainer (2016); PBIS Certified Trainer (2015); Certificate in Online Instruction (2014); *Thinking Maps* Certified Trainer (2012); *Professional Learning Communities at Work* (2011); EVAAS for Principals (2011); *Rigor & Relevance* Certified Trainer (2011); Facilitative Leadership (2010); Leadership for Aspiring Principals 49 (LPAP) (2009); *Leading as an Assistant Principal* (2008); *Closing the Gap* (2006); *A Framework for Understanding Poverty* training (2001); Guitar Instruction Level I; Orff-Schluwerk Level I; World Music Drumming Level I

SELECTED TRAININGS DEVELOPED & CONDUCTED

Qualities of Effective Teachers (2014); *High-Impact Instruction* (2014); *Content Area Power Standards* (2014); *Evaluating Professional Development* (2013); *The Common Core & Essential Standards: What Administrators Need to Know* (2012); *Common Core & Essential Standards Train the Trainer* (2011, 2012); *Effective Classroom Discipline Through Positive Relationships* (2008); *Bulldog Beat: Empowering Students through Musical Excellence, Group Therapy, and Community Service* (2007)

PUBLICATIONS & PRESENTATIONS

- Feller, Jr., T. (2013). Bringing Great Teachers into High-Needs Schools. *Educational Leadership*, 71(2), Online Edition.
- Feller, Jr., T. (2014a). *Tools to Efficiently Evaluate Professional Learning*. Presented at the 2014 North Carolina Collaborative Conference on Student Achievement, Greensboro, NC.
- Feller, Jr., T. (2014b). *Tools to Efficiently Evaluate Professional Learning*. Presented at the 2014 NCDPI Region 1 Summer Institute, Washington, NC.
- Feller, Jr., T. (2014c). *Tools to Efficiently Evaluate Professional Learning*. Presented at the 2014 NCDPI Region 3 Summer Institute, Rocky Mount, NC.
- Feller, Jr., T., & Gibbs-Griffith, B. (2007). Teaching Content Through the Arts: Bulldog Beat. *Educational Leadership*, 64(8), 48–49.
- Feller, Jr., T., & Jackson, D. (2014a). *A Model for Instructional Coaching*. Presented at the 2014 NCDPI Region 1 Summer Institute, Washington, NC.
- Feller, Jr., T., & Jackson, D. (2014b). *A Model for Instructional Coaching*. Presented at the 2014 NCDPI Region 3 Summer Institute, Rocky Mount, NC.
- Feller, Jr., T., Jackson, D., Olmsted, C., & Tate, L. (2014). *A Model for Instructional Coaching*. Presented at the 2014 NCASCD Conference, Pinehurst, NC.

GRANTS

Grants: Z Smith Reynolds (2015); Digital Learning Grant (2014); Best Buy Technology in Teaching (2007); Bright Ideas (2006); Weyerhaeuser Foundation (2005); GAMA/NAMM/MENC Guitar Program (2004); Target Arts-in-Education (2004); Pitt County Educational Foundation (2005 & 2006); Palm Beach Graham-Eckes Foundation grant (2001 SY)

Seth Nicholas Brown



EDUCATION EXPERIENCES

Pitt County Schools, Greenville, NC

Teacher Support Coordinator – July 2013 - Present

Pitt County Schools, Greenville, NC

Principal at Chicod School – July 2010 – July 2013

Pitt County Schools, Greenville, NC

Principal at Ayden Middle School – July 2006 – June 2010

Pitt County Schools, Greenville, NC

Assistant Principal at Ayden-Grifton High School - August 2003- July 2006

Pitt County Schools, Greenville, NC

Teacher, World History at J. H. Rose High School - August 2001 – June 2002

Teacher, 6th Grade Social Studies, Science, and Math; Taught Proficiency Remediation in Math and English at C. M. Eppes Middle School - August 1997 – June 2001

EDUCATION

Masters of School Administration

East Carolina University, Greenville, NC, May 2004

Bachelor of Arts in Education with Honors and Distinction

University of North Carolina at Chapel Hill, Chapel Hill, NC, May 1997

OTHER SERVICE RELATED AND LEADERSHIP EXPERIENCES

- ◆ NC PAPA Distinguished Leadership In Practice – 2010-Present; Cohort 1 participant; Trainer & Redesign Team
- ◆ Pitt County P.A.P.A., President, May 2009-May 2010; Treasurer, May 2008 – May 2009
- ◆ First Christian Church (DOC) Greenville, Deacon, 2010-Present; CMF President 2011; Stewardship Committee 2011
- ◆ Adjunct Teacher at ECU and NC TEACH, 2008 – 2011; 2005 -2006
- ◆ Pitt County Crisis Intervention Committee, September 2005-2010
- ◆ Citizens United Against Violence member, 2005-07
- ◆ Greenville Community Appearance Commission member 2005-06
- ◆ Phi Delta Kappa Silent Auction and Scholarship Chairman, October 2003-April 2005
- ◆ Assistant Scoutmaster, BSA, Troop 46, 2004-06
- ◆ Section Advisor, BSA, Order of the Arrow, 1997-2006
- ◆ Adviser for the C. M. Eppes After-School Wood Shop for at-risk students, August 1998 – June 2001
- ◆ 6th Grade Team Leader for C. M. Eppes Middle School, August 1998 – September 2000

AWARDS

- ◆ 2010 North Carolina Administrator of the Year, North Carolina School Library Media Association
- ◆ 2010 Pitt County Principal of the Year
- ◆ 2009 PCS Media Administrator of the Year
- ◆ North Carolina Principal Fellow, 2002-2004
- ◆ C. M. Eppes Teacher of the Year, 2000
- ◆ Wal-Mart Teacher of the Year, 2000
- ◆ North Carolina Teaching Fellow, 1993 – 1997
- ◆ Eagle Scout Award, May 1990

Appendix E: Letters of Support

*A. DR. JUNE ATKINSON, SUPERINTENDENT, NORTH
CAROLINA DEPARTMENT OF EDUCATION*

*B. BENJI FORREST, CHAIR, PITT COUNTY BOARD OF
EDUCATION*

*C. STEVE STEPHENSON, CHAIR, PITT COUNTY
EDUCATIONAL FOUNDATION*

*D. EAST CAROLINA UNIVERSITY SCHOOL OF
EDUCATION*

*D. ERIN KESSEL, 2016 PITT COUNTY SCHOOLS
TEACHER OF THE YEAR*

E. BETH ULFFERS, TEACHER, PITT COUNTY SCHOOLS



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

July 8, 2016

U.S. Department of Education
Office of Innovation and Improvement
400 Maryland Avenue, SW
Washington, DC 20202

To Whom it May Concern:

I am pleased to have the opportunity to express my enthusiastic support for Pitt County Schools' *R3 Framework* proposal in response to the recent TIF grant RFP. This proposal represents the best of what we strive to offer our students in North Carolina by combining a world-class leadership program, career pathway program, and performance-based compensation model for teachers and school leaders. Pitt County Schools has been working for the last couple of years on developing this program, including submitting it and presenting it to state legislators last year in response to a request from the North Carolina General Assembly. Their plan is a high-quality plan that can, if funded, serve as a model for our entire state.

As State Superintendent for the Public Schools of North Carolina, I can tell you that this plan is one of the most innovative and positive plans I have seen from across the entire State of North Carolina, and I whole-heartedly support it and those who are working to implement it. I am confident that Pitt County has the personnel and resources to successfully implement this grant and sustain it in the long run. I look forward to seeing it put into place in Pitt County and know it will serve as a model for other districts across our state as they seek to recruit, retain and reward educators in their school systems.

Sincerely,

June St. Clair Atkinson

JSA:mw

OFFICE OF THE STATE SUPERINTENDENT

June St. Clair Atkinson, Ed.D., *State Superintendent* | jatkinson@dpi.state.nc.us
6301 Mail Service Center, Raleigh, North Carolina 27699-6301 | (919) 807-3430 | Fax (919) 807-3445
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



1717 West Fifth Street
Greenville, North Carolina 27833-1
<http://www.pitl.k12.nc.us>

TEL : 252-830---1200
FAX: 252-830---1239

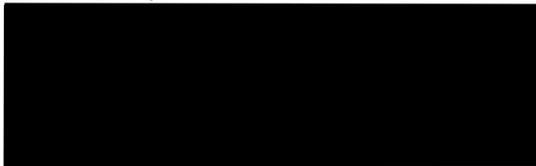
July 12, 2016

To Whom It May Concern:

Please accept this letter of support for the Pitt County School's TIF proposal, R3: Recruiting, Retaining, and Reward Effective Teachers. As the current board chair for the Pitt County Board of Education, and having served on the board for many years, I am familiar with the struggle we have attracting and keeping high quality teachers. Over the past couple of years the Key BT and Teacher Leadership Institute programs have made a positive contribution to our system, and I look forward to seeing the implementation of the Career Pathways model and the Performance Based Compensation model as ways we can attract and keep even more effective teachers for our students.

Some of the programs in the proposal we are already implementing and funding, and others align with our long-term goals for the district. Because of this, I believe we have the resources and staff to implement the project as proposed and continue it over the long-term. Approval of the grant will give us the ability to begin the program well, with the needed financial and personnel resources, to ensure its success. Having been developed between members of the school system, teachers, administrators, and members of the business system both helps ensure its success and models the value we place on collaboration for our students and staff. I look forward to what this grant can do for our our staff, our children, and our community.

Sincerely,



Benjie Forrest
Pitt County Board of Education, Chairman

Post Office Box 8088
Greenville, NC 27835-8088
Overnight Delivery:
120 West Fire Tower Road
Winterville, NC 28590

P: 252.215.4004
F: 252.215.4077
hls@wardandsmith.com

July 13, 2016

U.S. Department of Education
Office of Innovation and Improvement
400 Maryland Avenue SW
Washington, DC 20202

To Whom it May Concern:

I am writing in my capacity as Chairman of the Board of Directors of Pitt County Educational Foundation, Inc. I ask for your support for Pitt County Schools' R3 Framework proposal in response to the recent TIF Grant RFP. Our Foundation is very actively engaged with Seth Brown and Tom Feller of Pitt County Schools in developing and implementing this program, and we believe that it is a "game changer" for Pitt County. It can be a model for changes in education that certainly will benefit the entire region of eastern North Carolina, and perhaps the entire state.

The R3 Framework is a comprehensive program that our Foundation has supported with time, energy, and financial support. The Key BT program was sponsored by the Foundation over the last two years and the Teacher Leadership Institute was funded this past year. The Foundation has made a commitment to connect with business and community leaders to sustain both programs, and our initial work in this regard has been very successful. This demonstrates to me strong community support for these programs. This grant will provide the entire R3 program a firm foundation to allow sustainability to occur at a faster pace.

Thank you for considering this request. We believe that you will be quite pleased with the results of implementation of this proposal. We know that the community and business leaders on the Board at the Pitt County Educational Foundation are fully behind this program.

Sincerely,



H. L. Stephenson, III, Chairman of the Board of Directors
Pitt County Educational Foundation, Inc.

ND: 4823-5838-4948, v. 1

College of Education
Office of Teacher Education
Speight Building
East Carolina University
Greenville, NC 27858-4353

January 12, 2015

252-328-2156 office
252-328-0105 fax
www.ecu.edu/coe

Executive Director
of Teacher Education
252-328-2156

Licensure
252-328-6271

To Whom It May Concern:

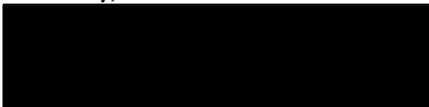
We are writing this letter in support of Pitt County Schools' Teacher Career Ladder Plan designed to implement differentiated pay for highly effective teachers. Pitt County Schools is a long standing member of the Latham Clinical Schools **Network** (LCSN), a partnership between East Carolina University's (ECU) College of Education (COE) and 39 partnering school districts in the region. The Pitt County Schools' team utilized this collaborative relationship with the College of Education, which was further advanced through the award of a U. S. Department of Education Teacher Quality Partnership Grant, to meet, discuss, and collaborate with university faculty in developing the plan.

Co-teaching is currently being used in nine of the 19 program areas of the educator preparation program, which includes the College of Education and four other colleges that house teacher education programs. ECU faculty and Pitt County Schools' faculty opted to train in the co-teaching model together because the research on co-teaching shows significant gains in student achievement using the model adapted from Cook and Friend's work. ECU's College of Education currently trains teachers from Pitt and six additional LEAs on the co-teaching model and would be in a unique position to continue to support the training in the future. Partnering with Pitt County Schools aligns with the College of Education's motto of *Excellence through Partnership*, will collaboratively improve our initiative of co-teaching in the senior year experience internship (student teaching), and significantly expand the pool of highly effective teachers trained to work with interns and colleagues in their own schools, like in our CTC pilot.

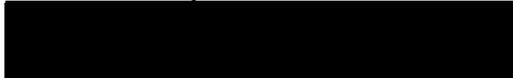
Currently, we are working within the Latham Clinical Schools Network (LCSN) to expand our co-teaching model for the senior year internship, and the training associated with it, across eastern North Carolina. Research is being done on the fidelity of implementation of the co-teaching model and the achievement of the PK-12 students in the classrooms where there are co-teaching teams. Initial data from the past three years of the ECU/PCS co-teaching teams are indicating this is a promising practice for interns, classroom teachers, and PK-12 student achievement.

We stand ready to support the Pitt County Schools' team as they work to implement their Career Ladder Plan for differentiated pay for highly effective teachers. Contact us at covingtonv@ecu.edu or 252-328-2156 if we can assist you further in your decision.

Sincerely,



Dr. Judith Smith, Associate Professor



Dr. Christina Tschida, Assistant Professor



Dr. Vivian Covington, Executive Director

July 12, 2016

U.S. Department of Education
Office of Innovation and Improvement
400 Maryland Avenue, SW
Washington, DC 20202

To Whom it May Concern:

I am writing as the 2016 Pitt County Schools Teacher of the Year and a participant in the Key BT and Teacher Leadership Institute (TU) programs. I ask for your support for Pitt County Schools' R3 Framework proposal in response to the recent TIF grant RFP.

As a beginning teacher, I had many concerns where I would be in ten years. I was unsure whether I would want to continue in the classroom or find other endeavors. I knew that I absolutely loved the classroom and the gratitude I felt at the end of each day, having the ability to work with amazing students has been extremely fulfilling. My concern was where I would go from there. As a person who believes in increasing my potential I have always looked for the next "step" in order to become a stronger and more efficient educator, while also expanding my community connections. Once I was accepted into the Key BT program, I had a strong sense of satisfaction in knowing that this would be the next "step" to increasing my true educator potential. This program allowed me to work with some of the best and brightest beginning teachers of our district, sharing resources and collaborating on curriculum based lessons while also forging relationships with teachers across the district that I knew I could later ask for support with district wide programs.

The Key BT program also provided me insight into how education is strongly effected by our state legislators. It gave me a chance to sit down with house representatives, share my personal perspective on proposed bills and provide them with points of view they had not considered. I have been able to build strong relationships through these specific interactions and have continued to voice my personal beliefs with specific representatives of our area.

As a result of this program, I was asked to sit as the lead mentor of my school. Having the ability to work **with** so many beginning teachers and realizing the needs of BT's, allowed me to create a strong beginning teacher and mentorship program in my school. The Key BT program gave me a sense of purpose in the classroom, as well as in the community. I truly believe it reinforced and sustained my love for teaching in the classroom and the desire to continue to support and strengthen our beginning teachers all over the district.

At the end of my eligibility for the Key BT program, I began to look for further ways to develop myself both inside and outside of the classroom. I learned of a new program called the Teacher Leadership Institute. The idea of being a leader in my classroom, school, and community were areas I wanted to focus on. This program allowed me a way to continue to develop these skills.

The first year of the Teacher Leadership Institute has given me a chance to reevaluate how I handle myself both as a professional and as a citizen of my community. The professional developments on Habits of Mind, Adaptive Schools, Cognitive Coaching as well as following along with the Teacher Led Competencies has brought to my attention skills that needed to be honed, in order for me to be a better leader. This program has assisted me in developing what type of leader I would like to be in my school and in my district. Through the many professional developments this past year, I have learned how to facilitate collaborative groups, handle conflict resolution, as well as becoming a better listener. It has allowed me to create a persona I choose to uphold and reminds me of the true need for strong, intuitive, receptive leadership that others will choose to follow.

The coming year truly excites me as I have the chance to use these defined skills in specific school based projects I have planned. This program will allow me to present ideas, facilitate collaborative work, and hopefully transform my school to a more united front. The Teacher Leadership Institute has given me the incredible opportunity to hone my best leadership qualities and in turn apply them in ways that I did not see possible in the past. I look forward to seeing what all of the educators in my cohort can accomplish in the next year and what our district will look like as the program continues in the future. This program truly can begin to transform our district in a way we have never seen before, which will allow our students and educators to thrive and accomplish whatever they set their mind to.

Sincerely,

A large black rectangular redaction box covering the signature area.

Erin Kessel

2016 Pitt County Schools Teacher of the Year



WINTERGREEN PRIMARY SCHOOL

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July 12, 2016

To Whom It May Concern:

I am writing this letter in support of the Teacher Career Pathway proposed by Pitt County Schools. Pitt County has developed a plan to encourage master teachers to remain in the classroom rather than seek employment at higher institutions or leaving the classroom for alternative job opportunities. The *R3 Framework*, or “Recruit-Retain-Reward,” will focus endeavors to recruit highly qualified teachers, provide master teachers with intense leadership development, and then provide incentives and financial compensation to embed distinguished teachers throughout Pitt County Schools.

Each year outstanding teachers choose to leave the classroom for a variety of reasons. Many teachers feel as though they do not have enough influence beyond the walls of their classroom or do not receive monetary compensation for the many hours of hard work they give their teaching career. Pitt County has developed a plan to keep highly effective, master teachers in the classroom. A few years ago, I had the opportunity to represent Pitt County Schools as the 2012-2013 Teacher of the Year. As a music educator, I was humbled by the realization that the Pitt County Teacher of the Year committee chose a K-2 Music educator as the teacher of the year for the entire county. As I went through the process and later became the runner up for Region 1, I realized that the North Carolina Teacher of the Year process takes the best teachers out of the classroom upon being awarded the highest title throughout the state. I often wondered, what if they didn't take the NC Teacher of the Year out of the classroom but rather strategically place those teachers in schools to serve as Facilitating Teachers and Multi-Classroom Teachers for educators to watch and learn daily from their expertise. Pitt County will be leaders in teacher

retention and mentoring by developing and implementing this plan to keep the most highly effective teachers in the classroom. Not only will these high performing teachers be in the classroom every day, they will engage them in a collaborative process where they work with beginning teachers, or teachers that are in need of a teacher model to inspire or help improve their instructional strategies. This model will impact many students beyond their immediate environment.

This year I have had the tremendous opportunity to participate in the first cohort of the Teacher Leadership Institute for Pitt County Schools. I had no idea when I applied for TLI how much it would impact my teaching career and individual growth. Through 19 years of teaching and learning, I have experienced a wealth of professional development, some great, some not so meaningful or relevant. Fortunately, I have always been able to take something from every situation. For me, TLI has created a network (safe haven) to question, experiment, take responsible risks, hold myself accountable, find my focused voice, give momentum to my vision, and collaborate with outstanding teacher leaders. I have never felt so valued, respected, appreciated, challenged, or inspired. We discussed transforming schools in our recent training. I believe that the TLI has the ability to transform schools one teacher at a time. We are the catalyst for change. Our teaching expertise, leadership, infectious energy, and focused vision will tear down the walls of our classrooms, reaching far beyond our schools into our Pitt County community as we reach, teach, and foster growth in all students. It starts with outstanding teacher leaders striving to make a difference in the lives of all students. The Teacher Career Pathway proposed by Pitt County Schools has the potential to transform our schools. It is time to make to make it happen.

Respectfully,

Beth Ulffers, NBCT

2012-2013 Pitt County Schools Teacher of the Year

Appendix F: High Need Documentation

*A. LIST OF HIGH NEED SCHOOLS IN WHICH THE
PROJECT WILL BE IMPLEMENTED*

B. LIST OF PRIORITY SCHOOLS IN NORTH CAROLINA

Pit County Schools - High Need School List
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School Name	% F/R	Priority
Ayden Elementary	67.30%	
Ayden Grifton	59.32%	
Ayden Middle	66.67%	
Belvoir	100.00%	
Bethel	68.86%	
CM Eppes	78.62%	
Creekside	59.21%	
E.B. Aycock	65.66%	
Eastern	66.81%	
Elmhurst	77.30%	
Falkland	100.00%	
Farmville Central	63.69%	Y
Farmville Middle	69.00%	
GR Whitfield	61.43%	
Grifton	77.76%	
HB Sugg	74.37%	
JH Rose	50.76%	
Lakeforest	100.00%	
North Pitt	100.00%	Y
Northwest	100.00%	Y
Pactolus	100.00%	
Sam D. Bundy	71.32%	
South Central	48.41%	Y
South Greenville	100.00%	
Stokes	60.71%	
Wahl Coates	82.07%	
Wellcome	100.00%	
WH Robinson	51.95%	

Priority Schools List 2015-17

LEA Code	District Name	School Code	School Name	NCDPI Contact
010	Alamance-Burlington Schools	010326	Eastlawn Elementary	Chris Vecchione
040	Anson County Schools	040305	Anson Academy	Chris Vecchione
040	Anson County Schools	040306	Anson High School	Chris Vecchione
040	Anson County Schools	040324	Morven Elementary	Chris Vecchione
080	Bertie County Schools	080312	Bertie High	Alessandro Montanari
100	Brunswick County Schools	100308	Brunswick County Academy	Alessandro Montanari
110	Buncombe County Schools	110303	Community High School	Chris Vecchione
120	Burke County Schools	120308	Hallyburton Academy	Chris Vecchione
181	Hickory City Schools	181318	Hickory Career Arts Magnet High School	Chris Vecchione
190	Chatham County Schools	190310	SAGE Academy	Chris Vecchione
230	Cleveland County Schools	230330	Turning Point Academy	Chris Vecchione
241	Whiteville City Schools	241312	North Whiteville Academy	Alessandro Montanari
260	Cumberland County Schools	260449	Ramsey Street High	Alessandro Montanari
260	Cumberland County Schools	260455	Westover High	Alessandro Montanari
280	Dare County Schools	280306	Dare County Alternative School	Alessandro Montanari
290	Davidson County Schools	290314	Davidson County High School	Chris Vecchione
320	Durham Public Schools	320310	Eastway Elementary	Alessandro Montanari
320	Durham Public Schools	320314	The School for Creative Studies	Chris Vecchione
320	Durham Public Schools	320320	Glenn Elementary	Chris Vecchione
320	Durham Public Schools	320322	Durham's Performance Learning Center	Alessandro Montanari
320	Durham Public Schools	320325	Hillside High	Alessandro Montanari
320	Durham Public Schools	320352	Merrick-Moore Elementary	Alessandro Montanari
320	Durham Public Schools	320355	Neal Middle	Alessandro Montanari
320	Durham Public Schools	320374	C C Spaulding Elementary	Alessandro Montanari
320	Durham Public Schools	320388	W G Pearson Elementary	Alessandro Montanari
320	Durham Public Schools	320400	Y E Smith Elementary	Alessandro Montanari
330	Edgecombe County Public Schools	330312	Coker-Wimberly Elementary	Alessandro Montanari
330	Edgecombe County Public Schools	330328	North Edgecombe High	Alessandro Montanari
330	Edgecombe County Public Schools	330332	Phillips Middle	Alessandro Montanari
330	Edgecombe County Public Schools	330354	Stocks Elementary	Alessandro Montanari
340	Winston Salem/Forsyth County Schools	340308	Ashley Academy	Chris Vecchione
340	Winston Salem/Forsyth County Schools	340330	Carver High	Chris Vecchione
340	Winston Salem/Forsyth County Schools	340351	Cook Elementary	Chris Vecchione
340	Winston Salem/Forsyth County Schools	340368	Easton Elementary School	Chris Vecchione
340	Winston Salem/Forsyth County Schools	340376	Forest Park Elementary	Chris Vecchione
340	Winston Salem/Forsyth County Schools	340424	Kimberley Park Elementary	Chris Vecchione
340	Winston Salem/Forsyth County Schools	340452	Mineral Springs Middle	Chris Vecchione
340	Winston Salem/Forsyth County Schools	340488	J F Kennedy High	Chris Vecchione
340	Winston Salem/Forsyth County Schools	340490	Petree Elementary	Chris Vecchione
340	Winston Salem/Forsyth County Schools	340492	Philo-Hill Magnet Academy	Chris Vecchione
340	Winston Salem/Forsyth County Schools	340568	Winston-Salem Preparatory Acad	Chris Vecchione
360	Gaston County Schools	360372	Warlick Academy	Chris Vecchione
360	Gaston County Schools	360520	Woodhill Elementary	Chris Vecchione
360	Gaston County Schools	360526	York Chester Middle	Chris Vecchione
400	Greene County Schools	400308	Greene Central High	Alessandro Montanari
410	Guilford County Schools	410319	T Wingate Andrews High	Chris Vecchione
410	Guilford County Schools	410349	Ceasar Cone Elementary	Chris Vecchione
410	Guilford County Schools	410385	Gillespie Park Elementary	Chris Vecchione
410	Guilford County Schools	410398	Doris Henderson Newcomers Sch	Chris Vecchione
410	Guilford County Schools	410415	Jackson Middle	Chris Vecchione
410	Guilford County Schools	410499	Oak Hill Elementary	Chris Vecchione
410	Guilford County Schools	410511	Parkview Village Elementary	Chris Vecchione
410	Guilford County Schools	410544	Ben L. Smith High School	Chris Vecchione
410	Guilford County Schools	410592	Welborn Middle	Chris Vecchione
410	Guilford County Schools	410598	Wiley Accel/Enrichment	Chris Vecchione
420	Halifax County Schools	420316	Dawson Elementary	Chris Vecchione
420	Halifax County Schools	420324	Enfield Middle	Chris Vecchione
420	Halifax County Schools	420328	Everetts Elementary	Chris Vecchione
420	Halifax County Schools	420340	Inborden Elementary	Chris Vecchione
420	Halifax County Schools	420358	Southeast Halifax High	Chris Vecchione

Priority Schools List 2015-17

LEA Code	District Name	School Code	School Name	NCDPI Contact
420	Halifax County Schools	420376	William R Davie Middle	Chris Vecchione
422	Weldon City Schools	422318	Weldon Middle	Alessandro Montanari
450	Henderson County Schools	450343	Balfour Education Center	Chris Vecchione
460	Hertford County Schools	460318	Hertford County Middle	Alessandro Montanari
460	Hertford County Schools	460320	Hertford County High	Alessandro Montanari
490	Iredell-Statesville Schools	490342	Monticello School	Chris Vecchione
500	Jackson County Schools	500324	Jackson Co Sch of Alternatives	Chris Vecchione
510	Johnston County Schools	510380	South Campus Community High	Alessandro Montanari
540	Lenoir County Public Schools	540318	Lenoir County Learning Academy	Alessandro Montanari
540	Lenoir County Public Schools	540330	Rochelle Middle	Alessandro Montanari
540	Lenoir County Public Schools	540338	Southeast Elementary	Alessandro Montanari
600	Charlotte-Mecklenburg Schools	600311	Ashley Park PreK-8 School	Chris Vecchione
600	Charlotte-Mecklenburg Schools	600335	Billingsville Elementary	Chris Vecchione
600	Charlotte-Mecklenburg Schools	600374	Druid Hills Academy	Chris Vecchione
600	Charlotte-Mecklenburg Schools	600386	Hawthorne High	Chris Vecchione
600	Charlotte-Mecklenburg Schools	600439	Turning Point Academy	Chris Vecchione
600	Charlotte-Mecklenburg Schools	600448	Martin Luther King Jr Middle	Chris Vecchione
600	Charlotte-Mecklenburg Schools	600461	Lincoln Heights Academy	Chris Vecchione
600	Charlotte-Mecklenburg Schools	600489	Bruns Academy	Chris Vecchione
600	Charlotte-Mecklenburg Schools	600517	Reid Park Academy	Chris Vecchione
600	Charlotte-Mecklenburg Schools	600574	Walter G Byers School	Chris Vecchione
600	Charlotte-Mecklenburg Schools	600576	West Charlotte High	Chris Vecchione
600	Charlotte-Mecklenburg Schools	600577	Westerly Hills Academy	Chris Vecchione
600	Charlotte-Mecklenburg Schools	600579	West Mecklenburg High	Chris Vecchione
630	Moore County Schools	630330	The Community Learning Center @ Pinckney	Chris Vecchione
640	Nash-Rocky Mount Schools	640326	D S Johnson Elementary	Chris Vecchione
640	Nash-Rocky Mount Schools	640334	J W Parker Middle	Alessandro Montanari
640	Nash-Rocky Mount Schools	640340	Tar River Academy	Alessandro Montanari
650	New Hanover County Schools	650312	R Freeman Sch of Engineering	Alessandro Montanari
650	New Hanover County Schools	650384	A H Snipes Academy of Arts/Des	Chris Vecchione
660	Northampton County Schools	660308	Conway Middle	Alessandro Montanari
660	Northampton County Schools	660325	Gaston Middle	Alessandro Montanari
740	Pitt County Schools	740344	Farmville Central High	Alessandro Montanari
740	Pitt County Schools	740374	North Pitt High	Alessandro Montanari
740	Pitt County Schools	740375	Northwest Elementary	Chris Vecchione
740	Pitt County Schools	740388	South Central High	Alessandro Montanari
770	Richmond County Schools	770342	Ashley Chapel Educational Center	Chris Vecchione
780	Public Schools of Robeson County	780324	Fairgrove Middle	Alessandro Montanari
780	Public Schools of Robeson County	780325	Fairmont High	Alessandro Montanari
780	Public Schools of Robeson County	780329	Janie C Hargrave Elem	Alessandro Montanari
780	Public Schools of Robeson County	780342	Lumberton Senior High	Alessandro Montanari
780	Public Schools of Robeson County	780374	Peterson Elementary	Alessandro Montanari
780	Public Schools of Robeson County	780390	R B Dean Elementary	Alessandro Montanari
780	Public Schools of Robeson County	780393	Red Springs Middle	Alessandro Montanari
780	Public Schools of Robeson County	780394	Rosenwald Elementary	Alessandro Montanari
780	Public Schools of Robeson County	780408	Southside/Ashpole Elem	Alessandro Montanari
780	Public Schools of Robeson County	780410	Townsend Middle	Alessandro Montanari
780	Public Schools of Robeson County	780417	W H Knuckles	Alessandro Montanari
800	Rowan-Salisbury Schools	800308	Henderson High	Chris Vecchione
800	Rowan-Salisbury Schools	800363	Knox Middle	Chris Vecchione
810	Rutherford County Schools	810386	Rutherford Opportunity Center	Chris Vecchione
850	Stokes County Schools	850324	Meadowbrook Academy	Chris Vecchione
880	Transylvania County Schools	880320	Davidson River School	Chris Vecchione
910	Vance County Schools	910316	Eaton-Johnson Middle	Alessandro Montanari
910	Vance County Schools	910320	Henderson Middle	Alessandro Montanari
920	Wake County Schools	920324	Longview	Alessandro Montanari
930	Warren County Schools	930352	Warren County High	Alessandro Montanari
940	Washington County Schools	940314	Pines Elementary	Chris Vecchione
940	Washington County Schools	940316	Plymouth High	Alessandro Montanari
960	Wayne County Public Schools	960312	Brogden Middle	Alessandro Montanari

Priority Schools List 2015-17

LEA Code	District Name	School Code	School Name	NCDPI Contact
960	Wayne County Public Schools	960318	Carver Heights Elementary	Alessandro Montanari
960	Wayne County Public Schools	960326	Dillard Middle	Alessandro Montanari
960	Wayne County Public Schools	960335	Goldsboro High	Alessandro Montanari
980	Wilson County Schools	980308	B O Barnes Elementary	Alessandro Montanari
980	Wilson County Schools	980317	Charles H Darden Middle	Alessandro Montanari
980	Wilson County Schools	980357	Vick Elementary	Alessandro Montanari
06B	Charter School	06B000	Williams Academy	Chris Vecchione
09A	Charter School	09A000	Paul R Brown Leadership Academy	Alessandro Montanari
32B	Charter School	32B000	Healthy Start Academy	Alessandro Montanari
34D	Charter School	34D000	Carter G Woodson School	Chris Vecchione
49D	Charter School	49D000	Success Institute Charter	Chris Vecchione
60C	Charter School	60C000	Kennedy Charter	Chris Vecchione
60H	Charter School	60H000	Crossroads Charter High	Chris Vecchione
60P	Charter School	60P000	Charlotte Choice Charter	Chris Vecchione
67B	Charter School	67B000	Z.E.C.A. School of Arts and Technology	Alessandro Montanari
92Q	Charter School	92Q000	Hope Charter Leadership Academy	Alessandro Montanari
96C	Charter School	96C000	Dillard Academy	Alessandro Montanari
Contact Information			Email	Phone
Chris Vecchione			[REDACTED]	[REDACTED]
Alessandro Montanari			[REDACTED]	[REDACTED]

Appendix G: Indirect Cost Letter



BAAS Budget and Amendment System

Welcome JJ Inquiry 9! Report& :t, Help J

Budgets & Amendments Chart Of Accounts Allotment & Carryover Indirect Cost Benefit Rates Site Codes

Indirect Cost

Rows | 25 | Actions |

8 VRowtextcontajns740' 1(
"= Fiscal Year

1-6of6

Fiscal Year : 2017

LEA #	Restricted Rate	Unrestricted Rate	Lea Title
740	1.872	12.821	PittCountySchools

Fiscal Year: 2016

LEA #	Res t r i c t e d Rate	Unrestricted Rate	Lea Title
740	2.749	13.927	Pitt County Schools

Fiscal Year : 2015

LEA #	Re s t r i c t e d Ra t e	Unrestricted Rate	Lea Titre
740	2.686	11.976	Pitt County Schools

Fiscal Year: 2014

LEA#	Restricted Rate	Unrestricted Rate	Lea Title
740	2.698	13.196	Pitt County Schools

Fisca I Year : 2013

LEA #	Re s t r i c t e d Ra t <!	Unrostrlcted Rat<!	Lea Title
740	1.734	12.908	Pitt County Schools

Fiscal Year : 2012

LEA#	Restricted Rate	Unrestricted Rate	Lea Title
740	1.078	12.746	Pitt County Schools

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Budget Narrative

A. TIF-FUNDED BUDGET

B. NON-TIF FUNDED BUDGET

TIF Budget Narrative, Pitt County Schools

The TIF budget is built so that in years 4 and 5 of the project some expenditures are gradually shifted from TIF funds to non-TIF funds as a way to slowly build sustainability. Line items that are gradually moved from TIF funding to non-TIF funding have been lightly shaded on both the TIF and non-TIF budget narratives.

<i>Personnel Costs</i>	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Salary, Co-Director-A (Annual)	\$ 86,710.00	\$ 86,710.00	\$ 86,710.00	\$ 86,710.00	\$ 86,710.00
Salary, Co-Director-B (Annual)	\$ 90,219.60	\$ 90,219.60	\$ 90,219.60	\$ 90,219.60	\$ 90,219.60
Annual Salary Supplement, Facilitating	\$ -	\$ 540,582.00	\$ 723,993.75	\$ 723,993.75	\$ 542,995.31
	\$ -	\$ -	\$ 1,021,313.85	\$ 1,021,313.85	\$ 765,985.39
Annual Salary Supplement, Collaborating Teacher (CT). Estimate is for 168 CTs in year 2 and 225 CTs in years 3-5 at a cost of \$1,200 per CT	\$ -	\$ 201,600.00	\$ 270,000.00	\$ 270,000.00	\$ 270,000.00
Substitute costs for trainings for FTs, MCTs,	\$ -	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00	\$ 60,000.00
	\$ -	\$ 46,800.00	\$ 46,800.00	\$ 23,400.00	\$ -

TIF Budget Narrative, Pitt County Schools

<i>Personnel Costs (continued)</i>	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Salary, Teacher Support Coach (Annual).	\$ 20,000.00	\$ 60,000.00	\$ 60,000.00	\$ 30,000.00	\$ -
Salary, Career Pathways Coach #1 (Annual)	\$ 20,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00
Salary, Career Pathways Coach #2 (Annual)	\$ 20,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00
Salary, Teacher Leadership Coach (Annual).	\$ 20,000.00	\$ 60,000.00	\$ 60,000.00	\$ 30,000.00	\$ -
	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00	\$ -
Teacher Performance Bonus. Estimate is	\$ -	\$ -	\$ 420,000.00	\$ 420,000.00	\$ 300,000.00

TIF Budget Narrative, Pitt County Schools

<i>Personnel Costs (continued)</i>	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Administrator Performance Bonus. Estimate is based on 14 principals earning a bonus of \$5,000 and 30 assistant principals earning a bonus of \$3,500. TIF budget is reduced in year 5 as funding is shifted to non-TIF funds	\$ -	\$ -	\$ 175,000.00	\$ 175,000.00	\$ -
Salary, Grant Budget Analyst (Annual)	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00
Total Personnel Costs:	\$ 326,929.60	\$ 1,395,911.60	\$ 3,264,037.20	\$ 3,180,637.20	\$ 2,270,910.30

TIF Budget Narrative, Pitt County Schools

<i>Fringe Benefit Costs</i>	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Fringe benefits, Co-Director-A, includes SSN (7.65%), retirement (16.12%), insurance (\$5659), and longevity pay (1.5% for years 1-2 and 2.25% for years 3-5) (Annual); estimates are based on the 2016-2017 rates	\$ 27,570.62	\$ 27,570.62	\$ 28,220.94	\$ 28,220.94	\$ 28,220.94
Fringe benefits, Co-Director-B, includes SSN (7.65%), retirement (16.12%), insurance (\$5659), and longevity pay (3.25%) (Annual); estimates are based on the 2016-2017 rates	\$ 30,036.34	\$ 30,036.34	\$ 30,036.34	\$ 30,036.34	\$ 30,036.34
Fringe benefits, Facilitating Teachers; includes SSN (7.65%) and retirement (16.12%). Estimates based on the 2016-2017 rates	\$ -	\$ 128,496.34	\$ 172,093.31	\$ 172,093.31	\$ 129,069.99
Fringe benefits, Multi-Classroom Teacher, includes SSN (7.65%), retirement (16.12%), insurance (\$5659) (Annual); estimates are based on the 2016-2017 rates	\$ -	\$ -	\$ 248,425.30	\$ 248,425.30	\$ 93,866.86
Fringe benefits, Collaborating Teachers; includes SSN (7.65%) and retirement (16.12%). Estimates based on the 2016-2017 rates	\$ -	\$ 47,920.32	\$ 64,179.00	\$ 64,179.00	\$ 64,179.00
Fringe benefits, Substituted Teachers; includes SSN (7.65%) . Estimates based on the 2016-2017 rates	\$ -	\$ 9,180.00	\$ 9,180.00	\$ 9,180.00	\$ 4,590.00
Fringe benefits, for Summer Training stipends, includes SSN (7.65%) and retirement (16.12%) (Annual); estimates are based on the 2016-2017 rates	\$ -	\$ 11,124.36	\$ 11,124.36	\$ 5,562.18	\$ -

TIF Budget Narrative, Pitt County Schools

<i>Fringe Benefit Costs (continued)</i>	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Fringe benefits, Teacher Support Coach, includes SSN (7.65%), retirement (16.12%), insurance (\$5659) (Annual); estimates are based on the 2016-2017 rates	\$ 6,640.33	\$ 19,921.00	\$ 19,921.00	\$ 9,960.50	\$ -
Fringe benefits, Career Pathway Coach #1, includes SSN (7.65%), retirement (16.12%), insurance (\$5659) (Annual); estimates are based on the 2016-2017 rates	\$ 6,640.33	\$ 19,921.00	\$ 19,921.00	\$ 19,921.00	\$ 19,921.00
Fringe benefits, Career Pathway Coach #2, includes SSN (7.65%), retirement (16.12%), insurance (\$5659) (Annual); estimates are based on the 2016-2017 rates	\$ 6,640.33	\$ 19,921.00	\$ 19,921.00	\$ 19,921.00	\$ 19,921.00
Fringe benefits, Teacher Leadership Coach, includes SSN (7.65%), retirement (16.12%), insurance (\$5659) (Annual); estimates are based on the 2016-2017 rates	\$ 6,640.33	\$ 19,921.00	\$ 19,921.00	\$ 9,960.50	\$ -
Fringe benefits, Administrative Assistant, includes SSN (7.65%), retirement (16.12%), insurance (\$5659) (Annual); estimates are based on the 2016-2017 rates	\$ 13,978.50	\$ 13,978.50	\$ 13,978.50	\$ 13,978.50	\$ -
Fringe benefits, Teacher Bonuses, includes SSN (7.65%) and retirement (16.12%) (Annual); estimates are based on the 2016-2017 rates	\$ -	\$ -	\$ 99,834.00	\$ 99,834.00	\$ 71,310.00
Fringe benefits, Administrator Bonuses, includes SSN (7.65%) and retirement (16.12%) (Annual); estimates are based on the 2016-2017 rates	\$ -	\$ -	\$ 41,597.50	\$ 41,597.50	\$ -

TIF Budget Narrative, Pitt County Schools

<i>Fringe Benefit Costs (continued)</i>	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Fringe benefits, Grant Budget Analyst, includes SSN (7.65%), retirement (16.12%), insurance (\$5659) (Annual); estimates are based on the 2016-2017 rates	\$ 13,978.50	\$ 13,978.50	\$ 13,978.50	\$ 13,978.50	\$ 13,978.50
Total Fringe Benefit Costs:	\$ 112,125.29	\$ 361,968.97	\$ 812,331.75	\$ 786,848.57	\$ 475,093.63

TIF Budget Narrative, Pitt County Schools

<i>Travel Costs</i>	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Travel for required Annual Grantee Meeting for 3 People. Estimated costs include \$450 for transportation, \$250/night for four nights hotel, \$200 for ground transportation, and \$40 food per diem for 5 days	\$ 5,550.00	\$ 5,550.00	\$ 5,550.00	\$ 5,550.00	\$ 5,550.00
Travel for required Annual Topical Meeting for 2 People. Estimated costs include \$450 for transportation, \$250/night for four nights hotel, \$200 for ground transportation, and \$40 food per diem for 5 days	\$ 3,700.00	\$ 3,700.00	\$ 3,700.00	\$ 3,700.00	\$ 3,700.00
Travel for require re-certification for trainers, coaches, and directors on any training they are certified to deliver (2 people per year). Estimated cost is \$450 flight, \$250/night for 4 nights hotel, \$200 ground transportation, and \$40 food per diem for 5 days)	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Travel for coaches hired to attend certification training if needed to fulfill job requirements (up to 6 people). Estimated cost is \$450 flight, \$250/night for 6 nights hotel, \$200 ground transportation, and \$40 per diem for food for 6 days)	\$ 15,000.00	\$ -	\$ -	\$ -	\$ -
Total Travel Costs:	\$ 28,250.00	\$ 13,250.00	\$ 13,250.00	\$ 13,250.00	\$ 13,250.00

TIF Budget Narrative, Pitt County Schools

<i>Equipment Costs</i>	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Computers and peripherals for co-directors and coaches, equipped to produce training videos, at an estimated cost of \$5,000 per computer for a total of 12 computers. PCS is on a 3-year renewal cycle, so 6 computers will be purchased in year one and 6 in year 4	\$ 30,000.00	\$ -	\$ -	\$ 30,000.00	\$ -
Tablet computers and video recording equipment for co-directors and coaches; estimated to be \$1,750 per person (6 people). PCS is on a 3-year renewal cycle for technology, so technology will be replaced in year 4.	\$ 10,500.00	\$ -	\$ -	\$ 10,500.00	\$ -
Total Equipment Costs:	\$ 40,500.00	\$ -	\$ -	\$ 40,500.00	\$ -
<i>Supply Costs</i>	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Leadership surveys	\$ -	\$ 17,120.00	\$ 25,800.00	\$ 26,920.00	\$ 26,920.00
Books and materials for Facilitating Teachers trainings	\$ -	\$ 6,900.00	\$ 6,900.00	\$ 4,100.00	\$ 4,100.00
Professional Development materials & supplies	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00
Total Supply Costs:	\$ 80,000.00	\$ 104,020.00	\$ 112,700.00	\$ 111,020.00	\$ 111,020.00

TIF Budget Narrative, Pitt County Schools

<i>Contractual Costs</i>	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Contractual costs to certify Co-Directors and Coaches to deliver evidence-based leadership surveys and coach teachers on results. Cost is estimated for \$7,000 per person participating (maximum of 9), plus travel expenses for consultants.	\$ 78,000.00	\$ -	\$ -	\$ -	\$ -
Contractual costs to certify coaches to deliver trainings on data analysis and using data to inform instruction to facilitating teachers. Costs include consultant per diems and travel expenses to certify in-house	\$ -	\$ 60,000.00	\$ 60,000.00	\$ -	\$ -
Contractual costs to hire a program evaluator to complete an annual review of the R3 initiative as well as a formative evaluation at the conclusion of year 3 and a summative evaluation at the conclusion of year 5	\$ 65,000.00	\$ 65,000.00	\$ 65,000.00	\$ 65,000.00	\$ 65,000.00
Contractual costs to certify coaches to deliver trainings on collaborative inquiry to facilitating teachers. Costs include consultant per diems and travel expenses to certify in-house trainers.	\$ -	\$ 15,000.00	\$ 15,000.00	\$ -	\$ -
Total Contractual Costs:	\$ 143,000.00	\$ 140,000.00	\$ 140,000.00	\$ 65,000.00	\$ 65,000.00

TIF Budget Narrative, Pitt County Schools

<i>Other Costs</i>	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Payment for 25 Teacher Leadership Institute members to take the National Board of Professional Teacher (\$1,900 per teacher). TIF budget is decreased in years 4-5 as this funding will shift to non-TIF funds.	\$ 47,500.00	\$ 47,500.00	\$ 47,500.00	\$ -	\$ -
Registration for required re-certification courses for trainers, coaches, and directors on any training they are certified to deliver (2 people per year). Estimated cost is \$1,500 per recertification	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Registration for any coaches who do not have required certifications to attend initial coaching certification training; estimated to be \$2,000 per registration (6 people)	\$ 18,000.00	\$ -	\$ -	\$ -	\$ -
Total Other Costs:	\$ 68,500.00	\$ 50,500.00	\$ 50,500.00	\$ 3,000.00	\$ 3,000.00
	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Sub Total:	\$ 799,304.89	\$ 2,065,650.57	\$ 4,392,818.95	\$ 4,200,255.77	\$ 2,938,273.93
Indirect Cost (Unrestricted Rate); 12.821% rate used (valid as of July 1, 2016):	\$ 87,350.10	\$ 250,092.91	\$ 548,459.17	\$ 538,514.79	\$ 376,716.10
Annual Total:	\$ 886,654.99	\$ 2,315,743.48	\$ 4,941,278.12	\$ 4,738,770.56	\$ 3,314,990.03

Non - TIF Budget Narrative, Pitt County Schools

The TIF budget is built so that in years 4 and 5 of the project some expenditures are gradually shifted from TIF funds to non-TIF funds as a way to slowly build sustainability. Line items that are gradually moved from TIF funding to non-TIF funding have been lightly shaded on both the TIF and non-TIF budget narratives.

<i>Personnel Costs</i>	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Annual Salary Supplement, Facilitating Teacher (FT). 75 FTs at a cost of \$9653.25 per FT. Equals 25% of total FT Salary Supplements	\$ -	\$ -	\$ -	\$ -	\$ 180,998.44
Salary, Multi-Classroom Teacher (MCT) (Annual). Estimate is for 12 MCTs at a cost of \$85,109.49 per MCT. Equals 25% of MCT Salaries	\$ -	\$ -	\$ -	\$ -	\$ 255,328.46
Substitute costs for trainings for FTs, MCTs, and others involved in the grant.	\$ -	\$ -	\$ -	\$ -	\$ 60,000.00
Stipends to attend summer trainings for FTs, MCTs, Co-Teachers, and others associated with the grant. Estimated cost is \$195/day for summer stipends	\$ -	\$ -	\$ -	\$ -	\$ 23,400.00
Salary, Teacher Support Coach (Annual). Estimate is based on 12 months of employment in years 4-5, at \$5,000/month (50% for year 4 and 100% for year 5)	\$ -	\$ -	\$ -	\$ 30,000.00	\$ 60,000.00
Salary, Educator Support Coordinator (Annual)	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00
Salaries for 4 part-time Beginning Teacher Coaches; they are retired personnel who work less than 20 hours per week so do not earn benefits.	\$ 67,000.00	\$ 67,000.00	\$ 67,000.00	\$ 67,000.00	\$ 67,000.00

Non - TIF Budget Narrative, Pitt County Schools

<i>Personnel Costs (continued)</i>	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Fringe benefits, Teacher Support Coach, includes SSN (7.65%), retirement (16.12%), insurance (\$5659) (Annual); estimates are based on the 2016-2017 rates	\$ -	\$ -	\$ -	\$ 30,000.00	\$ 60,000.00
Salary, Professional Learning Coordinator (Annual)	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00
Salary, Admin Assistant (Annual), shared between the two Co-Directors	\$ -	\$ -	\$ -	\$ -	\$ 35,000.00
Teacher Performance Bonus. Estimate is based on 120 teachers earning a bonus of \$2,500, plus mentoring two additional teachers at \$500 per teacher, for a total of	\$ -	\$ -	\$ -	\$ -	\$ 120,000.00
Administrator Performance Bonus. Estimate is based on 14 principals earning a bonus of \$5,000 and 30 assistant principals earning a bonus of \$3,500.	\$ -	\$ -	\$ -	\$ -	\$ 175,000.00
Substitutes for Teacher Leadership Institute Trainings; estimate is based on 50 teachers, each with 8 days of subs, at an average of \$95/day	\$ 38,000.00	\$ 38,000.00	\$ 38,000.00	\$ 38,000.00	\$ 38,000.00

Non - TIF Budget Narrative, Pitt County Schools

<i>Personnel Costs (continued)</i>	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Annual Supplement of \$2,400 for Teacher Leadership Institute Participants; Estimate is based on 25 teachers in year 2 and 50 teachers annually in years 3-5	\$ -	\$ 60,000.00	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00
Stipends for Teacher Leadership Institute Participants to attend summer retreat trainings; Estimate is based on 50 teachers	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00
based on 50 teachers attending 4 days of	\$ 19,000.00	\$ 19,000.00	\$ 19,000.00	\$ 19,000.00	\$ 19,000.00
Total Personnel Costs:	\$ 284,000.00	\$ 344,000.00	\$ 404,000.00	\$ 464,000.00	\$ 1,373,726.90

Non - TIF Budget Narrative, Pitt County Schools

<i>Fringe Benefit Costs</i>	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Fringe benefits, Facilitating Teachers; includes SSN (7.65%) and retirement (16.12%). Estimates based on the 2016-2017 rates	\$ -	\$ -	\$ -	\$ -	\$ 43,023.33
Fringe benefits, Multi-Classroom Teacher, includes SSN (7.65%), retirement (16.12%), insurance (\$5659) (Annual); estimates are based on the 2016-2017 rates	\$ -	\$ -	\$ -	\$ -	\$ 33,175.29
Fringe benefits, Substituted Teachers; includes SSN (7.65%) . Estimates based on the 2016-2017 rates	\$ -	\$ -	\$ -	\$ -	\$ 4,590.00
Fringe benefits, for Summer Training stipends, includes SSN (7.65%) and retirement (16.12%) (Annual); estimates are based on the 2016-2017 rates	\$ -	\$ -	\$ -	\$ -	\$ 5,562.18
Fringe benefits, Teacher Support Coach, includes SSN (7.65%), retirement (16.12%), insurance (\$5659) (Annual); estimates are based on the 2016-2017 rates	\$ -	\$ -	\$ -	\$ 9,960.50	\$ 19,921.00
Fringe benefits, Educator Support Coordinator, includes SSN (7.65%), retirement (16.12%), insurance (\$5659) (Annual); estimates are based on the 2016-	\$ 19,921.00	\$ 19,921.00	\$ 19,921.00	\$ 19,921.00	\$ 19,921.00
Fringe benefits, Teacher Leadership Coach, includes SSN (7.65%), retirement (16.12%), insurance (\$5659) (Annual); estimates are based on the 2016-2017 rates	\$ -	\$ -	\$ -	\$ 9,960.50	\$ 19,921.00

Non - TIF Budget Narrative, Pitt County Schools

<i>Fringe Benefit Costs</i>	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Fringe benefits, Professional Learning Coordinator, includes SSN (7.65%), retirement (16.12%), insurance (\$5659) (Annual); estimates are based on the 2016-	\$ 19,921.00	\$ 19,921.00	\$ 19,921.00	\$ 19,921.00	\$ 19,921.00
Fringe benefits, Administrative Assistant, includes SSN (7.65%), retirement (16.12%), insurance (\$5659) (Annual); estimates are based on the 2016-2017 rates	\$ -	\$ -	\$ -	\$ -	\$ 13,978.50
Fringe benefits, Teacher Bonuses, includes SSN (7.65%) and retirement (16.12%) (Annual); estimates are based on the 2016-2017 rates	\$ -	\$ -	\$ -	\$ -	\$ 28,524.00
Fringe benefits, Administrator Bonuses, includes SSN (7.65%) and retirement (16.12%) (Annual); estimates are based on the 2016-2017 rates	\$ -	\$ -	\$ -	\$ -	\$ 41,597.50
Fringe benefits, Substituted Teachers for all TLI Trainings; includes SSN (7.65%) . Estimates based on the 2016-2017 rates	\$ 8,740.00	\$ 8,740.00	\$ 8,740.00	\$ 8,740.00	\$ 8,740.00
Fringe benefits, TLI Summer Trainings; includes SSN (7.65%) and retirement (15.12%). Estimates based on the 2016-2017 rates	\$ -	\$ 14,022.00	\$ 28,044.00	\$ 28,044.00	\$ 28,044.00
Key BT Trainings; includes SSN (7.65%) .	\$ 4,370.00	\$ 4,370.00	\$ 4,370.00	\$ 4,370.00	\$ 4,370.00
Total Fringe Benefit Costs:	\$ 52,952.00	\$ 66,974.00	\$ 80,996.00	\$ 100,917.00	\$ 291,288.80

Non - TIF Budget Narrative, Pitt County Schools

Travel Costs	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Annual Summer Teacher Leadership Institute Retreat; Estimates based on a 4-day retreat at a local retreat center, inclusive of room and board and mileage	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
Total Travel Costs	\$ 20,000.00				
Supply Costs	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Professional Development materials & resources for Teacher Leadership Institute	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00
resources for Key BT trainings	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Total Supply Costs:	\$ 45,000.00				
Other Costs	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Payment for 25 Teacher Leadership Institute members to take the National Board of Professional Teacher (\$1,900 per teacher).	\$ -	\$ -	\$ -	\$ 47,500.00	\$ 47,500.00
Total Other Costs:	\$ -	\$ -	\$ -	\$ 47,500.00	\$ 47,500.00
	Oct 16 - Sept 17	Oct 17 - Sept 18	Oct 18 - Sept 19	Oct 19 - Sept 20	Oct 20 - Sept 21
Annual Total:	\$ 401,952.00	\$ 475,974.00	\$ 549,996.00	\$ 677,417.00	\$ 1,777,515.70

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr.	Thomas	Richard	Feller	Jr

Address:

Street1:	1717 W 5th St
Street2:	
City:	Greenville
County:	
State:	NC: North Carolina
Zip Code:	27834-6401
Country:	USA: UNITED STATES

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

Email Address:


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

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Pitt County Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	326,929.60	1,395,911.60	3,264,037.20	3,180,637.20	2,270,910.30	10,438,425.90
2. Fringe Benefits	112,125.29	361,968.97	812,331.75	786,848.57	475,093.63	2,548,368.21
3. Travel	28,250.00	13,250.00	13,250.00	13,250.00	13,250.00	81,250.00
4. Equipment	40,500.00			40,500.00		81,000.00
5. Supplies	80,000.00	104,020.00	112,700.00	111,020.00	111,020.00	518,760.00
6. Contractual	143,000.00	140,000.00	140,000.00	65,000.00	65,000.00	553,000.00
7. Construction						
8. Other	68,500.00	50,500.00	50,500.00	3,000.00	3,000.00	175,500.00
9. Total Direct Costs (lines 1-8)	799,304.89	2,065,650.57	4,392,818.95	4,200,255.77	2,938,273.93	14,396,304.11
10. Indirect Costs*	87,350.10	250,092.91	548,459.17	538,514.79	376,716.10	1,801,133.07
11. Training Stipends						
12. Total Costs (lines 9-11)	886,654.99	2,315,743.48	4,941,278.12	4,738,770.56	3,314,990.03	16,197,437.18

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) 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 # U374A160014

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.
Pitt County Schools	

**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	284,000.00	344,000.00	404,000.00	464,000.00	1,373,726.90	2,869,726.90
2. Fringe Benefits	52,952.00	66,974.00	80,996.00	100,917.00	291,288.80	593,127.80
3. Travel	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	100,000.00
4. Equipment						
5. Supplies	45,000.00	45,000.00	45,000.00	45,000.00	45,000.00	225,000.00
6. Contractual						
7. Construction						
8. Other				47,500.00	47,500.00	95,000.00
9. Total Direct Costs (lines 1-8)	401,952.00	475,974.00	549,996.00	677,417.00	1,777,515.70	3,882,854.70
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	401,952.00	475,974.00	549,996.00	677,417.00	1,777,515.70	3,882,854.70

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524