

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 # U374A160002

Grants.gov Tracking#: GRANT12210710

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.).

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): _____ * Other (Specify): _____
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* 3. Date Received: 07/08/2016	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
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State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
----------------------------------	--

8. APPLICANT INFORMATION:

* a. Legal Name: Region One Education Service Center	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 74-1588186	* c. Organizational DUNS: 0105313330000

d. Address:

* Street1:	1900 West Schunior Road
Street2:	_____
* City:	Edinburg
County/Parish:	Hidalgo
* State:	TX: Texas
Province:	_____
* Country:	USA: UNITED STATES
* Zip / Postal Code:	78541-2233

e. Organizational Unit:

Department Name: Administration	Division Name: Division of Curriculum & Inst.
------------------------------------	--

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

Prefix: Ms.	* First Name: Kelly
Middle Name: K.	_____
* Last Name: VanHee	_____
Suffix: _____	_____

Title: Project Director	_____
-------------------------	-------

Organizational Affiliation: _____

* Telephone Number: _____	Fax Number: (956) 984-7646
---------------------------	----------------------------

* Email: _____	_____
----------------	-------

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Local Education Agency

*** 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:**

Project RISE (Region One Incentive Strategies for Educators)

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	5,745,058.00
* b. Applicant	1,224,689.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	6,969,747.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**
 a. This application was made available to the State under the Executive Order 12372 Process for review on
 b. Program is subject to E.O. 12372 but has not been selected by the State for review.
 c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**
 Yes No
If "Yes", provide explanation and attach

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

Authorized Representative:

Prefix:	<input type="text" value="Dr."/>	* First Name:	<input type="text" value="Cornelio"/>
Middle Name:	<input type="text"/>		
* Last Name:	<input type="text" value="Gonzalez"/>		
Suffix:	<input type="text"/>		
* Title:	<input type="text" value="Executive Director"/>		
* Telephone Number:	<input type="text"/>	Fax Number:	<input type="text" value="(956) 984-7645"/>
* Email:	<input type="text"/>		
* Signature of Authorized Representative:	<input type="text" value="CORNELIO GONZALEZ"/>	* Date Signed:	<input type="text" value="07/08/2016"/>

“Project RISE” Additional Congressional Districts

	Additional Congressional Districts	Congressional District
	Brownsville ISD	34
1	Porter High School	
2	Faulk Middle School	
	Donna ISD	34
3	3-D Academy	
4	M. Rivas Elementary	
	La Joya ISD	28
5	La Joya Palmview High School	
6	Juarez-Lincoln High School	
7	Ann Richards Middle School	
8	Elodia R Chapa Elementary	
	La Feria ISD	34
9	La Feria Academy	
	McAllen ISD	15
10	Travis Middle School	
	Mercedes ISD	15
11	Mercedes Academic Academy	
	Progreso ISD	34
12	Progreso North Elementary	
	San Benito CISD	34
13	Miller Jordan Middle School	
	Santa Maria ISD	34
14	Santa Maria Middle School	
15	Tony Gonzalez Elementary	
	Charter Schools	
	Gateway Academy Charter District (Laredo)	28
16	Gateway Academy Townlake Charter	
17	Gateway Academy Sierra Vista Charter	
	Midvalley Academy Charter District	
18	Mercedes Charter	15
19	McAllen Charter	15
20	San Benito Charter	34
	South Texas Educational Technology (Harlingen)	34

“Project RISE” Additional Congressional Districts

21	Horizon Montessori III	
Rural Schools		
Jim Hogg ISD		15
22	Hebbronville High School	
23	Hebbronville Junior High	
24	Hebbronville Elementary	
Lasara ISD		34
25	Lasara High School	
26	Lasara Elementary/Middle School	
San Isidro ISD		28
27	San Isidro High School	
28	San Isidro Elementary/Junior High	
San Perlita ISD		34
29	San Perlita High School	
30	San Perlita Middle School	
31	San Perlita Elementary	

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.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>CORNELIO GONZALEZ</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Region One Education Service Center</p>	<p>DATE SUBMITTED</p> <p>07/08/2016</p>

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
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="N/A"/> * Street 1: <input type="text" value="N/A"/> Street 2: <input type="text"/> * City: <input type="text" value="N/A"/> State: <input type="text"/> Zip: <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subwardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="N/A"/>	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: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
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: <input type="text" value="CORNELIO GONZALEZ"/> * Name: Prefix: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: 07/08/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # 0374A160002

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.

R1 GEPA-TIF.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provision Act (GEPA) 427 Statement

Region One Education Service Center (Region One) will provide equitable access to all the U.S. Department of Education Teacher Incentive Fund (TIF) program: **Region One – Project RISE** activities, programs and employment described in the grant application narrative to ensure all persons regardless of gender, race, national origin, color, disability, or age have equal access and gain the benefits of this endeavor. Region One will abide by its official non-discrimination policy and procedures approved by the governing board of trustees throughout the duration of the program.

Region One – Project RISE initiative understands because of its target location and population it will serve a large majority of Hispanic students, family members and community members. The programs recruitment plan includes specific strategies for equal participation by all groups including encouraging access and participation by this group.

Additionally, our experience demonstrates that due to a large limited English population, forms of communication need to be conducted in English and Spanish to reach the entire community. Accordingly, all informational, correspondence, program flyers, brochures and PSA's will be disseminated bilingually in English and Spanish. This will facilitate the dissemination of program information equitably throughout our community. In addition, Region One will encourage recruiting and hiring staff that represent the targeted population being served.

The Executive Director and Project Director as the overall administrators and leaders will have full responsibility to ensure that the Region One non-discrimination and civil right policies are adhere to and that equitable access is offered to all persons interested in this program.

Disabilities Statement

Region One also recognizes the need to serve individuals with disabilities. All facilities and transportation services to be utilized for the provisions of program activities comply with all ADA laws and are fully accessible for students, parents, teachers, community residents and project staff with special needs. All assessment and survey instruments will be modified to address the needs of special needs populations to offer equal access to all program activities and services.

Region One has trained staff to work specifically with special needs populations who require additional assistances. When required, Region One will utilize these professionals to work with project beneficiaries and personnel to ensure that all persons have equal access to all program activities and information. In addition, teachers working with special needs population will be trained in the use and implementation of assistive technology, augmentative communication devices, speech-generating devices, and assessment software.

Civil Rights Statement

Region One complies with federal and state rules and regulations and does not discriminate on the basis of gender, race, national origin, color, disability or age. This holds true for all the programs administered by Region One throughout its school district and for all students and parents who are interested in participating in educational programs and/or extracurricular activities.

Region One will incorporate all these same standards. Additionally, due to the agricultural workforce, a large Monolingual Spanish population is settled in this service area. Accordingly, Region One will recruit and encourage participation from this targeted population, specifically, minorities, minority women, and individuals with special needs.

In conclusion, Region One currently has policies and procedures in place that promotes equal opportunity practices and has incorporated these policies in the ***Region One – Project RISE*** program including in the recruitment and enrollment of students in academics, enrichment, remedial and extra-curricular activities.

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="Region One Education Service Center"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Dr."/>	* First Name: <input style="width: 200px;" type="text" value="Cornelio"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Gonzalez"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Executive Director"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="CORNELIO GONZALEZ"/>	* DATE: <input style="width: 150px;" type="text" value="07/08/2016"/>

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.

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Abstract

Region One Education Service Center, located along the Texas-Mexico border will serve as the fiscal agent in a partnership with **16 high-need** economically depressed **urban/rural** school districts with a low-income (free and reduced lunch) rate of **88.21%**. Of these, **15** are regular schools, **6** charters, **10** rural (**31 Schools**) and **21** categorized as Priority. **The target school districts are:** Brownsville ISD, Donna ISD, Gateway, Jim Hogg ISD, La Feria ISD, La Joya ISD, Lasara ISD, McAllen ISD, Mercedes ISD, Mid Valley Charter, Progreso ISD, San Benito CISD, San Isidro ISD, San Perlita ISD, Santa Maria ISD, and South Texas Educational Technologies. The program, entitled ***Project RISE*** will establish an effective human capital (HCMS) and educator evaluation (PBCS) system at each school to: foster development of educators who are eager to advance; and recruit and retain high-quality educators eager to learn and teach. **Goal:** Create a K-12th grade pipeline of highly-effective teachers, leaders and educators to increase ALL students' academic achievement, graduation rates and college enrollment. **Objectives:** Establish an effective human capital (HCMS) and educator evaluation (PBCS) system at each target school to ensure highly-effective educators are apparent and retained; Increase students, particularly low-income, minority, at-risk and English Learners academic performance and college/career readiness by creating highly-effective educators; and Increase cost efficiency and productivity at target schools through a systemic transformation of effective HCMS/PBCS systems and thus, creating highly-effective educators. **Activities:** Create an Advisory Council to help plan and implement program; Enhance an HCMS/PBCS evaluation system; Review, and modify policies and procedures; Hire effective staff; Appoint Master-Mentor Teachers; Offer value-added differentiated compensation; Implement professional development; Offer career pathways, promotions, retention and hiring opportunities; Implement Professional Learning Communities; Execute a quasi-experimental evaluation with multiple measures such as student growth, classroom observation and teacher self-assessment. **Priorities:** Region One has designed a quality program that addresses Absolute, Competitive Priority 1 and 2 and the Invitational Priority and meet the needs and the intent of TIF in high-need schools. (Appendix F14).

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

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

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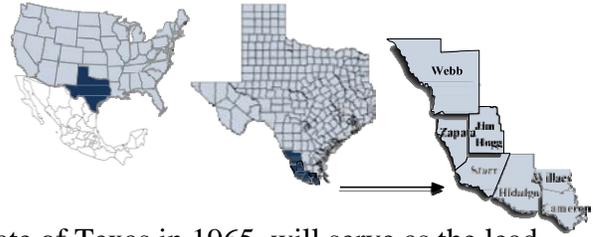
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(a) Significance

Introduction: Region One Education Service Center (Region One), a Local Education Agency (LEA), located in the remote tip of South Texas



along the Texas-Mexico border, chartered by the State of Texas in 1965, will serve as the lead and fiscal agent of the Teacher Incentive Fund (TIF) Program entitled *Project RISE (Region One Incentive Strategies for Educators)*. Region One has developed a reputation for excellence in education and training services, particularly in providing resources, expertise and high-quality services to school districts in meeting the needs of underserved, isolated, at-risk, low-income and minority students and their parents in the southernmost remote tip of Texas.¹

For decades, the Texas counties bordering Mexico have experienced some of the nation's lowest educational levels and severest hardships with the highest poverty and unemployment rates in the nation, **55%** and **12.4%**, respectively.² The target geographic area along the Texas-Mexico border encompasses **seven economically depressed** counties with over **1.5 million** people of which **97%** are Hispanic, and nearly **69%** do not speak English at home.³ Also, **52%** of the region's working age population does not have a high school diploma; only **13%** of the labor force has a bachelor's degree or higher; and over **41%** of the population is under the age of **18**. Overall, the areas demographics include low academic achievement, high dropout rates, high incidences of poverty, and limited English proficiency. (Endnotes are found in Appendix F1).

Who We Are: The **mission** of Region One is "**Students First.**" This mission drives Region One to support schools and educational institutions in improving performance and enhancing the efficiency and effectiveness of their overall operations. Region One serves **47** school districts that include **11** rural, **10** charter institutions, **613** K-12 campuses, **38,746** educators and over **417,490** students, of which **407,320** are Hispanic, **354,904** are low- income, **145,652** are English

Learners (EL), **25,808** are migrant and **31,322** are students with disabilities.⁴ The target population of Region One remains one of the most unique populations in Texas, leading in the number of Hispanics, English Learners (EL), migrant, and low-income populations.

Target Schools: Selection of target school districts and campuses was based on low-income (Free and Reduced Lunch) and Priority status, student demographics and socioeconomic characteristics, low-academic performance, high teacher turnover, low educator retention rates, and limited resources to meet the complex demands of student learning. In accordance to the “high-need school” eligibility criteria, *Project RISE* has selected **15** economically depressed **urban/rural** school districts, of which all are receiving Title I funding and combined have a low-income (free/reduced lunch) rate of **88.21%**⁵ (Appendix F2 – Free/Reduced Lunch Rates October , 30 2016). Of the target **16** districts there are **15** schools, **6** charters, **10** rural (**31 Total**) and **21** categorized as Priority (Appendix F3 – Texas Priority List). The schools include **15,076** students of which **14,893 (98.7%)** are Hispanic, **11,501 (76.2%)** are at-risk, **4,479 (29.7%)** are English Learners (EL), **1,025 (7%)** are students with disabilities, and **14,051 (87.01%)** are categorized as low-income, based upon Free/Reduced Lunch (Appendix F4 –School Profile May 30, 2016).⁶ These schools employ over **1,088** teachers, **31** Principals, **56** Assistant Principals, and **371** other personnel (Total **1,546** educators). Of the **1,088** teachers, **153** have a Masters, **907** have Bachelors and **28** have an Alternate Certification (Appendix F5 – School Educator Profile).⁷

Educator Tenure: The retention rates of these schools are extremely low. The average tenure for a teacher and principal at target schools is 2 to 3 years, respectively. To compound the problem of retention, target schools have difficulty in recruiting effective educators to serve its remote, isolated South Texas economically distressed schools, and students (minority, low-income, English Learners, etc.) who are categorized as the hardest to serve in Texas. High

poverty and low-achieving schools, have difficulty attracting high-quality applicants.⁸ Once hired – educators at target schools face many challenging circumstances surrounding their schools such as poor nutrition, low-student achievement and motivation, high illiteracy, etc. These challenges are compounded with pressure to turnaround low-achieving schools (**21 categorized as Priority**) that have historically experienced low student achievement.

The reasons for the shortage of teachers are two main factors: teacher recruitment and teacher attrition. Teacher recruitment refers to the shortage of new teachers entering or even considering the profession. Teacher attrition is due to teacher retirement or teachers who are already in the profession leaving. Studies have revealed that salary gaps between teachers and non-teachers with similar technical training dissuade potential teachers from entering the profession and discourage current teachers from staying.⁹ The average annual salary of certified teachers in this area with three years of teaching experience is \$45,275 as compared \$56,690 in the State.

Campus Leadership: Research shows the quality of campus leadership has a significant impact on school culture, teacher effectiveness and student success.¹⁰ Thus, principals and educators need additional training, knowledge, and appropriate certifications to perform tasks at a level needed to meet the complex educational demands of schools. Target principals and teachers are faced with challenges related to: 1) fostering development of educators who are eager to advance; and 2) recruiting high-quality teachers and educators eager to learn and teach.

Academic Assessment: The student population in the school is Hispanic with a high percentage of low-income, who are less likely to graduate from high school or go to college . Also, Texas administers the State of Texas Assessments of Academic Readiness (STAAR) and End-of-Course (EOC) tests to measure students' abilities to meet academic standards and college readiness through 12th grade. The STAAR scores of students in these schools were well below

the state average. The STAAR scores (in core subjects) for these schools demonstrated a significant under-achievement of **64%** when compared to the state at **77%**.¹¹ Reading results only showed **62.1%** of the students met state standards compared to **77%** of students statewide. Students demonstrating competency in Math were also at-risk with only **72.1%** of students meeting STAAR standards compared to **81%** for the state.¹² Each school also faces unique challenges in increasing student achievement, college readiness (**32%**), graduation rates (**75%**) and college enrollment (**34.6%**).¹³ Overall, Region One serves economically distressed schools and students who are categorized as the **hardest to serve in Texas**.

Approach and Significance: *Project RISE* is endorsed from a large majority of the leaders of the participating school districts and teachers with over **82%** demonstrating support of the program (Appendix F6 – Survey Results). Given the above-mentioned challenges, the leaders of Region One and partner schools agree on performance-based and value-added incentives as a tool to not only recruit and retain more teachers, but also to complement observational measures, student academic performance, and personal reflections on teaching that will eventually drive significant and lasting improvement to overall student achievement.¹⁴ Fryer (2013) found that incentives for teaching performance in schools serving low-income communities were beneficial policy options when used in conjunction with a focus on recruitment and retention.¹⁵

Located along the Texas-Mexico Border, isolated from Corporate America and Northern Texas (Dallas, Fort Worth, Austin, etc.), Region One and partner schools have utilized a variety of traditional and outdated (print and electronic) systems and procedures to inform key human capital decisions. Therefore, the proposed human capital management system of *Project RISE* will address the most important element in a school—human capital—by working with teachers and principals to systematically increase their skills and thereby increasing instructional

improvement and student achievement. **Project RISE** will approach the multifaceted problem of teacher and principal effectiveness with a multifaceted, aligned approach for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools.¹⁶

The significance of **Project RISE** is many fold. The ability to earn performance-based incentives and the fact that the criteria to earn an incentive depends on student achievement gains, could affect teachers' attitudes toward their school choice, alter their teaching practices, and increase their productivity. In particular, the proposed program will: 1) systematically transform educator quality and effectiveness through improved school district-level recruitment, preparation, hiring, induction, evaluation, professional development, strategic performance-based bonuses and incentives, career pathways, and retention;¹⁷ 2) transform district administrative transparent practices to improve quality, effectiveness, and efficiency;¹⁸ and 3) enhance educator and administrative quality and effectiveness to improve student learning and student academic performance.¹⁹ The proposed program may serve as incentives for effective teachers to remain in a school that provides bonuses and may attract other effective teachers to the school. In addition, performance-based incentives (PBCS) based on schoolwide student achievement gains (described later) may encourage teacher collaboration, which may increase educator productivity. Educators rewarded for student achievement gains on standardized tests may allocate more time to instructional practices intended to improve student achievement levels.²⁰

Another significant characteristic of **Project RISE** is the integration of classroom observation with student achievement with effective assessment measures of teachers and principals. Traditionally, local principals have evaluated the performance of individual teachers using

procedures that are fairly unstructured. The usual results of such “drive by” assessments are simply to classify individual teachers as either satisfactory or unsatisfactory.²¹ These binary designations have typically implied few, if any, direct and meaningful outcomes for teachers (e.g. for compensation, advancement, or professional development). There is a growing consensus that underscores the importance of a balanced approach based on articulating clear and objective assessment standards for teaching practice, relying on multiple sources of data.²²

Project RISE, inspired by recommendations of the Measures of Effective Teaching (MET) Project, will assess educator effectiveness by simultaneously employing valued-added measures measured by student achievement gains (classroom and schoolwide) and rigorous classroom observations.²³ In fact, a majority of target teachers and administrators (82%) believe that the proposed value-added approach (e. g. TalentEd, VAL-ED – Appendix F7) of **Project RISE** will complement observational measures, student academic performance, and personal reflections on teaching far better than the traditional systems being implemented. They believe that they stand to gain if they could see performance placed in context of value-added measures and analysis.

Planning Year: Critical to the success of the proposed changes and implementations of the Human Capital Management System (HCMS) and Performance-based Compensation System (PBCS) system, is the thoughtful and engaged planning year. The first year of **Project RISE** will be dedicated to planning, procurement, establishing the school-wide network, review and selection of the evaluation appraisal systems (e. g. TalentEd), building school-level capacity to implement the HCMS/PBCS, hiring of Content Coaches and other staff, appointment of Master and Mentor Teachers, professional development, and establishment of the Advisory Committee.

(b) Quality of the project design

(1) Project is part of a comprehensive effort to improve teaching and learning...

Proposed Strategies: Project **RISE** will establish a HCMS and PBCS to create a K-12th

grade pipeline of highly-effective teachers, leaders and educators to increase ALL students' academic achievement, graduation rates, and college enrollment. This will be accomplished by:

1) supporting recruitment, development, and retention of highly-effective teachers, school leaders and other educators; 2) promoting career advancement; and 3) rewarding educators for high-level performance through a value-added, performance-based incentive plan that provides financial compensation to selected educators in addition to their salary. During the planning year (Year 1), educator appraisal systems with value-added assessments like TalentEd and VAL-ED will be discussed and selected. The value-added, performance-based incentive system will be ideally suited to meet the needs of campuses by providing opportunities to support educators in high-need academic areas, increase teachers' pedagogical growth, instructional improvement and student academic achievement, increase recruitment and retention of highly effective educators, and create an environment for educators to pursue advanced degrees and multiple certifications.

Strategies: In Years **two through five**, *Project RISE* will implement the above-mentioned value-added performance-based incentive plan, as well as the following strategies as part of the Human Capital Management System and Performance-based Compensation System:

Recruiting and Hiring: Concerted efforts are made to create an inclusive working environment in order to attract talented people from all backgrounds—regardless of race, color, national origin, gender, age or disability (Appendix F8-Hiring Process). Region One and partner school districts believe that strong programs of recruitment and hiring effective and qualified teachers and educators are necessary to maintain and enhance the teaching profession within its institution, particularly employing educators in their difficult-to-fill schools with historically high minority populations and low-student achievement. Thus, Region One and target school districts will implement a formalized system to review and modify current recruitment and hiring

practices at all campuses to ensure effective strategies (early hiring practices, hiring bonuses, incentives, relocation allowances, etc.) are incorporated to attract the most qualified and effective teachers and educators.²⁴ Due to the fact that each school has its own particular challenges in recruiting effective teachers and educators, target school districts have allowed more autonomy to school leaders in recruiting and hiring teachers. Region One will collaborate with AppliTrack, a leading recruiting/hiring solution for schools, to enhance recruiting and hiring efforts.

Induction: *Project RISE* will implement a comprehensive induction strategy at target campuses that will provide first year, new (three years and less), and struggling teachers with the knowledge and skills necessary to be successful and effective in their classrooms and throughout their teaching careers.²⁵ The content and structure of the comprehensive induction strategy shall be aligned with TEKS (Texas Essential Knowledge and Skills), TEKS Resource System – Researched-based Curriculum Management Practices, STAAR-EOC and to the designated evaluation-appraisal system (e.g. TalentEd and VAL-ED – Appendix F7) standards. The induction system will include the following: 1) A two-day summer orientation/training for all first year, new teachers and struggling teachers; 2) Ongoing support from a Master and Mentor Teachers, including regularly scheduled meetings during non-instructional time; 3) Regularly scheduled opportunities for new teachers to observe or co-teach with skilled teachers; 4) Follow-up discussions of the classroom observation results and co-teaching experiences; 5) Ongoing professional development designed to address target teacher needs and concerns; and 6) Ongoing formative review of first year and new teacher performance, including classroom observations, reviews of lesson plans, and feedback based on clearly defined teaching standards and expectations. Teachers will also attend a two-day campus orientation each year, led by the principal of each campus. Activities will include: campus tours; introduction to faculty, *Project*

RISE staff, and to Master/ Mentor Teachers; and a copy of campus improvement plan, handbooks on policies and procedures, and other resources and materials.

Coaching and Mentoring: Through *Project RISE*, Region One and target campuses will also formalize a comprehensive coaching/mentoring component to ensure all teachers (first year, new, tenured, veteran, struggling, etc.) are linked to an experienced educator.²⁶ Campus Master and Mentor Teachers will be engaged to guide and provide ongoing guidance to new, first year, and other teachers. To the extent possible, the Project Director and the Campus Principal will pair a mentor with teachers that teach the same subject, grade level, or that previously taught the same subject or grade. Selection of Master and Mentor Teachers will be made from the pool of committed tenured, experienced, degreed (Masters), and certified teachers at each campus (Further details in Management section). Selection of the Master/Mentor Teachers at each school campus will be based on the following criteria: 1) Possess three years of teaching experience in the same subject and tenured status and demonstrated knowledge of adult learning theory and peer coaching techniques; 2) Demonstrated knowledge and skills to address the performance evaluation criteria and outcomes to be met by mentee; 3) Hold a Master's in content area, advanced professional certificate and be rated as satisfactory; and 4) Possess a positive reference from a current or recent building principal or supervisor that addresses the instructional, management, human relations, and communication skills. The basis of the selection will be made through review of personnel records, academic accomplishments of their students based on STAAR-EOC scores, peer recommendations, annual evaluations and the number of professional development activities participated including any certifications/awards received.

The Master and Mentor Teachers will receive an annual salary increase of **\$7,000** and **\$5,000**, respectively for additional duties and regular release time. Prior to a Master and Mentor

Teacher being matched with a mentee, they will participate in a three-day comprehensive training program, provided by Region One. This foundational training focuses on the knowledge, skills, and understandings critical to new teachers and is guided by the belief that learning to teach is a career-long developmental process that involves a continuous cycle of planning, teaching, and reflecting.²⁷ At the heart of this work is the Master and Mentor Teachers ability to respond to new teachers' individual developmental and contextual needs and to promote the ongoing examination of classroom practice.

The Master and Mentor Teacher will coach and mentor mentee/teacher for three hours or more a week. The Master and Mentor teachers will provide support through modeling lessons, assistance with lesson planning, classroom management, and observation/formative feedback of lessons. In addition, the mentees/teachers will receive feedback in the form of a qualitative coaching conversation that will delve much deeper into effective instructional strategies, student engagement strategies, technology integration, and lesson alignment. In addition, first year and new teachers at each campus will also have opportunities to interact with their peers in six one-hour round table discussions each year. During the round table discussions, the mentees/teachers and Master/Mentor Teachers will discuss as a group best practices in instructional techniques and classroom skills. This teaming approach will provide necessary instructional guidance and support to the mentee. These relationships will also add value to the induction program.

Master/Mentor Teachers will be required to engage in professional development activities that are both self and team-directed. Additionally, Master Teachers, principal, assistant principal, and other school leaders will be engaged in quarterly classroom observations of all teachers using evaluation appraisals like *TalentEd Skills and Knowledge Standards*. The standards establish a 15-indicator, research-based rubric of effective teaching, designing and planning

instruction and the learning environment. Post observation sessions will include feedback based on quantitative information about the new teachers overall skill set based on one or more measures of effective teaching captured through the rubric mentioned above. These coaching relationships will be reviewed each year for effectiveness by the Principal and the Project Director. If problems exist in these relationships, reassignment will occur.

Teacher Retention: Region One believes hard-work and dedication to its students deserves career advancement, promotional growth, and greater compensation. *Project RISE* has allotted sufficient resources to offer salary augmentation and incentives (described below) to retain high quality teachers as well as incentives for teachers to become Master and Mentor Teachers to undertake added responsibilities (coaching, classroom observation, pedagogical training, etc.). Evaluation (e.g. TalentEd) appraisals systems will measure teacher and principal progress.

Creating Career Pathways: A formal career pathways element with salary augmentation and incentives will be implemented to offer educators opportunities for career advancement. *Project RISE* will provide multiple career pathways (Campus Master and Mentor Teachers, etc.) for professional growth of teachers, administrators and non-classroom staff including, but not limited to teacher certification, enrollment in Master's degree programs, increased job responsibilities tied with compensatory incentives, and promotion. Through *Project RISE*, educators will receive support to obtain a Masters in specific content areas (Math, Science, etc.). The Master's degree in content areas will afford partner schools the opportunity to increase Advance Placement (AP)/dual enrollment courses offered and will lead to additional teacher compensation with these new responsibilities. Region One will also encourage assistant principals to successfully complete an approved principal educator preparation certification program to enhance their capability to address the complex challenges faced by the schools.

Performance Assessment: A formal review process will be utilized to assess multiple measures of educator performance (Appendix F9) at the classroom and school-wide level.

Teacher Performance Assessment: The evaluation appraisal (e.g. **TalentEd Perform System**), an integrated and effective system for teacher evaluation and support adapted from the Texas TAP system, will serve as the crux of teacher performance assessment. Teacher practice in classroom will be measured by performance validated systems (e.g. TalentEd), which will include a rubric with domains: 1) Instruction, 2) The Learning Environment, 3) Designing and Planning Instruction, and 4) Responsibilities. In addition, evaluation of teachers will include value-added assessments by measuring the contribution of teachers or schools to the growth in their students' academic achievement during a school year. This will involve matching each student's test scores to his or her own previous scores in order to measure individual value-added growth on an annual basis. Through value-added assessment, the impact of a school year on a student's learning can be separated from the his/her prior experiences in and out of school, as well as the student's individual characteristics such as demographics, socioeconomic status, and family conditions. The value-added assessment data will provide each teacher with a classroom score – cumulatively leading up to school-wide value added assessment data.

All first year and new teachers will have four or more required observations each year. This will include three 50-minute observations (announced) and one short observation (20 minutes unannounced) annually during the first three years of employment. All other teachers (four years or more of experience) will have three or more required 50-minute observations (announced) and one randomly short 20-minute observation (unannounced) annually.

The number of times teacher classroom observation occurs will be based on each teacher's performance and ratings. The reviewer or observers conducting the observation will notify the

reviewee/observed teacher prior and sufficient time will be allocated within the school day to enable participants in the classroom observation to discuss any questions. Classroom observations will be performed by the core team (Master Teacher, Principal and Assistant Principal and other school leaders) at each campus. This team based approach to observations may result in teachers' observation scores varying from observer to observer but research supports that perspectives of two or more observers per teacher will greatly enhance reliability and integrity. Observed teachers will be rated under a three-part rubric (Exemplary, Proficient, and Unsatisfactory) on a five-point scale, where a score of 1 indicates unsatisfactory performance and a score of 5 indicates exemplary performance on a particular indicator. Pre- and post-conferences will be held between the teacher and the reviewer for each observation and information derived from classroom observations will allow teachers to identify problems and opportunities, evaluate instructional effectiveness, and identify and share best practices to improve student performance. With this timely actionable information, teachers can immediately differentiate instruction to improve teaching strategies to overall improve student academic performance.

Principal and Assistant Principal Performance Assessment: Principals and assistant principals will be evaluated annually by the Superintendent, Assistant Superintendents and teachers using instruments like VAL-ED. The process includes principals being evaluated anonymously by all the teachers in their school and their supervisor. Principals also complete a self-evaluation. With their scores, principals receive a detailed scoring rubric which provides comprehensive feedback on their strong suits and areas of improvement. Instruments like VAL-ED will be used to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning.²⁸ The rubric will include these type of components: High Standards for Student Learning, Rigorous Curriculum (content), Quality Instruction (pedagogy), Culture of Learning & Professional Behavior, Connections to External Communities, and

Performance Accountability. Each of these domains will be evaluated based on key processes and roles that principals and assistant principals undertake: Planning, Implementing, Supporting, Advocating, Communicating, and Monitoring. All respondents will reply to the same items about principal leadership behaviors. When the principal receives the annual report with the results of the assessment, it will allow the principal and assistant principals to compare their own ratings on each of the core components and key processes against the ratings given by teachers and supervisors. Thus, principals and assistant principals can get informative feedback about the leadership behaviors in which they are excelling and on behaviors where more work is needed.

Staff Performance Assessment: Assessment will be based on: 1) Individual performance targets (e.g. leadership qualities, facilitating effective professional development, leading instructional planning period, etc.) established by the principal (or his/her supervisor) at the beginning of each year; and 2) School-wide value-added scores. School-wide value-added scores will include measures on: growth in STAAR-EOC scores of students in core subject areas by grade level, improvement of Texas accountability ratings, increase in graduation rates, decrease on dropout rates, increase in teacher retention rates, increase in parental engagement, etc.

Value-Added Performance-Based Incentive Plan: To ensure effective collaboration and efficient implementation of project services, Year One of the *Project RISE* will be dedicated to planning activities. During the planning year, educators from target school districts will be engaged in selection of the evaluation appraisal system, developing specific district guidelines, policies and procedures that establishes the following value-added, performance-based, and differentiated incentive plan, adapted from the proven Texas TAP system. The Texas TAP System recognizes instructional performance and student learning growth with differentiated compensation performance bonuses using the TalentEd Perform Model, which calculates

incentives for teachers based on three components: (1) **Teacher Performance** - This is an annual average of the scores based on a 5 point scale on the proven Perform Skills and Knowledge Standards (e.g. TalentEd) received by the teacher from classroom observations during the year. It is also an average of the 15 instructional rubric domains and seven responsibility indicators in the (TalentEd) Performance rubric. A score of 3.0 represents proficient performance that still has room for improvement. A score of 4.0 or above relates to being highly effective; (2) **Student Classroom value-added scores** - This is a whole number from 1 to 5, reflecting the achievement growth of the teachers' classroom students during one school year; and (3) **School-wide value-added score** - This is a whole number from 1 to 5, reflecting the achievement growth of all students in the school in tested grades and subjects (Appendix F9-Educator Performance Scale).

Value-added measures: Teachers of subjects and grades will use STAAR-EOC scores in core subject areas to calculate student growth in both classroom and school-wide value added scores. Teachers of non-tested subjects, or non-tested grades, will use scores from classroom-based assessments developed or selected at the local campus level.

Value-added scores: Educators who perform 1 standard error above the average gain receive a score of 4, and those who perform 2 standard errors above the average gain receive a score of 5. Similarly, educators that score 1 standard error below the average gain receive a score of 2, and those who perform 2 standard errors below the average gain receive a score of 1.

Utilizing the above three categories, **Project RISE** will use the following weightage to determine differentiated performance-based financial incentives (Appendix F10 – HCMS/PBCS Model):

Teachers who teach Value-Added Classes-State core-subjects: Teacher Classroom Performance (**50%**); Student Classroom value-added scores (**30%**); and School-wide value-added scores (**20%**). **Teachers without Value-Added core-subjects:** Teacher Classroom

Performance (50%); and School-wide value-added scores (50%). ***Principal and Assistant Principal(s) performance includes two measures:*** School-wide value-added scores (50%); and Performance based evaluation scores utilizing tools like VAL-ED (50%). ***Other educator and staff:*** Individual performance targets (i.e., leadership qualities, facilitating effective professional development, leading instructional planning period, etc.) established by the principal at the beginning of each year (50%); School-wide value-added scores (50%). To be considered eligible for compensation performance-based pay: ***Classroom Performance Standard Score:*** For teachers, a minimum score of 3 (max. score = 5.0) will be required. For **Master Teachers**, a minimum score of 3.5 on a 5-point scale is required. ***Student Classroom and School-wide Value-added Score:*** For teachers, a minimum score of 3.0 (max. score = 5.0) will be required. For **Master Teachers**, a minimum score of 3.5 on a 5-point scale is required. For principals-assistant principals, a score of 4.0 (highly effective) on a 5-point scale and a school-wide value-added score of 3.0 is required to be eligible to receive a bonus (Sass,2010).²⁹

Differentiated Compensation: Utilizing the eligibility criteria above, performance assessment data will be weighed according to the percentages above to determine the final score of educators for differentiated levels of compensation. The value-added, performance-based incentive pay for teachers will be up to **\$3,000** per year; and for non-classroom teachers, educators, principles and assistant principals it will be up to **\$1,500** per year. In addition, teachers and other educators (principals and assistant principals) performing at or beyond expectations will also be eligible to receive potential salary increases (4% annually).

Embedded with Comprehensive Efforts of Region One: Strategies for supporting school improvement goals of each partner school district align perfectly with ***Project RISE*** and are directly in step with current rebuilding and long-term goals of Region One and partner school

districts. Region One also assists each partner school district to establish Individual Teacher Improvement Plans for each teacher so that areas of need for improvement or teacher growth will be built into the professional development plan of each school. With ongoing assistance from Region One, professional development goes beyond a hit or miss process and is targeted toward, not only district and individual school goals and needs, but also to individual teachers' needs and growth goals. All data sets (formal evaluations, walk-throughs, student achievement, student growth) are examined collaboratively with leaders of school campuses to make sure the professional development plans and retention and tenure decisions are based on solid data and evidence on teacher quality and student achievement. Special attention is given to the needs of low-income, minority, English Learners and students with disabilities.

To improve teaching and learning and increase the number of students who receive instruction and support from highly effective teachers and principals to meet the rigorous STAAR standards, Region One will provide year-round professional development (40 hours) and technical assistance to all target school districts. Armed with students and educator data on all target districts, Region One will provide ongoing technical assistance to school districts (including those districts where significant numbers of teachers do not meet effective teacher standards as defined by TEA) to: 1) develop and implement strategies to recruit, hire, and retain effective teachers and principals, particularly in schools with a high percentage of low-achieving students;³⁰ 2) provide feedback, coaching and job-embedded professional development that improves the knowledge of educators in core content disciplines and instructional practices; 3) implement educator (teachers, staff, and principals) evaluation systems and advancement initiatives that promote professional growth and emphasizes multiple career paths (mentor teacher, career teacher, or exemplary teacher) and pay differentiation; and 4) carry out activities

that are designed to improve the quality of teaching, educator tenure, and student achievement levels. The capacity of the school districts to implement *Project RISE* will be enhanced by the ongoing professional development and technical assistance efforts of Region One.

(2) Services to be provided involve the collaboration of partners for maximizing services...

Project RISE will build upon numerous efforts in place that align to TIF's purpose, requirements and priorities. Region One's priority is to coordinate all funding streams with *Project RISE* from programs and policies that are supported by community, State and Federal resources. Region One is committed to providing ongoing support to teachers, leaders, and educators from the target school districts while focusing on specific academic and social initiatives that have a broad impact on the quality of education for every student.

Established in 1965, and a recipient of **three large GEAR UP Partnership awards over the last 18 years**, Region One, in collaboration with local colleges, universities, community-based organizations, private entities, and school districts has developed strong partnerships (e.g. UT Dana Center- Agile Mind, College Board, ACT, Texas Instruments, Apple, Inc., Texas Graduate Center and Five local Higher Education Institutions – University of Texas Rio Grande Valley (UTRGV), University of Texas Brownsville (UTB), South Texas College (STC), Texas State Technical College (TSTC), Texas A&M International University (TAMIU) and has implemented numerous innovative services and programs designed to help districts, schools and students achieve success and will continue through *Project RISE* (Appendix E – Letters of Support). As part of the P-16 Council of south Texas, Region One maintains a strong relationship, reputation, commitment, and connection with school districts in the region through a comprehensive network of Regional Advisory Councils (RAC) of Superintendents, Curriculum Advisory Councils and District and Campus Leadership Teams. On a monthly basis, Region One facilitates and coordinates the Regional Advisory Council meetings to strategically examine,

plan, learn from each other, and implement collaborative student, parent and school, educator and instructional improvement efforts. The existence of these strong relationships with school districts will set the stage for *Project RISE* to assist districts in recruiting effective teachers, leaders, educators and sharing of best practices and lessons learned.

As evidenced above, through *Project RISE*, Region One will collaborate with local school districts, universities, community organizations, and private entities (procured in year one) to implement programs through an integrated support system that not only reflects characteristics and structure of member schools, but also allows Region One to: effectively support teachers, administrators and educators capacity building and evaluation; enhance student instruction; implement evidence-based programs for minority, low-income, at-risk and English Learners; and provide technology integration support to districts. Underlying the partnership structure is a belief that by bringing together various entities representing varying expertise and different perspectives will ultimately lead to maximizing of resources and sustainable educational reform.

Additionally, to foster collaboration among teachers and administrators among all partner campuses, Region One and Project Director, with support from each school's principal, will establish a peer review process through which the principals, assistant principals, and lead master teachers of each campus will work in partnership with each other to review, discuss, share, and replicate effective pedagogical strategies. The focus will be on fostering replication of effective instructional practices, professional collaboration, ongoing professional growth and improvement, and supporting high student achievement. During peer review meetings, educators will analyze school-wide student achievement data, evaluation appraisal (e.g. TalentEd Suite reports) results, and share effective instructional strategies, challenges, accomplishments, and lessons learned related to student engagement, project-based learning, and assessment tools. The

Project Director and Master Teachers will oversee the peer review activities. Units of instruction that are approved at both the district and school level will be published and posted on Region One's website so teachers can share and benefit from each other's high-quality work. Through this site, collaboration resources, tools and assessment instruments will also be available for teachers and administrators to utilize. Resources will include video examples of model classrooms and teachers performing at all levels of proficiency on the evaluator appraisal (e.g. TalentEd Skills and Performance Standards rubric); as well as a resource exchange containing assessment tools, lessons plans, and curricula, each rated for quality and usefulness. Teachers and administrators will have access to online evaluation appraisal systems (e.g. TalentEd Perform) activity manuals, lesson plans, toolkits, and training modules that include a collection of foundational tools, assessments, trackers, templates, and other instructional planning materials that are rigorous and standards-aligned and can be accessed according to grade and subject.

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

The theoretical concept of ***Project RISE*** is addressed from a perspective of Motivation theory. This theory provides further insight into how employees in an organizational setting respond to incentives.³¹ Motivation theory argues that intrinsic financial rewards from work provide additional motivation.³² Performance placed in the context of value-added settings can become an integral component of employee motivation and productivity. Educators are more likely to succeed when the incentives are realistic, transparent, and designed with employee input.³³ From this perspective, financial incentives are only one component of inducing motivated educator efforts, and financial incentives should be integrated with efforts such as ongoing professional development, induction, mentoring, enhancement of career pathways, and effective recruitment and retention of good educators.³⁴

The above-mentioned theory is relevant in today's world. The rigid single-salary schedules,

which dictate the compensation received by most public school teachers, have been nearly universal in U.S. public schools for well over half of a century. However, today, there have also been frequent state and local efforts to provide teachers with “merit pay” incentives of various types.³⁵ These initiatives have included teacher rewards for student performance (e.g. test scores or graduation rates), for acquiring skills and certification and for assuming additional professional responsibilities (e.g. “career ladders”) as well as differentiated compensation for teachers of high-need subjects and in hard-to-staff schools. Proponents of teacher incentives argue that they can drive improvements in student outcomes through multiple channels by: 1) providing financial incentives for teachers to focus or increase their effort; 2) encouraging the development of stronger teaching skills; 3) increasing incentives for high performing teachers to enter or remain in schools subject to the incentives; and 4) altering the selection of individuals into teaching towards those who are more able to benefit from such a reward system.

A comprehensive rigorous evaluation and the methodologies will assist in understanding the effectiveness and context of *Project RISE* services in accomplishing the anticipated outcomes, as listed in the Logic Model (Appendix C). For example, to what extent are certain “thresholds, dosages, combinations, and components” of services and programs (HCMS/PBCS systems, Professional Development, Coaching, Value-Added evaluation, etc.) associated with the development of effective educators that increase academic achievement of students? Finding such as these will build upon and serve as a “**strong theory**” and foundation for evaluator, staff and educators in moving *Project RISE* forward and successfully.

(4) The proposed project will integrate with or build on similar or related efforts...

Project RISE will be integrated with the ongoing efforts of the Division of Administrative & Leadership Support of Region One. This division is charged with providing leadership and professional development, technical assistance, support and direct services to Administrators,

School Personnel, and Board Members. Through Region One, school districts receive guidance on administrative responsibilities of leadership, management, program planning, and implementation. The support provided to district personnel is designed to enhance school district operations to improve instructional program to overall enhance student performance.

Project RISE efforts will also be combined with the GEAR UP program of Region One. Funded in 2011 by the U.S. Department of Education, the GEAR UP seven year grant (\$7 million annually) involves **22 school districts, 65 schools, 7 institutions of higher education, and 14 organizations**. Professional development efforts of *Project RISE* (described in Section 3) will be integrated with the professional development efforts of the GEAR UP program. In addition, Title 1, Title II, and IDEA funding as well as reallocated general operating funds will be leveraged to provide professional development support for educators in areas that are directly related to content areas, instructional strategies, assessment tools and protocols, teacher growth, and teacher/principal leadership. Region One will also partner with Texas Education Agency's TIF (Educator Excellence Innovation Program) Summer Institute and the Texas Association of School Boards to solicit guidance and professional development on practices for hiring, placement, evaluation, retention, dismissal, compensation, professional development, tenure, and

(c) Professional development systems to support the needs of teachers and principals identified through the evaluation process

promotion and to ensure alignment with goals and objectives of *Project RISE* (pgs. 36-38).

Professional Development: Region One, in partnership with reputable higher education institutions, community-based organizations, and private firms (e.g. Five local Higher Education Institutions – UTRGV, UTB, STC, TSTC, TAMU; College Board, ACT, Texas Instruments, etc. procured during planning year) will provide year-round professional development (40 hours



annually) to participating TIF staff, teachers, Master/Mentor teachers, principals, assistant

principals, and other school leaders on topics such as, classroom instruction, effective pedagogy, management strategies, new teacher development, effective communication and collaboration strategies, leadership and team-building skills, test analysis, establishing standards-based classrooms, and supervision. Special emphasis will be made on how to collect and assess value-added student achievement and educator performance data, conduct formative review of teacher performance through use of validated evaluation appraisal systems (e.g. TalentEd and VAL-ED) and instruments, classroom observations, reviews of lesson plans, and feedback using proven rigorous classroom evaluation methodologies to improve instruction and student learning.

Region One will utilize the information generated by both the HCMS/PBCS and educator Evaluation/Support System, which will provide a multi-faceted high-quality plan for professional development (Appendix F11 – List of Professional Development) including: **1)** Job-embedded coaching; **2)** Educator development, core content and technology integration training to teachers; **3)** Implementation of effective Professional Learning Communities (PLCs); **4)** Master Teachers, principals, assistant principals, and other school leaders conducting classroom evaluation of teachers; and **5)** Use of disaggregated data generated by the external evaluators and the educator Evaluation and Human Capital Management/Support Systems to inform teachers and educators of classroom management and pedagogical instruction decisions.

Job-embedded Coaching: To guide teachers’ professional growth and provide them with multiple career paths, the Principal and Master Teachers of each campus will assist teachers (tenured, new, Mentor teachers) to develop an “**Individual Professional Growth and Incentive Plan**” (IPGIP). The plans will lay out general expectations, specific learning and career goals and activities to address each individual’s growth needs in such areas as certification, instruction, communications, management, and planning. The individualized growth plans will become the

touchstone for career growth, mentoring, coaching, and assessing progress of teachers for bonuses, promotion, and retention.³⁶ Instructional programs are perceived as an effective staff development approach for teachers. By establishing teacher coaching and mentoring training programs, the district serves three important purposes: teachers are given a strong start at the beginning of their careers, veteran teachers learn new skills and experienced classroom teachers serving as masters/mentor teachers receive recognition and incentives.³⁷ Through highly effective year-round mentoring at each campus, educators that provide instruction in the same subject, grade level, or that previously taught the same subject or grade will act as a Mentor Teacher. Each month, in addition to the one-to-one academic instructional guidance and services received, mentees will also have opportunities to view videos and participate in simulation exercises demonstrating effective instructional and coaching strategies. Mentor teachers will receive an annual \$5,000 incentive for added responsibilities such as: providing mentees/teachers with guidance on strong lesson planning and classroom management, assistance and support in making professional decisions, and guiding the utilization of data to improve teaching.

Master Teachers, after 8 hours of relevant training, will collaborate with campus principals to ensure all students are learning from effective teachers that demonstrate mastery in their professional content. Teachers selected at this capacity will work with first time, new, tenured and struggling teachers in building capacity through: 1) Creating an atmosphere and attitude conducive to learning; 2) Jointly establishing goals and an academic achievement plan; 3) Improving pedagogical instructional strategies and classroom management practices; 4) Team teaching with colleague, demonstrating model lessons and helping implement curriculum; 5) Observing and providing peer assistance and coaching toward meeting teachers' **IPGIP** goals; and 6) Observing teacher classroom performance using the evaluation appraisal rubrics (e.g.

TalentEd) and conducting follow-up teacher conferences. Master Teachers will have a reduced class schedule to work with core content teachers to help increase their knowledge, competencies and attitude towards becoming a highly effective teacher. Special emphasis will be made to train Master Teachers, principals and assistant principals (10 hours annually) on how to conduct formative review of teacher performance through classroom observations and feedback using rigorous classroom standards from a proven *Performance Standard Model* (e.g. Talent Ed).

Inspired by Bloom's Taxonomy and Carol Tomlinson's work, teachers will receive training, provided by Content and College/Career Coaches, on how to provide differentiated instruction and post-secondary preparedness that will involve more individualized instruction tailored to the unique needs of each student. Region One will also utilize the proven *Baldrige Framework - Measuring What Matters* curriculum aligned to Texas' TEKS Resource System curriculum to assist teachers and administrators of each campus on ways to assess instructional goals and use data from these assessments to improve classroom instruction.³⁸ Region One will provide year-round assistance to teachers and educators on ways to incorporate project-based learning and common planning time (90 minutes a week) methods into instruction; including opportunities for teachers to practice skills necessary to build professional learning communities, and effectively communicate and collaborate with parents and other stakeholders in the school and community.

Furthermore, as part of the School Improvement Plan, district administrators, principals, assistant principals, and Master Teachers will receive ongoing technical assistance from the Project Director and Content and College/Career Coaches on how to empower teachers and staff to: 1) improve teaching (responsive pedagogy) in order to prepare students for college; 2) use data and technology in instruction that prepare students to think critically (video streaming, STEM applications, web-based learning); and 3) promote increased access to college via

increased rigor and responsive research-based pedagogical practices (coaching, modeling, classroom delivery, assessment, and feedback).³⁹ Teachers will receive individualized capacity building support in their classrooms from Master and Mentor Teachers. This support will be based on needs of teachers and their students and will include ongoing professional development, assistance, and guidance on lesson planning and instruction modeling in the classroom.

To support principals' professional growth as they take on challenges associated with their role, each principal will receive professional development that includes: 1) An annual two-day summer retreat, that features planning and simulation activities that train principals to establish and maintain a performance based culture within their campus;⁴⁰ 2) Retired principal and/or superintendent to provide monthly coaching driven by professional goals; 3) Courses that support development in specific areas related to instructional improvement and leadership – aligned with TEKS, STAAR-EOC, TalentEd and Interstate School Leaders Licensure Consortium standards; 4) Monthly videoconference discussion meetings among other principals, assistant principals, administrators, staff, and Master Teachers on topics such as: Culture & Climate, Time Management & Delegation, Meeting Facilitation, Decision Making, Supervision; and Formative Assessment; and 5) Monthly sessions between Project staff, school leaders, and Master and Mentor Teachers related to operational topics at each campus.

Educator Development: A Summer Training Institute will attribute to the total 40 hours of professional development for staff including new, existing, Master and Mentor Teachers on various topics such as: adult learning theories, classroom instruction, effective pedagogy, management, components of Performance-Based Compensation; Instructionally Focused Accountability Systems; and Teacher and Other Personnel Evaluation System Standards (e.g. TalentEd). This professional development will prepare participants to effectively participate in

collaborative group professional growth activities and introduce the Evaluation/Standards (e.g. TalentEd) cloud software. Summer learning includes areas of leadership, team-building skills, test analysis, establishing standards-based classrooms, etc. As mentioned, each educator will be required to engage in a minimum of 40 hours annually of professional development training surrounding strategies of effective classroom instruction, pedagogy and how those best practices can be applied for diverse, at-risk, and especially high-need students. According to, Marzano, Waters, & McNulty (2005)⁴¹ teachers and administrators who had participated in problem-based experiential programs were more likely to retain knowledge and know how to apply it.

The goals of the professional development will be to: (1) Increase shared understanding, recognition, and commitment of what effective instruction is and making student learning a priority; (2) Provide accurate feedback to teachers and facilitate open conversations between observers and teachers; and (3) Identify next steps of needed professional learning. During each educator conference (1 hour each - 8 times a year) teachers and observers will engage in high-quality conversations to reflect on their professional practice in more depth and clarity. With this timely, actionable data, teachers can identify problems and opportunities, differentiate instruction and capacity building, evaluate instructional impact, provide feedback and share best practices.

Professional Learning Communities (PLCs): Instructional planning periods (also known as common planning time - CPT) for grade level or subject content teams have increasingly been considered a crucial part of school improvement.⁴² Collaborative teams, in which teachers share planning time for a common group of students, have been correlated with better school culture, more effective parent communication, high student achievement, increased teacher motivation and job satisfaction.⁴³ Richard DuFour (2004) characterizes collaborative professional learning communities as groups of educators who “work together to analyze and improve their classroom

practice – engaging in an ongoing cycle of questions that promote deep team learning.”⁴⁴ To enhance collaboration among teachers, each campus will offer 90-minutes of CPT per week. The CPT’s will be imbedded within a school day and grouped by grade level and/or core subject areas. During these collaborative planning meetings teachers will be afforded time to discuss and resolve curricular issues, coordinate lessons, review data and locate common “problem spots” (e.g. grade level curriculum that tend to cause problems). This time will also be used to generate high-quality discussion in terms of mathematics and science that are sometimes difficult to explain, to determine key academics language necessary for success in that grade’s curricula.⁴⁵

Evaluation: The professional development activities above will be driven by evaluation activities. Ongoing formative evaluation will focus on addressing whether or not the objectives and strategies outlined are being implemented as planned at each campus. Ongoing findings will be compared to objectives and outcomes (pages.36-38), and adjustments will be made where necessary. Baseline data will be collected immediately upon award. To accomplish the proposed objectives and related performance measures and milestones, the following data will be collected year-round during various periods depending on the data source and instrument:

Student Accomplishments: Graduation rates, performance on state assessment in core subject areas, grade point averages, grade retention, SAT/ACT scores, dropout rates, enrollment in advanced placement (AP) or dual enrollment courses, college and attendance rates all by campus, age, grade, gender, ethnicity and social-economic status, etc. (quarterly);

School Climate: Surveys of teachers, principals, assistant principals, students, parents, teachers and staff on school climate and quality of leadership; pre and post self-assessment of leadership and management skills (bi-annually); survey of all teachers, master /mentor teachers regarding quality of mentoring activities and master teacher performance (quarterly); survey of all teachers

regarding quality of year-round professional development activities (after each session and annually); pre and post self-assessment surveys of all educators regarding the nature and extent of collaboration in the development of the School Improvement Plan and decision-making; review of hiring and retention policies and organizational practices at all campuses (quarterly); and extent appropriate certifications were obtained by teachers and administrators (annually);

Improvement in Instruction: Multiple classroom observations (responsive pedagogy) and student performance, self- assessment and reflection by teachers (after each observation);

Evaluation appraisal system: These systems (e. g. TalentEd /VAL-ED) will serve as the crux of the summative evaluation efforts due to its integration and effective teacher and principal evaluation.⁴⁶ Researchers at the National Institute for Excellence in Teaching have reported that teacher evaluations provide effective feedback on teacher performance and development;⁴⁷ and

External Evaluation: An external evaluator, with at least 20 years of experience conducting numerous federal and state education evaluations will work closely with Region One and Project Director in implementing an equitable, transparent, rigorous, quasi-experimental, quantitative and qualitative evaluation process. To seek programmatic, implementation and fidelity answers the external evaluator will implement two methods of evaluation – Formative and Summative (using a quasi-experimental design – QED).

Formative and Summative Evaluation: Each year, **formative evaluation** will focus on addressing whether or not the proposed objectives are being met and activities are being implemented as planned. Driven by the Logic Model (Appendix C), ongoing findings will be compared to objectives, outcome measures (pages 36-38), project timeline, and adjustments will be made, as needed. Baseline data will be collected upon award. The **summative evaluation** plan will utilize a rigorous quasi-experimental design to investigate significance and strength of relationships between proposed and actual activities and services on

instructional practices, student academic performances, skills development, graduation rates, college enrollment, and outcomes. The treatment group will consist of **2,000** (K-12) randomly selected students (lottery process) selected in year one. Similar to the treatment group a total of **2,000** (K-12) non-treatment students with like characteristics will be selected (computerized) and assigned to the control group in year one. The rigorous quasi-experimental evaluation (QED) and sampling design will meet the What Works Clearinghouse (WWC) evidence standards.

The evaluator will develop a secured web-based data management system which will link all aspects of *Project RISE* evaluation data to classroom observation, students' scores, teacher and principal payroll and human resources systems to appropriately allocate differentiated compensation for all educators. It will also be aligned with the evaluation appraisal (e. g. TalentEd and VAL-ED) data management systems to ensure coherency. Schools will provide program data on the progress of the performance indicators and professional development data will be collected ongoing and maintained by the evaluator. The evaluator will assist the Project Director to generate a number of analytical reports summarizing educator performance. The evaluator will regularly meet and assist the Project Director and the Principal at each campus to review the evaluation data and analyze critical issues encountered by teachers and students, impact of activities on leadership capacities, instructional improvement, student academic growth, school-wide performance and provide recommendations for continuous improvement.

(d) Quality of the management plan

Management Plan: The above activities will be implemented effectively by executing a management plan that utilizes established organizational and operational structures. This will ensure objectives and outcomes are met. Serving as the lead and fiscal agent, *Project RISE* will be located in the Division of Curriculum and Instruction. Through this division, Region One pledges their commitment, facilities, personnel, resources and active participation to ensure

Project RISE is an essential part of the divisions' operations (Appendix E – MOU). As a recipient of numerous federal, state and private grants (\$200 million budget annually), Region One has administrative, programmatic, fiscal, management and evaluation control systems in place that meet the highest standards of accountability. The administrative systems use the latest organizational managing software (e.g. GrantsMaximizer), communication systems, effective staffing plans, and customer feedback mechanisms for organizational control and continuous improvement. Program support utilizes current technology for participant tracking (Youth Connection), monitoring progress, assessing accountability, fiscal control, management of information, evaluation, reporting and oversight. Region One will use its knowledge in the management of the **Project RISE** to ensure the delivery of effective, timely, accessible, quality, and culturally relevant services. Region One is successfully administering numerous grants which support the learning of teachers, educators, students and parents including USDOE GEAR UP (\$7 million annually), etc., which have met all its performance outcomes with excellent financial audit reviews. Region One will use this extensive management experience to ensure **Project RISE's** service delivery design meets or exceeds all the proposed objectives and outcomes on-time and within budget. Additionally, Region One will use this experience to integrate the following essential elements for a quality and effective program implementation.

RISE Advisory Committee (RAC): The management plan will include the **RAC** to assist with planning, implementation and feedback. To support collaboration in the implementation of the program, the **RAC** will meet quarterly to review program objectives, activities, recruitment and hiring plans, policies, HCMS/PBCS systems, incentive payments, evaluation results and outcomes. The **RAC** is comprised of educators who will represent the lead agency, target school districts and campuses (Deputy Director, Project Director, Superintendent or its Designee,

Principals, Assistant Principals, teachers, and other personnel) and is a vital element of the *Project RISE* continuous improvement measures and feedback component.

Management Structure: Successful management requires efficient procedures for making decisions, feedback, instructional alignment, and monitoring which have been established by Region One. *Project RISE* will be placed within the Division of Curriculum and Instruction management and programmatic organizational structure to facilitate timely management, decision-making and to maximize internal resources. This design is structured to meet and/or exceed all contractual obligations including all objectives while remaining cognizant of the organization's financial capacity, mission, resources and human capital.

Service Structure: Region One recognizes that effective management requires strong leadership skills, management experience and academic training. Given these aptitudes, Ms. Kelly K. VanHee will act as **Project Director** (1 FTE) and provide the overall leadership. Ms. Vanhee's holds a Masters (MA required) in Educational Administration and Certification in Mid-Management. Ms. VanHee has over 10 years of management experience (5 years required) as an administrator of federal/state programs. She has demonstrated experience in working with disadvantaged students for the past 16 years (3 years required). Ms. VanHee is an experienced leader who will devote 100% of her time to the project. Ms. VanHee will supervise staff, coordinate services, oversee daily operations and work with the evaluator to ensure compliance with scope of work. Ms. VanHee will ensure all USDOE reports are completed on time and act as the liaison between Region One, school districts and TIF Office (Appendix D – Resume).

To maintain accountability and ensure high-quality products and services are delivered (on-time and within budget), the Director will utilize the Logic Model (Appendix C) as a guide and work closely with the HCMS/PBCS Coordinator, Content and College/Career Coaches, Master/

Mentor Teachers, educators, partners and the evaluator to ensure full implementation and oversight of program activities. The Project Director will ensure program effectiveness by maintaining a high-level of open communication among staff, school personnel, community and vendors. The Project Director will meet with the **Project RISE** team weekly to review program progress, student development, educator progress, cost efficiencies and areas needing improvement. **Project RISE** staff and partners will provide monthly reports to the Project Director detailing status, pre/post-results, and progress towards objectives and outcomes.

Program and Fiscal Monitoring: The Project Director will use the timeline (below) as a guide to ensure the timely implementation of program services and achievement of outcomes. The timeline, outcomes, Logic Model (Appendix C) and evaluation data will be reviewed monthly with the **RAC** members for effective decision-making. When milestones are not met, the team will develop an action plan to immediately address challenges and ensure objectives are met on-time. The Project Director will also work with the Region One finance department to track and oversee project expenditures. This will include monthly meetings with the finance department and quarterly meetings with **RAC** to review actual expenditures against proposed costs, milestones, allowable costs, and to implement fiscal revisions, when appropriate, to maximize resources. Budget revisions will all be in accordance to federal regulations.

The following timeline will be used as a management tool to assess the activities, progress and fidelity of program services being implemented. Start date is October 1, 2016 (O – 2016).

Director-PD; HCMS/PBCS Coordinator-HPC; Content Coaches-CC; Master/Mentor Teachers-		
ACTIVITIES/MILESTONES	RESPONSIBLE	TIMELINE
Engage RAC and 16 School Districts	PD,TS	O – 2016*

Hire <i>Region One Project RISE</i> Staff	PD, TS	O – N 2016
Engage Evaluator to develop and test instruments and collect baseline data	PD, TS, EV	N – 2016
Involve the partners to assess capacity building needs	PD, HPC, CC, CCC	D – 2016*
Commence the Planning Year Activities: Professional	ALL STAFF,	O – 2016 –
YEAR 2 - IMPLEMENTATION	RESPONSIBLE	TIMELINE
Begin summer capacity building for ALL staff/educators	ALL	A – 2017*
School teachers and educators engage students	TS, CC, CCC, MT	S – 2017*
Review, modify and integrate curriculum	PD, HPC, TS, CC	S – J 2017
Engage Master, Mentor Teachers and develop IPGIP	TS, CC, CCC, PA	O – 2017*
Engage Content and College/Career Coaches	TS, CC, CCC, PA	O – 2017 *
Begin professional development for all educators	TS, CC, MT, PA	O – J 2017/18*
Introduce and implement HCMS/PBCS to educators	PD, HPC, TS, EV	O – J 2017/18*
Train and conduct quarterly classroom observation	PD, HPC, MT, PA	N – J 2017/18*
Collect classroom and schoolwide data	HPC, TS, EV, PA	N – J 2017/18*
Administer surveys; teacher, educators, student, partners	HPC, CC, TS, EV	A – 2018*
Evaluate, compile, review data for program improvement	PD, HPC, TS, EV	M – 2018*
Start Summer Program, activities, strategies	ALL	J – J 2018*
Collect, clean and analyze all PBCS data for payout	PD, HPC, TS, EV	J – A 2018*
First Incentive Payment is disseminated	PD, HPC, TS, EV	J – A 2018*

Plan, incorporate lessons learned and best practices	PD, HPC, EV, PA	A – 2018*
Implement Year Three with program adjustments	ALL	S – 2017
Compose and submit annual USDOE performance report	PD, EV	O – 2017*
Replicate model in Years 3 – 5	ALL	S – 2018
Sustain <i>Region One Project RISE</i> after Year5	ALL	S – 2021

*These activities, services and programs will be **ongoing or annually** over the project period.

Other Key Personnel: Region One will ensure all persons regardless of race, color, national origin, gender, age or disability have equal access to all employment and program opportunities.

The following staff (to-be hired –TBH) has been allocated sufficient time to fulfill their duties (Appendix F12 – Organizational Chart). Job descriptions are included in Appendix F13.

Key Investigator (.10 FTE): Dr. Eduardo Cancino, Deputy Director has over 29 years of exceptional educational experience and successful management of federal programs. Dr. Cancino will oversee the project and supervise the Project Director at **no-cost** to the program.

HCMS/PBCS Coordinator (1 FTE): Coordinator will work with staff and school educators to ensure all recruiting and hiring activities including incentive strategies are aligned with the HCMS/PBCS systems at each target school. Coordinator will hold a Master’s in Education (MA), Texas Teaching Certificate, and 5+ years of teaching experience in a school setting.

Content Coaches (7 FTEs): Coaches (2-Math, 2-Reading, 1-Science, and 2-College/Career) will be hired to work with staff, administrators, teachers, and partners to ensure instructional pedagogical strategies and post-secondary initiatives are integrated into all core content areas. Coaches will coach and offer technical guidance to teachers and will lead or coordinate all professional development with partners at each school. Qualifications: a Bachelor’s or Master’s preferred, Texas Teaching Certificate and 3+ years of experience as a teacher in a K-12 system.

Master/Mentor Teachers (60 and 70 Appointed, respectively): Master Teachers will be
Region One Incentive Strategies for Educators

paired with first year, new, tenured and struggling teachers and guide them to be effective teachers. Mentor teachers will be paired with teachers that provide instruction in the same subject, grade level, or that previously taught the same subject or grade. Selection of Master and Mentor Teachers will be conducted from the pool of committed, tenured, experienced, degreed (Masters), and certified teachers at each campus. Each campus will establish the ratio of mentors to mentees. One-on-one mentor-mentee matches with at least one year commitment will be sought, but in no case will a single Mentor Teacher be paired with more than five new teachers.

Objectives: Aligned to the Absolute Priority (AP), Competitive Priorities (CP) 1 and 2, and Invitational Priority (Appendix 14), Region One’s quality program addresses the needs and the intent of the TIF grant. Region One has designed an ambitious plan by putting educators and students first while leveraging the expertise, experience, and resources of the schools to increase the number of highly-effective educators and students pursuing and graduating from college.

Logic Model: To align services with the identified needs, Region One with the help of an evaluator developed a Logic Model (Appendix C). The Logic Model provides a synopsis of the project that meets the evidence standard of a “strong theory” and will serve as a guide for staff.

Region One developed the following goal and several **ANNUAL ambitious**, yet **attainable** objectives based on the needs, proposed services and allocated resources.

Goal: Create a K-12th grade pipeline of highly-effective teachers, leaders and educators to increase ALL students’ academic achievement, graduation rates and college enrollment.

*** Baseline will be established from the 2015-2016 data for the objectives/outcomes below.**

Objective 1. Establish an effective human capital (HCMS) and educator evaluation (PBCS) system at each target school to ensure highly-effective educators are apparent and retained.

Outcome 1.1: The % of highly-effective teachers, principals and educators in high-need schools

will increase by **8%** from baseline, as measured by PBCS. **(GPRA A & B).**

Outcome 1.2: The % of retention rates of highly-effective teachers, principals and educators in high-need schools will increase by **9%** from baseline, as measured by HCMS. **(GPRA C).**

Outcome 1.3: The % of vacancies occupied by highly-effective teachers, principals and educators in high-need schools will increase **8%** from baseline, as measured by HCMS.

Objective 2: Increase students', particularly low-income, minority, at-risk and English Learners academic performance and college/career readiness by creating highly-effective educators.

Outcome 2.1: Students in **3rd - 5th** grade meeting/exceeding state standards in Reading and Math will increase by **10% and 12%**, respectively from baseline, as measured by STAAR.

Outcome 2.2: Students in **6th - 12th** grade meeting/exceeding state standards in Reading and Math will increase by **8% - 10%**, respectively from baseline, as measured by STAAR-EOC.

Outcome 2.3: The % of students (**9th - 12th grade**) enrolled in advanced placement (AP), dual enrollment, etc. (ELA, Math, science, etc.) courses will increase by **8%** from baseline, as measured by course enrollment data, PEIMS, College Board and TAPR.

Outcome 2.4: The % of students passing a college entrance placement examination (TSI, SAT or ACT etc.) will increase by **15%** from baseline, as measured by college entrance exams.

Outcome 2.5: The % of high school students graduating on-time will increase by **8%** from baseline, as measured by Texas accountability system and reported by TAPR. **(Baseline 75%).**

Outcome 2.6: The % of graduating students enrolling in postsecondary education will increase by **12%** from baseline, as measured by postsecondary enrollment data. **(Baseline 34.6%).**

Outcome 2.7: The % of target schools categorized as Priority will decrease by **5%** from baseline or until **100%** are no longer in jeopardy, as measured by state accountability data.

Objective 3: Increase cost efficiency and productivity at target schools through a systemic

transformation of effective HCMS/PBCS systems and thus, creating highly-effective educators.

Outcome 3.1: The # of target school districts and schools that use an educator evaluation system to inform human capital decision: recruitment, hiring, placement, retention, dismissal, professional development, tenure, promotion, etc. will increase by **20%**, from baseline or until **100%** report such use, as measured by HCMS and external evaluation school data. **(GPRA D).**

Outcome 3.2: The % of highly-effective teachers, principals and educators in high-need schools receiving compensation pay from State, local, or other non-TIF Federal Resources will increase by **2%** and **4%**, respectively from baseline, as measured by HCMS. **(GPRA E).**

Outcome 3.4: The % of highly-effective teachers, principals and educators in high-need schools receiving the highest effectiveness ratings will increase by **15%** from baseline (2017-2018), as measured by HCMS, PBCS and evaluation data. **(GPRA F & G).**

Outcome 3.5: The % of target districts and schools that improve system-wide cost efficiency, productivity, use of time, staff, and funds by leveraging/matching funds will increase by **10%** or more, as measured by in-kind/cash documents and operating budgets collected by evaluator.

Outcome 3.6: After Year Five, **100%** of target schools will sustain the HCMS/PBCS systems and continue to offer incentive payments to highly-effective educators, as measured by evaluator.

(e) Adequacy of resources

(1) Applicant demonstrates PBCS is developed with the input of teachers and school leaders...

Region One is convinced the success of *Project RISE's* efforts will be further enhanced by the quality of personnel involvement which has already been undertaken. Region One will continue to prioritize the needs and assets of personnel for planning and implementation of *Project RISE*. The process of developing *Project RISE* was a collaborative effort in which substantial input from each school was considered and which “buy-in” from all critical personnel was obtained (Appendix E – Letters). To ensure the inclusion of diverse perspectives during the

development of this initiative, Region One prior to and after the release of this RFP, hosted various working sessions (four times) with administrators, teachers, and related educators. During this time, feedback was solicited on the program design, activities and outcomes. The timeline and budget was discussed to ensure school personnel comprehended the programmatic and financial commitments each would make, and to overall solicit recommendations. These working sessions played a critical role in tailoring the project design, performance measures, timeline, and activities. Recognizing that each school has specific needs, capacities, climate, and assets. Region One is committed to ensuring each school had the flexibility and autonomy to help design the service delivery model that would most effectively benefit their educators and students. Each school secured “buy-in” in the form of a formal process. To initiate this process, Region One, in collaboration with all 31 schools, disseminated a digital survey to assess the level of teachers, administrators, and other educators support. Of the total **1,546** educators, over **1,268 (82%)** responded favorably in support and “buy-in” of *Project RISE* (Appendix F6 – Survey).

(2) Applicant demonstrates a plan to sustain financially the activities conducted and systems...

Project RISE will be integrated and enhanced with related Region One resources (Division of Leadership, School and Community Support and GEAR UP), programs and partners described earlier. With these resources, Region One’s five year federal budget (**\$48,509,137**) and non-federal and non-TIF federal budget (**\$9.3 million**) adequately supports the proposed scope of work, objectives, activities and performance outcomes. Region One’s practices have always been to sustain promising educational programs that help all learners succeed academically and will continue to do so with this project. Plans of sustainability from Region One have already started as evident with the leveraged support (**\$1.2 million in Year One**) illustrated in the budget narrative on pages 41-108. Although the current in-kind/cash budget represents a five year commitment, Region One and all school leaders have agreed to re-evaluate each of their budgets

annually to determine if additional resources can be generated. Since inception, Region One has established a strong organizational base (e.g. procedures, systems, and educators know their roles and strongly support the initiative). **Project RISE** will be housed in the Division of Curriculum and Instruction which is currently hosting GEAR UP, the STEM Center of South Texas, etc. This division strongly advocates and has access to an array of resources that will be leveraged for **Project RISE** which ultimately will lead to sustainability. All these elements ensures a broad diversity of perspectives is brought to Region One to ensure schools institutionalize these practices, strategies, programs, and seek other resources. **Project RISE** is endorsed from Region One and from a majority of school faculty with over **82%** supporting the program. The professional development will strengthen commitment, reinforce learning processes, be sustained and ensure that all educators are more effectively prepared, skilled and knowledgeable to deliver personalized learning even after grant funding ends. Performance based compensation for effective educators will further enhance morale and ensure commitment to the project.

Region One and participating school districts are dedicated to sustaining the project and thus, have agreed over the five years (Year One Planning) to gradually leverage resources and assume performance incentives, bonuses and stipends costs to their local operating budgets. Thus, in Year Three– Five schools will allocate approximately 10%, 20%, and 30% of teacher performance incentives, bonuses and stipend costs. Similarly, in Year 6 and beyond, the schools have agreed to assimilate 100% of performance incentives, bonuses and stipend costs to fully sustain HCMS/PBCS systems and compensation for educators to provide the best venue in which educators are satisfied and successful and where students can move towards high school graduation, post-secondary education and job preparedness. District and campus administrators will provide ongoing support at no-cost. Please see budget narrative for details.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

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>4-6; 7-11; 203-206</u></p> <p>(1) <u>4, 6, 7, 16, 19; 204-206</u></p> <p>(2) <u>5; 7-11</u></p> <p>(3) <u>2, 4; 7-17; 27, 36</u></p> <p>(4) <u>4-6; 7-17; 22-30; 33-35</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>2-6; 12-16</u></p> <p>(1) <u>7-17</u></p> <p>(2) <u>4, 6; 39-40</u></p>	<p><u>Requirement 1: Implementation of Performance-based Compensation Systems:</u></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>

TIF OPTIONAL HIGH- NE ED SCHOOL ELIGIBILITY CHECKLIST	
<p>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>	
<p><input type="checkbox"/></p> <p>(pg.)</p> <p><u>158-162</u></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 style="text-align: center;">AND</p>
<p><input type="checkbox"/></p> <p>(pg.)</p> <p><u>158-15</u></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 style="text-align: center;">AND</p>
<p><input type="checkbox"/></p> <p>(pg.)</p> <p>160</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 priorityschools.</p>

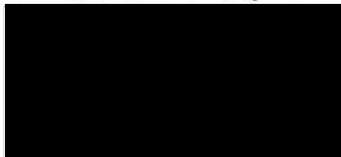
Focus	Inputs	Activities	Summarized Annual Outcomes	Impact
<ul style="list-style-type: none"> •Target population is high-need, at-risk and underserved children and families and includes a high percentage of Hispanic, limited English proficient, low-income, and some of the most undereducated students •Target school districts are economically depressed urban/rural and all are receiving Title I funding and combined have a low-income rate of 88.21% •All schools are high-need schools with Low academic performance •Need for enhanced HCMS (key human capital decisions including: recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure and promotion) •Lack of an effective educator evaluation appraisal (PBCS) systems to offer teachers, leaders and educators competitive differentiated compensation •Lack of a K-12th grade pipeline of highly-effective educators to increase ALL students' academic achievement, graduation rates and college enrollment. 	<ul style="list-style-type: none"> • Regional expertise and high-quality services to school districts in meeting the needs of underserved, isolated, at-risk, low-income and minority students and their parents in the south Texas • Region One and partner schools' staff, teachers and parents committed to the implementation of effective HCMS and PBCS systems • Leaders of Region One and partner schools agreed on performance-based and value-added incentives, • Support from target school districts including leveraged (human capital) resources • Collaboration and support from highly effective higher education institutions and reputable organization • Observational measures, student academic performance, and personal reflections on teaching that overall improves student achievement • Professional development and growth of educators • Expertise, experience and capacity of project team to implement an effective evaluation appraisal system for incentive pay 	<ul style="list-style-type: none"> • Create and introduce an Advisory Committee to help with planning, implementation, monitoring and feedback • Implement and enhance an HCMS and PBCS evaluation appraisal system at all schools • Review, develop and modify transparent administrative and programmatic policies and procedures • Hire qualified and highly effective TIF staff • Appoint trained Master and Mentor Teachers to guide first year, new, tenured and veteran teachers • Offer value-added performance competitive differentiated compensation, incentives, bonuses, and salary augmentation • Implement ongoing professional development training to administrators, teachers and educators • Offer career pathways, promotions, retention and hiring opportunities and incentives • Implement Professional Learning Communities (PLC) and Common Planning Time (CPT) at all schools • Execute a formal value-added and rigorous quasi-experimental evaluation with multiple measures 	<ul style="list-style-type: none"> •% of highly-effective teachers, principals and educators in high-need will increase by 8% (GPRA A & B) •% of retention rates of highly-effective teachers, principals and educators will increase by 9% (GPRA C) •% of vacancies occupied by highly-effective teachers, principals and educators will increase by 8% •Students in 3rd - 5th grade meeting -exceeding state standards in Reading and Math will increase by 10% and 12% •Students in 6th - 12th grade meeting /exceeding state standards in Reading and Math will increase by 8% and 10% •% of students (9th -12th) enrolled in % AP and dual enrollment course will increase by 8% •% of students passing a college entrance placement examination (TSI, SAT or ACT) will increase by 15% •% of students graduating on-time will increase by 8% •% of graduating students enrolling in postsecondary education will increase by 12% •% of schools categorized as Priority will decrease by 5% or until 100% are no longer in jeopardy •# of schools that use an educator evaluation system to inform human capital decision will increase by 20% (GPRA D) •% of highly-effective teachers, principals and educators receiving compensation pay from State, local, or other non-TIF Federal Resources will increase by 2% and 4% (GPRA E) •% of highly-effective teachers, principals and educators receiving the highest effectiveness ratings will increase by 15% (GPRA F & G) •% of school that improve cost-efficiency, productivity, use of time, staff and funds be leveraging/matching in-kind funds will increase by 10% •After Year Five, 100% of target schools will sustain the HCMS/PBCS systems and continue to offer incentive payments to educators 	<ul style="list-style-type: none"> •Overall highly-effective educators with increased competencies, skills, and knowledge •High retention rates of highly-effective teachers and educators in high-need schools •A sustained K-12th grade pipeline of highly-effective educators to increase ALL students' academic achievement, graduation and post-secondary outcomes •Increased academic performance and college readiness outcomes of All students •All students meeting-exceeding state standards in Reading and Math •Increased on-time graduation rates of ALL students •Effective career growth pathways, promotion and retention of high-effective educators •Implementation of highly effective HCMS and PBCS with valid and reliable measures •Staff, educators and community support for rewarding highly- effective leaders •Fully sustained effective evaluation appraisal systems to offer competitive incentive payments to highly-effective teachers and educators



External Evaluator

Rigorous Quasi-Experimental, Outcome and Process Evaluation, Baseline data, Pre & Post Assessments, Surveys, Observation Rubric, Focus groups and interviews, Multiple Regression Analysis, Diagnostic conclusions, Formal Recommendation Reports, Required Annual Performance Reports, Program and Evaluation Modifications.

Eduardo Cancino, Ed. D.



Dynamic 21-year education career reflecting leadership in quality design, delivery, and monitoring of teaching and learning. Accomplished in the following areas:

- ◆ Experienced in implementation of Curriculum Alignment, Data-Driven Decision Making, and Curriculum Design and Delivery.
- ◆ Outstanding success in building capacity in schools and school district to improve achievement of all students in accountability measures.
- ◆ Knowledgeable of Organizational, Leadership, Teaching and Learning, and Professional Development Theory.
- ◆ Experienced in providing high quality staff development at the local, state, and national level to school districts, education service centers, and professional organizations.
- ◆ Exceptionally well organized with a record that demonstrates self-motivation, initiative, and creativity in achieving both personal and organization goals.

PROFESSIONAL EXPERIENCE

Oct. 2009 - Present

Deputy Director for Instructional Support – Region One Education Service Center

Provide instructional leadership in support of school districts and charter school systems in the Region One service area to include:

- Coordinate regional curriculum initiatives
- Assist district leadership to create, implement, and evaluate quality instructional programs and plans
- Collaborate with school districts and charter school systems in initiating efforts in support of increased student achievement levels
- Supervise and evaluate the performance of Administrators and Programs within the Division of Instructional Support

July 2007–Oct. 2009

Superintendent of Schools – Hidalgo ISD

Provide leadership to continually improve initiatives such as:

- Hidalgo Early College High School for all students
- Full Day Pre-K 3 and Pre-K 4 for all students
- Dual Language Program
- Adult Literacy Academies
- Summer Educator Internships in Business

For 2006-2007, Hidalgo ISD earned the distinction of the #1 school

district in Texas through the HEB Excellence in Education Award.

July 2000– June 2007 **Assistant Superintendent for School and Program Improvement - Hidalgo ISD**

Provided instructional leadership to support Hidalgo ISD earning Recognized or Exemplary status for the past nine years and meeting AYP requirements. Provide leadership, direction, collaboration, and support to each of the following departments:

- ◆ Curriculum, Instruction, and Assessment
- ◆ Special Education, Bilingual/Dual Language
- ◆ Career and Technology, Federal Programs/Migrant/At-Risk
- ◆ Human Resources

July 1997–June 2000 **K-12 Mathematics Coordinator – McAllen ISD**

Provide leadership, direction, collaboration, and support in the area of curriculum and instruction and Title II – Part B to:

- ◆ Three high schools
- ◆ Alternative Education School and Options in Education School
- ◆ Six middle schools and twenty elementary schools

June 1996–June 1997 **Educational Consultant – Education Service Center Region 1**

Provide leadership, direction, collaboration, and support to low-performing schools in the ESC Region One area:

- ◆ Provided technical support and successfully assisted high schools out of low-performing status on TAAS.
- ◆ Provided technical support and successfully assisted middle schools out of low-performing status on TAAS.
- ◆ Provided technical support and successfully assisted elementary schools out of low-performing status on TAAS.

Aug 1990–May 1996 **Secondary Mathematics Teacher – Edinburg High School**

Taught high school mathematics and provided leadership, direction, collaboration, and support as department chair to develop a state exemplary Advanced Placement Program.

- ◆ Mathematics Advanced Placement program was visited and recognized by Governor George W. Bush as an exemplary model.

Aug 1988 – May 1990 **Secondary Mathematics Teacher – P.S.J.A. High School**

Taught high school mathematics to migrant and recent immigrant students.

Part-Time

- Aug 2003 – July 2004 **Adjunct Professor in Department of Educational Administration – University of Texas Pan American**
- ◆ Taught curriculum design and delivery courses to graduate level students.
- Aug 1995 – Dec 2000 **Consultant - Southwestern Region of the College Board**
- ◆ Provided curriculum alignment and vertical teams training to administrators and teachers in the Arkansas, New Mexico, Oklahoma, Texas area.
- Aug 1994 – May 1999 **Adjunct Faculty – South Texas Community College**
- ◆ Taught education courses to elementary teacher candidates.

EDUCATIONAL BACKGROUND

- ◆ Doctorate in Educational Leadership – Superintendent’s Cohort University of Texas Pan American
- ◆ Masters in Education – University of Texas Pan American
- ◆ Masters in Mathematics/Interdisciplinary Studies – University of Texas Pan American
- ◆ Bachelors in Mathematics – University of Texas Pan American
- ◆ Certification:
 - Superintendent
 - Principal
 - Secondary Teacher

NATIONAL/STATE CONFERENCE PRESENTATIONS

- ◆ 2007 White House Initiative on Educational Excellence for Hispanic Americans, Third Regional Conference of the Partnership for Hispanic Family Learning and Latino Summit (Atlanta, Georgia)
-A School District’s Journey towards Enhancing Learning
- ◆ 2006 White House Initiative on Educational Excellence for Hispanic Americans, First Regional Conference of the Partnership for Hispanic Family Learning and Latino Summit (Albuquerque, New Mexico)
-No Child Left Behind and Educational Reform
- ◆ 2005 U.S. Department of Education’s Office of English Language Acquisition Celebrate Our Rising Stars Summit IV (Washington, DC)
-Systems of Support to Enhance ELL Graduation
- ◆ 2005 16th Education Trust National Conference (Washington, DC)
-Enhancing Learning Through Systems of Support

- ◆ 2004 Fall Texas ASCD Conference (Corpus Christi)
-Evaluating Cognitive Levels of TAKS Test Items
- ◆ 2004 56th Annual TASA Summer Conference (Austin)
-Leading the Transition to TAKS - Improving School System Quality
- ◆ 2003 Fall TEPSA Conference (Houston)
-Leading the Transition to TAKS
- ◆ 2003 Summer Education Service Center Region 17 (Lubbock)
-Deep Curriculum Alignment
- ◆ 2002 Summer Texas Rural Systemic Initiative Conference (Corpus Christi)
-Item Response Error Analysis
- ◆ 2002 Spring Administrators Midwinter Conference (Austin)
-Curriculum Alignment Theory to Practice
- ◆ 2001 Fall Texas ASCD Conference (Austin)
-Data Analysis
- ◆ 2000 Charles A. Dana Center/Texas Statewide Systemic Initiative Vertical Teams Conference (Austin) – Horizontal and Vertical Articulation of Curriculum
- ◆ 1999 13th Annual Texas Assessment Conference (Austin)
-Test Item Response Data Analysis

- ◆ 1999 College Board Trainer of Trainers National Vertical Teams Conference (Little Rock, Arkansas) – Vertical Teams Implementation
- ◆ 1999 Statewide Systemic Initiative TEXTEAM Training Conference (Lubbock)
-Pre-AP Vertical Teams Implementation
- ◆ 1998-1999 Presented at four of five TEA sponsored Vertical Teams training sessions for Teachers (El Paso, San Antonio, Arlington, Edinburg)
- ◆ 1998 College Board Regional Vertical Teams Conference for Administrators (Austin) – Vertical Team Implementation

PROFESSIONAL INVOLVEMENT

- ◆ **TEXES Principal Manual Development (2004-2005)**
 - Author introduction and one chapter of document in collaboration with University of Texas Pan American Dept. of Education Faculty
- ◆ **Advanced Placement Capacity Assessment Tool (2000-2001)**
 - Assist the College Board and Charles A. Dana Center in developing and evaluation tool for school districts that assists in evaluating advanced placement programs.
- ◆ **AP Equity/Vertical Teams Action Team (1999-2001)**
 - Assist TEA, the College Board, and the Charles A. Dana Center in strategic planning/development of a vertical team training materials.
- ◆ **National Mathematical Sciences Academic Advisory Committee (1998-2000)**
 - Represent the Texas, Oklahoma, Arkansas, New Mexico Region at the national level on issues related to educational reform.
- ◆ **Texas Statewide Advisory Committee on Equity and Access (1998-2000)**
 - Advisory Committee Member for Texas LEADS (Local Empowerment for

Accessible and Diverse Schools) – UT School of Law

- ◆ **Mathematics Vertical Teams Toolkit Development Committee (1995-1998)**
 - Contributor to the toolkit jointly developed by the Charles A. Dana Center, Texas State Systemic Initiative, and The College Board intended to improve mathematics instruction across grade levels.
- ◆ **College Board Vertical Teams and PreAP Consultant (1995-2001)**
 - Southwestern Region of the College Board (Arkansas, New Mexico, Oklahoma, Texas)
- ◆ **ISME Vertical Teams Training Institute (Summer 1993,1994)**
 - Participant at two UT Austin Institute for Science and Math Education three week training sessions

STATE STUDENT ACCOUNTABILITY PROGRAM INVOLVEMENT

- ◆ **TEA TAKS Data Review Committee (Summer 2003)**
 - Assist TEA Student Assessment Division in reviewing data on field-tested items for possible use on future TAKS administrations.
- ◆ **TEA TAKS Data Review Committee (Summer 2002)**
 - Assist TEA Student Assessment Division in reviewing data on field-tested items for possible use on future TAKS administrations.
- ◆ **TEA TAKS Diagnostic Tool Advisory Committee (Spring 2002)**
 - Assist TEA Curriculum Division in developing a tool to facilitate instructional staff in planning transition to TAKS.
- ◆ **TEA 2003-2004 EXIT Level TAKS Advisory Committee (Spring 2000)**
 - Assist TEA Student Assessment Division in clarifying performances to be assessed on future TAKS administrations.
- ◆ **TEA TAAS Item Review Committee (1997-Present)**
 - Assist TEA Student Assessment Division in reviewing/modifying items for possible use on future TAAS administrations.
- ◆ **TEA TAAS Data Review Committee (1997-Present)**
 - Assist TEA Student Assessment Division in reviewing data on field-tested items for possible use on future TAAS tests.
- ◆ **TEA Algebra I EOC Item Review Committee (1997-Present)**
 - Assist in reviewing, modifying, deleting test items that are to be used as in future Algebra I EOC administrations.
- ◆ **Education Service Center Curriculum Cooperative TEKSTAR Lessons Development Committee (1996-1997)**
 - Assisted in the development of Lessons/Activities correlated to Texas Essential Knowledge and Skills

Kelly K. VanHee

Professional Objective

Provide leadership and coordination for the planning, development, delivery and evaluation of high quality innovative services to Region One ESC internal and external clients through a collaborative approach.

Education

University of Texas Pan American, Edinburg, TX. Masters of Educational Administration, summer, 1996.

St. Cloud State University, St. Cloud MN. Bachelor of Science degree in Social Studies education. Minor in English, May 1989.

Certification

State of Texas. Professional. Mid-Management Administrator (Grades PK-12). Lifetime license. June, 1998.

State of Texas, Provisional (Grades 6-12) Social Studies, Composite. Lifetime license. July, 1991.

PDAS Appraiser. June, 1997.

University of Texas Pan American. Instructional Leadership Training. Summer, 1994.

Experience

Curriculum, Instruction and Assessment Interim Administrator, Region One ESC. Region One ESC, 1900 West Schunior, Edinburg, TX 78539. March 2-16-Present.

School Improvement, Accountability and Compliance Specialist, Region One ESC, 1900 West Schunior, Edinburg, TX 78539. 2011-March 2016.

Bi Campus Curriculum Facilitator/District Science Grant Project Director/District Teacher Induction Staff Developer, Science Fair Coordinator. Hidalgo ISD/ J.C. Kelly Elementary/ Ida Diaz Junior High, Hidalgo, TX 78557. 2010-2011.

District Science Instructional Coach. Hidalgo ISD, 324 East Flora, Hidalgo, TX 78557, 2006-2010.

Principal/Dean of Instruction/Assistant Principal. Valley View ISD. Valley View High School, Rt. 1, Box 122, Pharr, TX 78577. 2000-2006.

Social Studies Teacher. Valley View ISD, Rt 1 Box 122, Pharr, TX 1990-2000.



1703 North Beauregard Street
Alexandria, VA 22311-1714 USA
1-703-578-9600 or 1-800-933-2723
1-703-575-5400 (fax)
www.ascd.org

6/24/2016

U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Subject: Letter of Support for Center for Leadership Excellence, Region 1 ESC

To Whom It May Concern:

ASCD strongly supports the TIF Grant project submitted by the Region 1 ESC Center for Leadership Excellence (CLE) and the Division of instructional, school improvement, and college-readiness support. Our team is intimately acquainted with the great work that emerges from the CLE and instructional division for south Texas schools, including rigorous, research-based professional development that builds teacher and leader capacity; an activity that in turn translates into improved student capacity and achievement.

Because the Region 1 ESC believes in capacity-building models to grow educator competency and proficiency with evidence-based strategies, we know that their current project design is a strong reflection of the priorities of the TIF grant program, including an emphasis on performance-based compensation programs and classroom evaluations.

ASCD looks forward to supporting the ongoing teacher capacity-building efforts of Region 1 ESC because their team understands the needs, frustrations, and challenges of teachers and leaders. Through their recommended project design, they can continue to build stronger schools for the state of Texas, with strategies that may prove replicable to other locations.

We look forward to the activities and outcomes of Region 1 ESC's TIF grant project and strongly support this grant application for funding.

Sincerely,

Jim Hemgen, Managing Director
Professional Learning Services, ASCD
Alexandria, Virginia



RGV LEAD: In the Business of Education

Rio Grande Valley Linking Economic and Academic Development

TSTC Service Support Center | 1902 North Loop 499, Ste. 123 | Harlingen, Texas 78550-3697 | 956-364-4509 | FAX: 956-364-5143

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June 27, 2016

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

Dear Secretary King:

I am pleased to provide this letter in support of the proposal submitted by Region 1 Education Service Center to the U.S. Department of Education, under the Teacher Incentive Fund (TIF). Region 1 ESC is currently seeking this funding to help empower educators and impact academic performance in the Rio Grande Valley. RGV LEAD enjoys a strong partnership with Region 1 ESC, and we have first-hand experience of the excellent support Region 1 ESC provides for school districts throughout this region.

It is my understanding that this grant aims to serve students in rural communities and promote equitable access to effective teachers for students from low-income families and minority students. Region 1 ESC has a proven record of successfully supporting efforts to improve student achievement across the Rio Grande Valley and will target high-need school districts with the TIF funding. There is a critical need for continued support of school districts in their effort to recruit and retain effective teachers and principals.

We are hopeful that Region 1 ESC will be successful in the effort to secure funding for the Teacher Incentive Fund, and we at RGV LEAD pledge our continued support.

Sincerely,

Norma L. Salaiz, Ph.D.
Director



SAPI

STUDENT ALTERNATIVES PROGRAM, INC.

1218 South Presa - San Antonio, TX 78210 - P.O. Box 15644 San Antonio, TX 78212-8844 - 210.227.0295 - 210.227.7879 FAX - www.sapiacademies.org

Frances Berrones-Johnson
Superintendent/CEO

Central Office Correspondence

June 16, 2016

Nadya Chinoy Dabby,
Assistant Deputy Secretary for
Office of Innovation & Improvement,
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-6200

Dear Assistant Deputy Secretary Dabby:

It is with great enthusiasm that I am writing this letter in support of the Teacher Incentive Fund (TIF) program. I firmly believe that this compensation system will have a positive impact in increasing educator effectiveness and student achievement in our charter schools.

I too concur with the research that often times the great efforts put forth by teachers and principals are overlooked. By implementing this performance-based compensation and related supports for educators, it will in fact catalyze improvements in our charter district's human capital management and our student outcomes. In particular, for our charters which have been established to work with critically at-risk, high school youth.

We are committed to partnering with the Region One Education Service Center (ESC) in this grant opportunity and look forward to reaping the benefits that the TIF program has to offer.

Please do not hesitate to contact me at [REDACTED] or via email at [REDACTED] if you should have any further questions.

Respectfully,

[REDACTED SIGNATURE]

Frances Berrones-Johnson
Superintendent/CEO of SAPI Charter School Division
dba: Gateway Academy Charter District
MidValley Academy Charter District

HENRY CUELLAR, PH.D. U.S. HOUSE OF REPRESENTATIVES

June 27, 2016

The Honorable Nadya Chinoy Dabby
Assistant Deputy Secretary for Innovation and Improvement
U.S. Department of Education
Office of Innovation and Improvement
400 Maryland Ave., S.W.
Washington, D.C. 20202

Dear Assistant Deputy Secretary Dabby:

I am writing in strong support of the U.S. Department of Education's Teacher Incentive Fund (TIF) grant proposal submitted by the Region One Education Service Centers (ESC). This grant will bring much needed funding to the school districts in my congressional district.

Region One Education Service Centers plays an important role in supporting local school districts to improve student achievement in my district. The proposal's goal is to promote a comprehensive evidence-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. In addition, Texas TAP System provides instructionally-focused accountability, career advancement opportunities, and time for ongoing professional development during the school day.

I fully support the Region One Education Service Centers' application which will reward effective teachers and principals and provide greater professional opportunities to educators in high poverty schools. I thank you for your full and fair consideration of their proposal. If you have any further questions, please do not hesitate to contact me or any of my offices.



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

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House of Representatives
Rubén Hinojosa
15th District, Texas

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2282 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE: (202) 225-2631
FAX: (202) 225-6688

EDINBURG OFFICE:
2884 WEST TRENTON ROAD
EDINBURG, TX 78639
PHONE: (956) 682-5646
FAX: (956) 682-0141

SEGUN OFFICE:
100 SOUTH AUSTIN, SUITE 1
SEGUN, TX 78115
PHONE: (830) 401-0467
FAX: (830) 379-0984

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

June 17, 2016

The Honorable John B. King, Jr.
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary King:

As the U.S. Representative of the 15th District of Texas, I would like to convey to you my full support for the proposal submitted by Region One Education Service Center to the Department of Education under the Teacher Initiative Fund (TIF). Region One ESC is currently seeking this funding to help empower educators and provide additional resources to rural school districts in the Rio Grande Valley of Texas.

Region One ESC's proposal aims to increase student achievement by recruiting and retaining effective teachers and principals. Unfortunately, there is high teacher turnover in Deep South Texas, with nearly one-third of the teachers in partner schools having five or fewer years of teaching experience. Teacher turnover prevents students from having access to experienced educators, potentially decreasing the quality of education they receive; as a result, student academic achievement is typically lower in these environments.

Region One ESC's application will promote equitable access to effective teachers for students from low-income families and minority students across and within schools and districts. Specifically, it will serve up to thirteen eligible independent school districts, four of which are rural. The Teacher Incentive Fund (TIF) grant will help fund vital projects needed to develop and implement teacher and principal Performance-Based Compensation Systems in these high need school districts.

I request your favorable consideration of Region One Education Service Center's proposal, as it will have a positive and immediate impact on student success. If you have any questions regarding their application, please contact me or my Edinburg District Office at [REDACTED]

With best personal regards, I remain:

Sincerely,

[REDACTED]

Rubén Hinojosa
Member of Congress

126

FILEMON VELA
34TH DISTRICT, TEXAS

437 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-9901

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Congress of the United States
House of Representatives
Washington, DC 20515-4334

333 EBONY AVENUE
BROWNSVILLE, TX 78520
(956) 544-8352

500 EAST MAIN STREET
ALICE, TX 78332
(361) 230-9776

1390 W. EXPRESSWAY 83
SAN BENITO, TX 78586
(956) 276-4497

500 SOUTH KANSAS AVENUE
WESLACO, TX 78596
(956) 520-8273

June 28, 2016

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

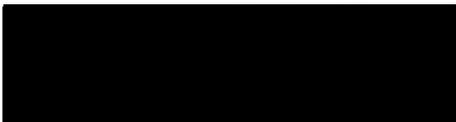
Dear Secretary King:

I write to express my support for the application submitted by Texas Region One Education Service Center (ESC) for Department of Education Teacher Incentive Fund (TIF) assistance. Region One ESC is seeking a TIF grant to provide incentives for teachers to strengthen and improve the quality of education in targeted schools where student performance lags in reading and math.

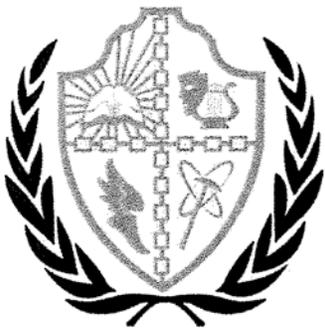
Many South Texas schools are struggling to keep teachers in the classroom. For example, in Donna ISD, more than 45 percent of teachers have fewer than five years of experience in the classroom. In Progreso ISD, where more than 99 percent of students are considered economically disadvantaged, less than half of teachers have five years of teaching experience. To alleviate the high turnover of teachers at targeted schools, Region One ESC proposes the use of TIF funding to help attract and retain high-performing teachers.

I strongly support Region One ESC and its efforts to recruit and retain experienced educators and improve the quality of education for South Texas students, and I urge your thoughtful consideration of their proposal.

Sincerely,



Filemon Vela
Member of Congress



DONNA INDEPENDENT SCHOOL DISTRICT

"Be the Change"

June 27, 2016

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To Whom It May Concern:

Donna I.S.D. is excited about the opportunity to participate in an innovative reform effort such as the Teacher Advancement Program (TAP). Programs such as these enhance teacher quality and student achievement.

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

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

ADMINISTRATION

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Fernando Castillo
Deputy Superintendent

Velma Rangel
Chief Special Programs
Officer

Maricela Valdez
Chief Financial Officer

Jose J. Villanueva
Assistant Superintendent
for Human Resources

Sincerely,


Fernando Castillo
Deputy Superintendent
Donna I.S.D.

Campus Correspondence

June 16, 2016

Nadya Chinoy Dabby,
Assistant Deputy Secretary for
Office of Innovation & Improvement,
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-6200

Dear Assistant Deputy Secretary Dabby:

I am writing to support the efforts of the Region One Education Service Center (ESC) in its application for the Teacher Incentive Fund (TIF) grant. I can personally attest as a high school principal that this compensation system has had a positive impact in increasing educator effectiveness and student achievement in our charter schools.

Our students' performance scores have increased by 24% in algebra, 15% in biology and 5% in history. This system has promoted our leadership team to collaboratively develop and plan efficiently and effectively to meet our campus wide core subject goals.

At Gateway Academy – Sierra Vista, we have seen what it can do for a campus and are in full support of the system. We already have the necessary pieces in place to continue. This is a program that supports teacher and students by improving instruction in the classroom. It gives teachers professional development that is built into their work day and focused on the specific needs of our campus.

I respectfully ask that you give this grant application your full consideration. I fully support the continued implementation of this program at Gateway Academy – Sierra Vista.

Please do not hesitate to contact me at [REDACTED] or via email at [REDACTED] if you should have any further questions.

Respectfully,
[REDACTED]

Academy Director
Gateway Academy-Sierra Vista Charter High School

Campus Correspondence

June 16, 2016

Nadya Chinoy Dabby
Assistant Deputy Secretary for
Office of Innovation & Improvement
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-6200

Dear Assistant Deputy Secretary Dabby:

It is with great pleasure that I am writing this letter in support of the Teacher Incentive Fund (TIF) program. I firmly believe that this compensation system will have a positive impact in increasing educator effectiveness and student achievement in our charter schools.

I too agree with the research that often times the great efforts put forth by teachers and principals are overlooked. By implementing this performance-based compensation and related supports for educators, it will in fact catalyze improvements in our charter district's human capital management and our student outcomes. In particular, for our charters which have been established to work with critically at-risk, high school youth.

We are committed to partnering with the Region One Education Service Center (ESC) in this grant opportunity and look forward to reaping the benefits that the TIF program has to offer.

Please do not hesitate to contact me at [REDACTED] or via email at [REDACTED] if you should have any further questions.

Respectfully,
[REDACTED]

Ray Gonzalez
Academy Director
Gateway Academy-Townlake Charter High School



June 20, 2016

Dr. John B. King, Jr.
Secretary of Education
U.S. Department of Education

Dear Dr. King:

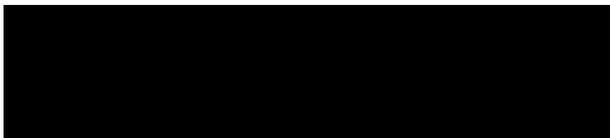
I am writing this letter in support of the Texas Teacher Incentive Fund (TIF) project. The primary goal of the Texas TIF project is to improve student achievement in high-need schools.

Texas rural schools participating in the Texas TIF project face unique challenges in increasing student achievement and recruiting and retaining effective teachers and principals. As a participating school district, we serve a high-poverty population. High turnover makes it difficult to build and maintain a high level of success.

The human capital of a school plays an important role in supporting rural school districts in Texas. Therefore, I am hopeful that the work performed through this project will create a sustainable plan for reforming the overall scope of the human capital field.

Rest assured, we will continue our commitment to improve student achievement in all of our high-need campuses through the work of the Texas TIF project.

Sincerely,



Dr. Miguel S. Perez
Superintendent of Schools

June 21, 2016

To Whom It May Concern:

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

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

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

Sincerely,


Raymundo P. Villarreal, Jr.
Superintendent
La Feria ISD



La Joya Juarez-Lincoln High School

7801 West Mile 7 Road
Mission, Texas 78574
(956) 519-4150
Fax (956) 519-4160

Administration

Eduardo Alaniz, Principal

Associate Principal of Instruction, Isabel M. Solis
Associate Principal of Discipline, Ricardo Garces
Diana Garza, Assistant Principal
Luis Garcia, Assistant Principal
Raul Gonzalez, CCG Assistant Principal
Everardo Chapa, Assistant Principal
Santos Paloma, Academics Director
Jorge Flores, Master Scheduler
Maria Castellano, Testing Coordinator
Ciro Gonzalez, Testing Coordinator
Tomas Garcia, Athletic Coordinator/Head Coach
Elouisa F. Hornaday, Principal Secretary

June 20, 2016

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.374A)
LBJ Basement Level 1
400 Maryland Avenue SW.
Washington, DC 20202-4260

To Whom It May Concern:

Juarez Lincoln High School serves 2633 students in grades 9th-12th Grade. Our student body is made up of 99.7% Hispanic, and 0.2% White, 99% of the student population receives free or reduced lunch, and 7.5% of the students receive special education services. Some key barriers to students' academic achievement are associated with students' cultural, linguistic, and economic diversity. Juarez Lincoln High School teachers, staff and administration, believe that teaching and learning is a continuous improvement process. We are committed to provide students with educational excellence by building teacher quality and capacity through professional development.

Through this letter, we express our support and excitement at the opportunity to participate in the partnership with Region One Education Service Center in the Teacher Incentive Fund (TIF) (CFDA) Number: 84.374A proposal which aims to implement a comprehensive performance-based compensation system for teachers, principals and other personnel at Juarez Lincoln High School and other schools within our district in order to increase Educator Effectiveness and Student Achievement.

We have no doubt that Region One Education Service Center will take into account the talents and expertise of teachers and staff at Juarez Lincoln High School and embed them into the system for continued improvement to create a Teacher Incentive Fund program that will focus on student achievement. I look forward to collaborating with Region One Education Service Center in the creation and implementation of a Teacher Incentive Fund program that will take provide teachers and staff with compensation while taking students into the next level educational excellence.

Sincerely,


Eduardo Alaniz, Principal

Educational Excellence- *The Right of Every Student*



La Joya
Independent School District
Ann Richards Middle School
7005 Ann Richards Rd, Mission, TX 78572
Tel (956) 519-5710 Fax (956) 519-5726

Ann Richards M.S. Administrators
Michael Ocana, Principal
Yadira Rangel, Asst. Principal
Diana Alvarez, Asst. Principal
Guadalupe Villarreal, Asst. Principal
Eleazar Ramirez, Counselor
Sylvia Hernandez, Counselor
Salvador Magana, Counselor

June 15, 2016

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.374A)
LBJ Basement Level 1
400 Maryland Avenue SW.
Washington, DC 20202-4260

To Whom It May Concern:

Ann Richards Middle School serves 938 students in 6th-8th Grade. Student body is made up of 99.8% Hispanic, and 0.1% White. Campus student population is at 98.4% economically disadvantaged and receives free and/or reduced lunch, and 7.7% of the students receive special education services. Key barriers to students' academic difficulties are associated with students' cultural, linguistic, and economic diversity. 53% of students are English Language Learners (ELL). Ann Richards Middle School teachers, staff and administration, places a strong emphasis on teaching and learning. We are committed to provide students with educational excellence by building teacher quality and capacity through professional development.

Through this letter, we express our support and excitement at the opportunity to participate in the partnership with Region One Education Service Center in the Teacher Incentive Fund (TIF) (CFDA) Number: 84.374A proposal which aims to implement a comprehensive performance-based compensation system for teachers, principals and other personnel at Ann Richards Middle School and other schools within our district in order to increase Educator effectiveness and student achievement.

We have no doubt that Region One Education Service Center will take into account the talents and expertise of teachers and staff at Ann Richards Middle School and embed them into the system for continued improvement to create a Teacher Incentive Fund program that will focus on student achievement. I look forward to collaborating with Region One Education Service Center in the creation and implementation of a Teacher Incentive Fund program that will take provide teachers and staff with compensation while taking students into the next level educational excellence.

Sincerely,


Thomas Ocaña



Independent School District
Palmview High School
3901 N. La Homa, Mission, TX 78574
Tel (956) 519-5779 Fax (956) 584-4825

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June 15, 2016

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.374A)
LBJ Basement Level 1
400 Maryland Avenue SW.
Washington, DC 20202-4260

To Whom It May Concern:

Palmview High School serves 2,117 students in 9th – 12th Grade. Student body is made up of 99.8% Hispanic, and 0.2% White. Campus student population is at 95.9% economically disadvantaged and receives free and/or reduced lunch, and 6.2% of the students receive special education services. Key barriers to students' academic difficulties are associated with students' cultural, linguistic, and economic diversity. 15.5% of students are English Language Learners (ELL) and 79.2% of students are considered At-Risk. Palmview High School teachers, staff and administration, places a strong emphasis on teaching and learning. We are committed to provide students with educational excellence by building teacher quality and capacity through professional development.

Through this letter, we express our support and excitement at the opportunity to participate in the partnership with Region One Education Service Center in the Teacher Incentive Fund (TIF) (CFDA) Number: 84.374A proposal which aims to implement a comprehensive performance-based compensation system for teachers, principals and other personnel at Palmview High School and other schools within our district in order to increase Educator effectiveness and student achievement.

We have no doubt that Region One Education Service Center will take into account the talents and expertise of teachers and staff at Palmview High School and embed them into the system for continued improvement to create a Teacher Incentive Fund program that will focus on student achievement. I look forward to collaborating with Region One Education Service Center in the creation and implementation of a Teacher Incentive Fund program that will take provide teachers and staff with compensation while taking students into the next level educational excellence.

Sincerely,

Yvonne Flores Ayala

Yvonne Flores Ayala, Principal
Educational Excellence - The Right of Every Student
PR/Award # U374A160002



Elodia R. Chapa Elementary School

La Joya Independent School District
5670 Doffing Road
Mission, Texas 78574
Tel. (956) 580-6150, (956) 580-6151
Fax (956) 580-6157

Laura Lopez, Principal
Rosario Flores, Instructional Supervisor
Eliamar Lopez, Instructional Supervisor
Mary Ann Alaniz, Counselor
Sandra Chapa, Librarian

June 15, 2016

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.374A)
LBJ Basement Level 1
400 Maryland Avenue SW.
Washington, DC 20202-4260

To Whom It May Concern:

Elodia R. Chapa Elementary serves 575 students in grades PreKinder-5th Grade. Student body is made up of 99.8% Hispanic, and 0.2% White. 97% of the student population receives free or reduced lunch, and 5.8% of the students receive special education services. Key barriers to students' academic difficulties are associated with students' cultural, linguistic, and economic diversity. Elodia R. Chapa Elementary teachers, staff and administration, places a strong emphasis on teaching and learning. We are committed to provide students with educational excellence by building teacher quality and capacity through professional development.

Through this letter, we express our support and excitement at the opportunity to participate in the partnership with Region One Education Service Center in the Teacher Incentive Fund (TIF) (CFDA) Number: 84.374A proposal which aims to implement a comprehensive performance-based compensation system for teachers, principals and other personnel at Elodia R. Chapa Elementary and other schools within our district in order to increase Educator effectiveness and student achievement.

We have no doubt that Region One Education Service Center will take into account the talents and expertise of teachers and staff at Elodia R. Chapa Elementary and embed them into the system for continued improvement to create a Teacher Incentive Fund program that will focus on student achievement. I look forward to collaborating with Region One Education Service Center in the creation and implementation of a Teacher Incentive Fund program that will take provide teachers and staff with compensation while taking students into the next level educational excellence.

Sincerely,


Laura Lopez, Principal

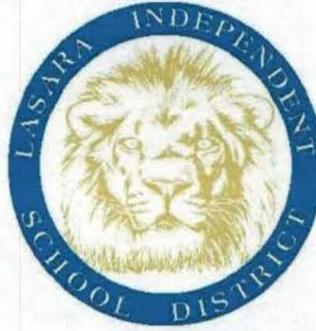
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Board President

Sylvia Perez
Vice-President

Margot D. Salinas
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6160 E. 6th St.
P.O. Box 57 Lasara, TX 78561
(956) 642-3598 Fax (956) 642-3546

Sara A. Alvarado
Superintendent
(956) 642-3598

Cynthia D. Ramos
*Director of Curriculum &
Instruction/Federal Programs*
(956) 642-5404

Rogelio Cantu
Business Manager
(956) 642-5403

Elvia Robles
Tax Assessor/Collector
(956) 642-5102

To Whom It May Concern,

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

Region 1 Education Service Center's (ESC) proposal aims to promote a comprehensive evidence-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. In addition, the TAP System provides instructionally-focused accountability, career advancement opportunities, and time for ongoing professional development during the school day.

It is with great pleasure that I support the Region 1 ESC Texas TIF project to recruit, develop, and retain highly effective teachers.

Sincerely,

[Redacted Signature]
Sara A. Alvarado
Superintendent
Lasara ISD



MERCEDES INDEPENDENT SCHOOL DISTRICT

P. O. BOX 419

MERCEDES TX, 78570

Phone: (956) 514-2000 Fax: (956) 514-2033

Dr. Daniel Trevino Jr.
Superintendent of Schools

June 20, 2016

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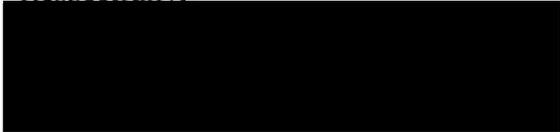
To Whom It May Concern:

Mercedes ISD is pleased to support the Texas Teacher Incentive Fund (TIF) Grant Application. The purpose of the TIF program is to support, develop, and implement sustainable Performance-based Compensation Systems for teachers, principals, and other personnel in High-Need Schools, which will ultimately impact the overall educator effectiveness and student achievement.

Mercedes ISD is committed to providing the support to improve both principal and teacher effectiveness as we continue our work in developing our leadership team through summer leadership academies and professional development. Region One ESC continues to support and partner with Mercedes ISD in providing high-quality professional development aligned to district and campus needs, which includes teacher and principal effectiveness.

It is with great pleasure that I support the Region One ESC on the Teacher Incentive Fund grant opportunity.

Respectfully,



Dr. Daniel Trevino, Jr.
Superintendent of Schools
Mercedes ISD
956-514-2022
daniel.trevino@misdtx.net

Mission Statement:

Mercedes ISD will provide a 21st Century education for all students in a safe, caring, and supportive environment to develop productive citizens for an ever changing world.

Vision Statement:

Achieve Excellence Today for a Successful Tomorrow



Mercedes Academic Academy

“Taking Bold Steps to Revolutionize & Transform Students for Career and College Readiness”

Heather Garza, Principal

June 20, 2016

To Whom It May Concern:

Mercedes Academic Academy is pleased to support the Texas Teacher Incentive Fund (TIF) Grant Application. The purpose of the TIF program is to support, develop, and implement sustainable Performance-based Compensation Systems for teachers, principals, and other personnel in High-Need Schools, which will ultimately impact the overall educator effectiveness and student achievement.

Mercedes Academic Academy is an Alternative Education Campus which means that at least 75% of the students meet the at-risk criterion, established in 1998 currently, Mercedes Academic Academy serves over 135 students and employs 8 teachers, 1 social worker, 1 truancy officer, 1 administrator for the high-need campus. Mercedes Academic Academy has shown growth in graduation and academic performance through the professional development provided through the Texas Title I Priority Schools (TTIPS) grant and the Title I, Part A Priority School Grant.

It is with great pleasure that I support the Region One ESC on the Teacher Incentive Fund grant opportunity.

Sincerely,



Heather Garza
Principal, Mercedes Academic Academy





Campus Correspondence

June 16, 2016

Nadya ChInoy Dabby,
Assistant Deputy Secretary for
Office of Innovation & Improvement,
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-6200

Dear Assistant Deputy Secretary Dabby:

I am writing this letter in support of the Teacher Incentive Fund (TIF) program because I firmly believe that this compensation system will have a positive impact in increasing educator effectiveness and student achievement at our Mid Valley Academy – Mercedes Charter High School.

I agree with the research that shows that often times the great efforts put forth by teachers and principals are overlooked. By implementing this performance-based compensation systems and related supports for principals and teachers, I believe that our charter district's human capital management and our student outcomes will improve. In particular, for our charter school which has been established to work with critically at-risk, high school youth.

I am committed to partnering with the Region One Education Service Center (ESC) in this grant opportunity and look forward to the benefits that the TIF program has to offer.

Please do not hesitate to contact me at [REDACTED] or via email at [REDACTED] if you should have any further questions.

Respectfully,

[REDACTED]
Roger Hinojosa
Academy Director
MidValley Academy-Mercedes Charter High School

Campus Correspondence

June 16, 2016

Nadya Chinoy Dabby,
Assistant Deputy Secretary for
Office of Innovation & Improvement,
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-6200

Dear Assistant Deputy Secretary Dabby:

The purpose of this letter is to express my enthusiastic support of the Teacher Incentive Fund (TIF) program. I firmly believe that this compensation system will have a positive impact in increasing educator effectiveness and student achievement in our charter schools.

Unfortunately, based on real evidence in so many schools and classrooms, great efforts put forth by teachers and principals are overlooked and not monetarily recognized. By implementing this performance-based compensation for educators and administrators, it will in fact have a significant impact on overall academic improvements, attendance, discipline management and ultimately student outcomes for graduation purposes. In particular, for our charters which have been established to work with critically at-risk, high school youth.

We are committed to partnering with the Region One Education Service Center (ESC) in this grant opportunity and look forward to reaping the benefits that the TIF program has to offer.

Please do not hesitate to contact me at [REDACTED] or via email at [REDACTED] if you should have any further questions.

Respectfully,

Ramiro Vela [REDACTED]
Academy Director
MidValley Academy-McAllen Charter High School



Campus Correspondence

June 16, 2016

**Nadya Chinoy Dabby,
Assistant Deputy Secretary for
Office of Innovation & Improvement,
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-6200**

Dear Assistant Deputy Secretary Dabby:

It is with great enthusiasm that I am writing this letter in support of the Teacher Incentive Fund (TIF) program. I firmly believe that this compensation system will have a positive impact in increasing educator effectiveness and student achievement in our charter schools.

The implementation of this performance-based compensation and related supports for educators will help improve our charter district's human capital management and our student outcomes. In particular, for our charters which have been established to work with critically at-risk, high school youth. The TIF sets high expectations that are thoroughly followed through; the performance rubric will be an exemplar guide for all educators.

We are committed to partnering with the Region One Education Service Center (ESC) in this grant opportunity and look forward to reaping the benefits that the TIF program has to offer.

Please do not hesitate to contact me at [REDACTED] or via email at [REDACTED] if you should have any further questions.

[REDACTED]
**Academy Director
MidValley Academy-San Benito Charter High School**



San Benito Consolidated Independent School District

Dr. Adrian Vega, Superintendent of Schools

240 North Crockett Street • San Benito, TX 78586 • Phone: (956) 361-6110 • FAX: (956) 361-6115

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Joe G. González
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Hector G. Leal
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Angel Mendez
Arnold Padilla

To Whom It May Concern:

San Benito CISD is excited about the opportunity to participate in a performance based compensation system that will increase teacher effectiveness and student achievement.

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

It is with great pleasure that I support the Region 1 ESC Texas TIF program to recruit, develop, and retain highly effective teachers.

Sincerely,



Dr. Adrian Vega
Superintendent of Schools



June 28, 2016

To Whom It May Concern,

San Isidro ISD is excited about the opportunity to participate in an innovative reform effort such as the TIF Grant Program. We have seen the positive influence that prior implementation of incentive projects like the TIF Grant Program has had within the state of Texas to increase teacher quality and student achievement.

Region 1 Education Service Center's (ESC) proposal aims to promote a comprehensive evidence-based reform model that provides differentiated compensation for teachers and principals based on teachers' performance in the classroom and the academic performance of their students. In addition, the TIF Grant Program provides instructionally-focused accountability, career advancement opportunities, and time for ongoing professional development during the school day.

It is with great pleasure that I support the Region 1 ESC Texas TIF project to recruit, develop, and retain highly effective teachers.

Sincerely,



Superintendent
San Isidro ISD



San Perlita Independent School District

PO Box 37 – 22987 Trojan Dr. San Perlita, TX 78590
(956) 248-5563 fax: (956) 248-5561

June 21, 2016

Re: Teacher Incentive Fund

Please accept this as our letter of support for the Region One ESC application for the Teacher Incentive Fund. At San Perlita ISD, we are firm believers in the concept of performance-based pay. We have recently implemented performance standards that allow our math, science, and ESL teachers to earn additional compensation, and welcome the opportunity to implement a more systemic program.

One of the challenges facing small, rural districts like San Perlita ISD is the recruitment and retention of quality teachers. Smaller student to teacher ratios equate to less state funding, yet our salaries remain competitive with neighboring districts. A lack of suitable housing means that many teachers commute from surrounding areas. The time and costs associated with doing so sometimes causes them to seek employment closer to home. However, we feel that the educational environment that we provide for both our students and our staff is favorable, and provides a viable option not only for district residents, but for the number of transfer students that we serve.

Having access to the TIF will do nothing but assist us in providing the best possible teachers – something that we feel that all students deserve regardless of the size or location of their school. We thank you for your consideration of the Region One application.

Sincerely,

[REDACTED]
ALBERT A. FELIX, IV
Superintendent of Schools
[REDACTED]



Santa Maria Independent School District

Military Highway 281

P.O. Box 448/11119 Military Road

Ms. Maria J. Chavez

Superintendent of Schools

Board Officers:

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Board President

Rambaldo Rivera, Jr.

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Miguel Zavala

Board Secretary

Board Members:

Noe Aleman

Consuelo De La Rosa

Adolfo Hinojosa

Oralia Ortiz

Telephone: 956-565-6308

Central Office

Fax: 956-565-4422

June 22, 2016

Dr. John B. King, Jr.
Secretary of Education
U.S. Department of Education

Dear Mr. King:

The Santa Maria Independent School District is committed to supporting and partnering with Region 1 ESC to implement the Teacher Incentive Fund (TIF) Grant. Santa Maria ISD is especially committed to the professional development of training opportunities for teachers. We are excited about the increase in student achievement, the retention of teachers, the opportunities for multiple career paths, and the instructionally focused accountability evaluation process.

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

I am pleased to support the Region One Texas Teacher Incentive Fund grant to recruit, develop, and retain highly effective teachers.

Sincerely,

[Redacted signature area]

Maria J. Chávez
Superintendent of Schools
Santa Maria ISD

[Redacted address area]

It is the policy of Santa Maria ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.



Region One ESC Teacher Incentive Fund(TIF)

Memorandum of Understanding (MOU)

Between Region 1 Education Service Center (ESC), and Local Education Agency (LEA)

I. Introduction

This Memorandum of Understanding (MOU) is entered into by and between Region 1 Education Service Center (ESC) and cooperating Local Education Agencies/ Independent School District (ISD): Brownsville ISD, Donna ISD, Gateway, Jim Hogg ISD, La Feria ISD, La Joya ISD, Lasara ISD, McAllen ISD, Mercedes ISD, Mid Valley Charter, Progreso ISD, San Benito CISD, San Isidro ISD, San Perlita ISD, Santa Maria ISD, and South Texas Educational Technologies. These entities are applying to the U.S. Department of Education (ED) as group applicants for a grant award under the fiscal year (FY) 2016 Teacher Incentive Fund (TIF) General TIF Competition. The purpose of this MOU is to establish the framework through which, if the US Department of Education approves their application, the group applicants will collaborate and to articulate the specific roles and responsibilities of each applicant in implementing the approved TIF project.

II. Scope of Work

Each group applicant agrees to participate in the proposed TIF project that is set forth in this group application for the FY 2016 TIF competition and conduct activities and carry out responsibilities as may be identified in that application.

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

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

IV. Lead Applicant and Fiscal Agent

As agreed by all parties, Region 1 ESC will serve as the lead applicant. As the lead applicant, Region 1 ESC will apply for the grant on behalf of the group: **(Brownsville ISD, Donna ISD, Gateway, Jim Hogg County ISD, La Feria ISD, La Joya ISD, Lasara ISD, McAllen ISD, Mercedes ISD, Mid Valley Charter, Progreso ISD, San Benito CISD, San Isidro ISD, San Perlita ISD, Santa Maria ISD, and South Texas Educational Technologies)**, and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, Region 1 ESC understands that it is responsible for the receipt and distribution of all grant funds; for ensuring that the project is carried out by the group in accordance with Federal requirements.

V. Participating Local Education Agency (LEA) Responsibilities

Each participating LEA agrees to--

- (a) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved Texas TIF grant application;
- (b) The district will, at a minimum, contribute the following agreed upon matching funds for differentiated compensation. Differentiated compensation includes bonuses for teacher leaders, performance pay for teachers and principals/assistant principals, and recruitment incentives. The district will provide documentation on matching funds on annual basis as determined by Region 1 ESC;
- (c) Attend all required TIF training throughout the duration of the grant period;
- (d) Provide all necessary TIF expenditure documentation to Region 1 ESC on a monthly basis;
- (e) Submit time and effort designation form for all teacher leaders along with monthly expenditure reports to Region 1 ESC;
- (f) Develop a sustainability plan for the TIF program beyond the life of the grant period.
- (g) Districts will submit that plan and the budget plan for the grant period to the Region 1ESC on an annual basis;
- (h) Abide by the parameters determined by the TIF Advisory Board and Region 1 ESC



Region One ESC Teacher Incentive Fund(TIF)

regarding distribution and allocation of recruitment incentives; (i) Appoint a person in a leadership position who will serve as the primary liaison to the Region 1 ESC for TIF grant responsibilities and send the school/district TIF liaison, or his or her designee, to TIF grant meetings as designated by the TIF Project Director; (j) Complete reports, evaluations, data requests and surveys as requested by ED or the TIF Project Director; (see Performance Measures below), (k) Agree to provide Region 1 ESC access to data from partnering vendors upon request; (l) Submit required data for the TIF project by the deadline determined by the Region 1ESC; (m) Contract with designated vendors as determined by all participating parties; (n) The district will manage due process and adhere to district policies for teacher evaluation. They will also ensure alignment and approval of district policies with the TIF grant;(o) Immediately report to the TIF Project Director any misdeed, deficiency, or inability to fulfill any district/school responsibilities; and (p) Disseminate reports on accomplished work to state groups, districts and other parties as requested by the TIF Project Director.

VI. Performance Measures

Pursuant to the Government Performance and Results Act (GEPR) of 1993, the Department has established the following performance measures that it will use to evaluate the overall effectiveness of the grantee's project, as well as the TIF program as a whole: **Region 1 will gather data and require each LEA to support data gathering on the following:**

(a) The percentage of educators in all schools who earned performance-based compensation. (b) The percentage of educators in all High-Need Schools who earned performance-based compensation. (c) The gap between the retention rate of educators receiving performance- based compensation and the average retention rate in each high-need school. (d) The number of school districts participating in a TIF grant that use educator evaluation systems to inform the following human capital decisions: Recruitment; hiring; placement; retention; dismissal; professional development; tenure; promotion; or all of the above. (e) The percentage of performance- based compensation paid to educators with State, local, or other non-TIF Federal resources. (f) The percentage of teachers and principals who receive the highest effectiveness rating. (g) The percentage of teachers and principals in high-needs schools who receive the highest effectiveness rating.

VII. Other Members' Responsibilities

In return for the school/district participation in the project, the Region 1 ESC agrees to the following:

- Provide direction and oversight of the TIF project;
- Serve as a resource to TIF campuses implementing the TIF project;
- Provide guidance to schools during the grant period;
- Assist in developing a district budget plan for the duration of the grant period;
- Assist in developing a district sustainability plan for the TIF program beyond the life of the grant period;
- Meet regularly with the TIF Advisory Board;
- Provide guidance to TIF campuses on recruitment incentive pool;
- Data collection and program monitoring;
- Manage any necessary data systems related to TIF;
- Assign specific staff to serve as liaisons to partnering schools/districts;
- Promote and participate in the specific activities listed in the TIF grant;
- Complete reports, evaluations and surveys as requested by ED;



Region One ESC Teacher Incentive Fund(TIF)

- Work in collaboration with partner schools/districts and contracted parties on all activities;
- Administer surveys and provide results to district; and
- Disseminate reports on accomplished work to state groups, districts and other interested parties.

VIII. Term of MOU

The MOU shall take effect upon the receipt of notice of grant award of TIF funds from the US DoE. This MOU shall be effective beginning with that date, and, if the TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by Ed to support that group application is contingent upon the execution of this MOU by each party in the application, the below signed agree that they will not terminate this MOU prior to the end of the grant period without ED approval.

IX. Allowable Costs and Payment

For the purpose of determining the amount payable to the school/district under this MOU, the allowability of costs shall be determined in accordance with the terms of this MOU. Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement in accordance with all Federal requirements that apply to the grant, including any restrictions on the use of TIF funds set forth in the Notice Inviting Applications (NIA), provisions of the approved TIF application, and applicable provisions of the Education Department General Administrative Regulations (EDGAR), including provisions governing allowable costs (applicable to SEAs and LEAs). The school/district shall/will and submit expenditure reports to Region 1 ESC for reimbursement of expenses. The district should certify that all payments requested are for appropriate purposes and in accordance with the agreements set forth in the application and award documents, should state the period for which reimbursement is being requested, should itemize the costs by major budget category per the budget summary should show current costs and cumulative cost to date and should be signed by school/district's authorized representative. Supporting documentation for all expenditures, including time and effort designation forms, must be submitted along with the expenditure reports.

X. Funding and Limitation of Costs

Region 1 ESC shall reimburse the school/district for those allowable costs presently allotted, for the period of performance of this cost-reimbursable MOU, Region 1 ESC shall reimburse the school/district for costs incurred and non-cancellable expenses up to but not to exceed the amount provided in grant budget per TIF campus during this project period. TIF budget allocations per campus will be provided to the district by the Region 1 ESC on an annual basis as an addendum to this MOU.

XI. Audit of Records

School/district agrees to comply with the requirements of EDGAR. Notwithstanding any other conditions of this MOU, school/district's books and records which pertain to this MOU will be made available upon request at the school/district's regular place of business for audit by personnel authorized by Region 1 ESC or by the Texas State Auditor. Additionally, the books and records will be retained for a period of seven (7) years following final payment.

XII. Inspection

Region 1 ESC and/or any of its duly authorized representatives, shall have access, at the school/district's regular place of business during regular office hours, to any books, documents, papers and records of the school/district which are directly pertinent to this MOU, for the



Region One ESC Teacher Incentive Fund(TIF)

purpose of making audits, examinations, excerpts and transcriptions, and shall have the right at all reasonable times to inspect or otherwise evaluate the work performed or being performed by the school/district. Additionally, the books and records must be retained for a period of seven (7) years following final payment.

XIII. Requirements

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

XIV. Sovereign Immunity

Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of Texas, Region 1 Education Service Center or their respective staff and employees.

XV. Applicable Law

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

XVI. Dispute Resolution

The Executive Director of Region 1 ESC or his/her designee and the authorized agent of Each LEA shall resolve disputes that develop under this MOU.

XVII. Assurances

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

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

XVIII. Amendments

Any change to this MOU shall be preceded by a written amendment signed by both parties of this MOU. An amendment is required: (a) Whenever the term of this MOU is extended or reduced without terminating the MOU; Or, (b) for any change in terms and conditions of the MOU.

XIX. Effective Duration Date and Termination

The MOU shall take effect upon the receipt of notice of grant award of TIF funds from the US DoE. This MOU shall be effective beginning with that date, and, if the TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by Ed to support that group application is contingent upon the execution of this MOU by each party in the application, the below signed agree that they will not terminate this MOU prior to the end of the grant period without ED approval.

XX. Applicant Group

As agreed by all parties, with the lead applicant, Region 1 ESC will apply for the grant on behalf of the group: **(Brownsville ISD, Donna ISD, Gateway, Jim Hogg County ISD, La Feria ISD, La Joya ISD, Lasara ISD, McAllen ISD, Mercedes ISD, Mid Valley Charter, Progreso ISD, San Benito CISD, San Isidro ISD, San Perlita ISD, Santa Maria ISD, and South Texas Educational Technologies)**, the signature below serves as an agreement between Region 1 ESC and below authorizing party. Each LEA group member understands their respective role in the **TIF grant application**.



Region One ESC Teacher Incentive Fund(TIF)

XXI. Certifying Signatures

The following representatives for the **TIF grant** designated lead and fiscal, Region One ESC, member School Districts, agree to all conditions in said MOU and by signing, are acting as the certifying representative of their organization. Therefore, certifies district and campus commitment to the requirements delineated in this MOU document.

[Redacted]		6-20-16
[Redacted]		Date
Brownsville ISD Superintendent	Dr. E. Zendejas	6-27-16
[Redacted]		Date
Donna ISD Deputy Superintendent	Mr. F. Castillo	6-21-16
[Redacted]		Date
[Redacted]	dent Mrs. F. Johnson	6-21-2016
[Redacted]		Date
Jim Hogg CISD Superintendent	Dr. M. Perez	6-21-16
[Redacted]		Date
La Feria ISD Superintendent	Mr. R. Villarreal	6-22-16
[Redacted]		Date
[Redacted]	avidez	6/30/16
[Redacted]		Date
[Redacted]	varez	6/21/16
[Redacted]		Date
[Redacted]		7-5-2016
[Redacted]	ez	Date
[Redacted]		6/20/2016
Mercedes ISD Superintendent	Dr. D. Trevino	Date
[Redacted]		6-21-16
Progreso ISD Superintendent	Mr. M. Cuellar	Date



Region One ESC
Incentive Fund (TIF)

[Redacted]

6-21-2016

San Benito ISD Superintendent Dr. A. Vega

Date

[Redacted]

6-21-16

Date

[Redacted]

6-29-16

Date

[Redacted]

r. M. Alvarado

6/21/2016

6/21/2016

San Perlita Superintendent Mr. A. Peña

Date

[Redacted]

6-21-16

Date

[Redacted]

06/27/2016

South Texas Educational Technologies Superintendent Dr. A. Ansari

Date

¹ <http://www.esc1.net/Page/1>.

² U.S. Department of HUD 2014 and U.S. Census Bureau – American Fact Finder 2015.

³ U.S. Department of HUD 2014 and U.S. Census Bureau – American Fact Finder 2015.

⁴ Texas Education Agency Academic Excellence Indicator System (AEIS) 2015.

⁵ Texas Education Agency (TEA), Free and Reduced Lunch Data, 2014-2015

⁶ **TEA: Texas Academic Performance Report (TAPR) data May 30, 2016.**

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REGION ONE EDUCATION SERVICE CENTER
ECONOMIC DISADVANTAGE BY CAMPUS
FREE/REDUCED LUNCH
State PEIMS DATA AS OF 10/30/2015

District	District Name	Campus	Campus Name	Enrolled	ECON	%
031901	Brownsville ISD	031901002	Porter High School	1,985	1,977	99.60%
031901	Brownsville ISD	031901043	Faulk Middle School	865	856	98.96%
108902	Donna ISD	108902006	3-D Academy	179	153	85.5%
108902	Donna ISD	108902111	M. Rivas Elementary	482	474	98.34%
108912	La Joya ISD	108912007	Palmview High School	2,171	2,071	95.39%
108912	La Joya ISD	108912004	Juarez/Lincoln High School	2,503	2,486	99.32%
108912	La Joya ISD	108912045	Ann Richards Middle School	884	866	97.96%
108912	La Joya ISD	108912109	Elodia R. Chapa Elementary	572	552	96.50%
031905	La Feria ISD	031905002	La Feria Academy	53	49	92.45%
108906	McAllen ISD	108906042	Travis Middle School	582	550	94.50%
108907	Mercedes ISD	108907002	Mercedes Alternative Academy	80	67	83.75%
108910	Progreso ISD	108910104	Progreso North Elementary	403	376	93.30%
031912	San Benito CISD	031912042	Miller Jordan Middle School	821	695	84.65%
031913	Santa Maria ISD	031913041	Santa Maria Middle School	144	139	96.53%
031913	Santa Maria ISD	031913101	Tony Gonzalez Elementary	344	333	96.80%
			Charter Schools			
240801	Gateway Academy Charter	240801001	Gateway Academy Townlake Charter	258	241	93.41%
240801	Gateway Academy Charter District	240801002	Gateway Academy Sierra Vista Charter	128	119	92.97%
108804	Midvalley Academy Charter	108804001	Mercedes Charter	111	104	93.69%
108804	Midvalley Academy Charter District	108804002	McAllen Charter	120	92	76.67%
108804	Midvalley Academy Charter	108804003	San Benito Charter	135	126	93.33%
108802	South Texas Educational Technology	108802103	Horizon Montessori III	287	227	79.09%

**REGION ONE EDUCATION SERVICE CENTER
ECONOMIC DISADVANTAGE BY CAMPUS
FREE/REDUCED LUNCH
State PEIMS DATA AS OF 10/30/2015**

			Rural Schools			
124901	Jim Hogg ISD	124901001	Hebbronville High School	298	231	77.52%
124901	Jim Hogg ISD	124901041	Hebbronville Junior High	246	208	84.55%
124901	Jim Hogg ISD	124901101		612	510	83.33%
245901	Lasara ISD	245901001	Lasara High School	107	88	82.24%
245901	Lasara ISD	245901101	Lasara Elementary/Middle School	352	282	80.11%
214902	San Isidro ISD	214902001	San Isidro High School	85	71	83.53%
214902	San Isidro ISD	214902101	San Isidro Elementary/Junior High	164	145	88.41%
245904	San Perlita ISD	245904002	San Perlita High School	85	54	63.53%
245904	San Perlita ISD	245904041	San Perlita Middle School	65	47	72.31%
245904	San Perlita ISD	245904101	San Perlita Elementary	131	100	76.34%
Total				15,252	14,289	88.21%

Federal Identification (Waiver)
2015-2016 Priority Schools List

Appendix F3

Region Number	District Number	District Name	Campus Number	Campus Name	Priority Reason	Priority Staging	Closed Campus
01	031901	BROWNSVILLE ISD	031901002	PORTER H S	TTIPS	Priority (Progress)	
01	031901	BROWNSVILLE ISD	031901043	FAULK MIDDLE	TTIPS	Priority (Progress)	
01	031905	LA FERIA ISD	031905002	LA FERIA ACADEMY	TTIPS	Priority (Progress)	
01	031912	SAN BENITO CISD	031912042	MILLER JORDAN MIDDLE	TTIPS	Priority (Progress)	
01	031913	SANTA MARIA ISD	031913041	SANTA MARIA MIDDLE	TTIPS	Priority (Progress)	
01	031913	SANTA MARIA ISD	031913101	TONY GONZALEZ EL	Math/Reading Performance	Priority	
01	108801	IGNITE PUBLIC SCHOOLS AND COMMUNIT	108801001	IGNITE PUBLIC SCH AND COMM SERV CT	Grad Rate Math/Reading Performance	Priority	*
01	108801	IGNITE PUBLIC SCHOOLS AND COMMUNIT	108801002	IGNITE PUBLIC SCH AND COMM SERV CT	Grad Rate	Priority	*
01	108801	IGNITE PUBLIC SCHOOLS AND COMMUNIT	108801003	IGNITE PUBLIC SCH AND COMM SERV CT	Grad Rate Math/Reading Performance	Priority	*
01	108801	IGNITE PUBLIC SCHOOLS AND COMMUNIT	108801004	IGNITE PUBLIC SCH AND COMM SERV CT	Grad Rate Math/Reading Performance	Priority	*
01	108801	IGNITE PUBLIC SCHOOLS AND COMMUNIT	108801005	IGNITE PUBLIC SCH AND COMM SERV CTR	Grad Rate	Priority	*
01	108801	IGNITE PUBLIC SCHOOLS AND COMMUNIT	108801006	IGNITE PUB SCH AND COMM SERV CTR AT	Math/Reading Performance	Priority	*
01	108802	SOUTH TEXAS EDUCATIONAL TECHNOLOGI	108802103	HORIZON MONTESSORI III	Math/Reading Performance	Priority (Progress)	
01	108804	MIDVALLEY ACADEMY CHARTER DISTRICT	108804001	MIDVALLEY ACADEMY-MERCEDES CHARTER	Math/Reading Performance	Priority	
01	108804	MIDVALLEY ACADEMY CHARTER DISTRICT	108804002	MIDVALLEY ACADEMY-MCALLEN CHARTER	Math/Reading Performance	Priority (Progress)	
01	108804	MIDVALLEY ACADEMY CHARTER DISTRICT	108804003	MIDVALLEY ACADEMY-SAN BENITO CHART	Grad Rate Math/Reading Performance	Priority	
01	108807	IDEA PUBLIC SCHOOLS	108807104	EXCEL ACADEMY MISSION	Math/Reading Performance	Priority (Progress)	
01	108902	DONNA ISD	108902008	EXCEL ACADEMY CAMPUS	Math/Reading Performance	Priority	*
01	108902	DONNA ISD	108902111	M RIVAS EL	Math/Reading Performance	Priority	
01	108906	MCALLEN ISD	108906042	TRAVIS MIDDLE	TTIPS	Priority (Progress)	
01	108907	MERCEDES ISD	108907002	MERCEDES ACADEMIC ACADEMY	TTIPS	Priority (Progress)	
01	108909	PHARR-SAN JUAN-ALAMO ISD	108909005	PSIA SONIA M SOTOMAYOR H S	Math/Reading Performance	Priority	
01	108909	PHARR-SAN JUAN-ALAMO ISD	108909006	ELVIS I BALLEW H S	Grad Rate Math/Reading Performance	Priority	
01	108909	PHARR-SAN JUAN-ALAMO ISD	108909041	AJUSTIN MIDDLE	TTIPS	Priority (Progress)	
01	108909	PHARR-SAN JUAN-ALAMO ISD	108909043	LYNDON R JOHNSON MIDDLE	TTIPS	Priority (Progress)	
01	108909	PHARR-SAN JUAN-ALAMO ISD	108909044	LIBERTY MIDDLE	TTIPS	Priority (Progress)	
01	108910	PROGRESO ISD	108910104	NORTH EL	Math/Reading Performance	Priority (Progress)	
01	108912	LA JOYA ISD	108912004	JUAREZ-LINCOLN H S	TTIPS	Priority	
01	108912	LA JOYA ISD	108912007	LA JOYA PALMVIEW H S	TTIPS	Priority (Progress)	
01	108912	LA JOYA ISD	108912045	ANN RICHARDS MIDDLE	TTIPS	Priority (Progress)	
01	108912	LA JOYA ISD	108912109	ELODIA R CHAPA EL	Math/Reading Performance	Priority (Progress)	
01	240801	GATEWAY ACADEMY CHARTER DISTRICT	240801001	GATEWAY ACADEMY-TOWNLAKE CHARTER H	Math/Reading Performance	Priority	
01	240801	GATEWAY ACADEMY CHARTER DISTRICT	240801002	GATEWAY ACADEMY-SIERRA VISTA CHART	Math/Reading Performance	Priority	
01	240901	LAREDO ISD	240901042	LAMAR MIDDLE	TTIPS	Priority (Progress)	
01	240901	LAREDO ISD	240901125	T SANCHEZ EL / H OCHOA EL	Math/Reading Performance	Priority (Progress)	
02	013901	BEEVILLE ISD	013901104	THOMAS JEFFERSON EL	Math/Reading Performance	Priority (Progress)	
02	125901	ALICE ISD	125901102	GARCIA EL	Math/Reading Performance	Priority	
02	125901	ALICE ISD	125901106	SALAZAR EL	Math/Reading Performance	Priority	
02	125905	PREMONT ISD	125905001	PREMONT H S	Math/Reading Performance	Priority	
02	125905	PREMONT ISD	125905101	PREMONT CENTRAL EL	Math/Reading Performance	Priority	
02	137901	KINGSVILLE ISD	137901001	H M KING H S	TTIPS	Priority (Progress)	
02	178801	DR. M. I. GARZA-GONZALEZ CHARTER SCHO	178801001	DR. M. I. GARZA-GONZALEZ CHARTER SCH	Grad Rate Math/Reading Performance	Priority	
02	178904	COBBIUS CHRISTI ISD	178904052	SOUTH PARK MIDDLE	Math/Reading Performance	Priority	
02	178904	COBBIUS CHRISTI ISD	178904108	CRICKETT EL	Math/Reading Performance	Priority (Progress)	
02	178904	COBBIUS CHRISTI ISD	178904118	KOSBY AWARD # U374A160002	Math/Reading Performance	Priority	
02	178904	COBBIUS CHRISTI ISD	178904124	MENGER EL	Math/Reading Performance	Priority (Progress)	160

Notes: * represents a closed campus. Closed campuses are continuously updated.
School Improvement Grant (SIG) and Texas Title I Priority Schools (TTIPS) are synonymous

“Project RISE” High-Need School Profile
May 30, 2016

	Campus Name	Total Students	Hispanic	At-Risk	EL	Special Ed	Eco Disadv	Free/Reduced Lunch	Priority School
	Brownsville ISD	2,914	2,906	2,301	744	21	2,893	98.90%	
1	Porter High School	1,978	1,973	1,652	477	1	1977	99.9%	Yes
2	Faulk Middle School	936	933	649	267	20	916	97.9%	Yes
	Donna ISD	596	594	542	421	19	577	93.45%	
3	3-D Academy	65	65	65	33	7	58	89.2%	Yes
4	M. Rivas Elementary	531	529	477	388	12	519	97.7%	Yes
	La Joya ISD	5,997	5,980	4,877	1,994	142	5,855	97.55%	
5	La Joya Palmview High School	2,117	2,113	1,677	328	86	2031	95.9%	Yes
6	Juarez-Lincoln High School	2,356	2,350	1,965	713	23	2333	99%	Yes
7	Ann Richards Middle School	938	936	712	497	15	923	98.4%	Yes
8	Elodia R Chapa Elementary	586	581	523	456	18	568	96.9%	Yes
	La Feria ISD	41	37	41	1	2	39	95.10%	
9	La Feria Academy	41	37	41	1	2	39	95.1%	Yes
	McAllen ISD	609	599	443	208	48	561	92.1%	
10	Travis Middle School	609	599	443	208	48	561	92.1%	Yes
	Mercedes ISD	82	82	82	11	21	61	74.40%	
11	Mercedes Academic Academy	82	82	82	11	21	61	74.4%	Yes
	Progreso ISD	482	476	419	394	2	480	99.60%	
12	Progreso North Elementary	482	476	419	394	2	480	99.6%	Yes
	San Benito CISD	844	835	572	161	159	685	81.20%	
13	Miller Jordan Middle School	844	835	572	161	159	685	81.2%	Yes
	Santa Maria ISD	517	508	402	223	24	493	95.10%	
14	Santa Maria Middle School	160	157	123	40	9	151	94.4%	Yes
15	Tony Gonzalez Elementary	357	351	279	183	15	342	95.8%	Yes
	Charter Schools								
	Gateway Academy Charter District	347	344	295	29	23	324	93.70%	
16	Gateway Academy Townlake Charter	236	233	198	21	17	219	92.8%	Yes
17	Gateway Academy Sierra Vista Charter	111	111	97	8	6	105	94.6%	Yes
	MidValley Academy Charter District	301	295	274	27	22	279	92.23%	
18	Mercedes Charter	84	82	76	5	12	72	85.7%	Yes
19	McAllen Charter	115	112	108	9	7	108	93.9%	Yes
20	San Benito Charter	102	101	90	13	3	99	97.1%	Yes

“Project RISE” High-Need School Profile
May 30, 2016

	South Texas Educational Technology	222	202	132	50	68	154	69.40%	
21	Horizon Montessori III	222	202	132	50	68	154	69.4%	Yes
	Rural Schools								
	Jim Hogg ISD	1,128	1,084	547	88	228	900	79.33%	
22	Hebbronville High School	289	280	179	7	76	213	73.7%	No
23	Hebbronville Junior High	244	233	132	11	42	202	82.8%	No
24	Hebbronville Elementary	595	571	236	70	110	485	81.5%	No
	Lasara ISD	475	462	297	59	125	350	71.55%	
25	Lasara High School	108	103	61	6	35	73	67.6%	No
26	Lasara Elementary/Middle School	367	359	236	53	90	277	75.5%	No
	San Isidro ISD	240	238	135	44	33	207	87.00%	
27	San Isidro High School	72	71	42	10	8	64	88.9%	No
28	San Isidro Elementary/Junior High	168	167	93	34	25	143	85.1%	No
	San Perlita ISD	281	251	142	25	88	193	67%	
29	San Perlita High School	90	80	54	6	27	63	70%	No
30	San Perlita Middle School	57	49	28	3	23	34	59.6%	No
31	San Perlita Elementary	134	122	60	16	38	96	71.6%	No
	Total	15,076	14,893	11,501	4,479	1,025	14,051	87.01%	21-Yes

Region One – *Project RISE* Target School Educator Profile

School	Total	Total	Principals	Asst.	Other	Masters	Bachelors	Alternate
Brownsville ISD – Porter HS	1,978	141	1	5	38	21	113	7
Brownsville ISD – Faulk MS	936	63	1	2	17	11	51	1
Donna ISD – Excel Academy Campus	65	9	1	0	3	1	8	0
Donna ISD – M Rivas Elem	531	29	1	0	22	3	26	0
Gateway Academy Charter District –	236	11	3	2	6	1	10	0
Gateway Academy Charter District – Gateway Academy Sierra Vista Charter	111	8	0	0	2	1	7	0
Jim Hogg ISD – Hebbbronville HS	289	23	1	1	11	0	22	1
Jim Hogg ISD – Hebbbronville JH	244	20	1	1	5	2	18	0
Jim Hogg ISD – Hebbbronville Elem	595	40	1	1	15	2	38	0
La Joya ISD – La Joya Palmview HS	2,117	162	1	10	39	35	116	11
La Joya ISD – Juarez-Lincoln HS	2,356	160	1	11	37	28	125	7
La Joya ISD – Ann Richards MS	938	63	1	3	16	7	56	0
La Joya ISD – Elodia R Chapa Elem	586	39	1	2	13	5	34	0
La Feria ISD – La Feria Academy	41	5	1	0	4	0	5	0
Lasara ISD – Lasara HS	108	11	1	0	3	3	8	0
Lasara ISD – Lasara Elem/MS	367	25	1	0	17	2	23	0
McAllen ISD – Travis MS	609	53	1	3	20	6	47	169

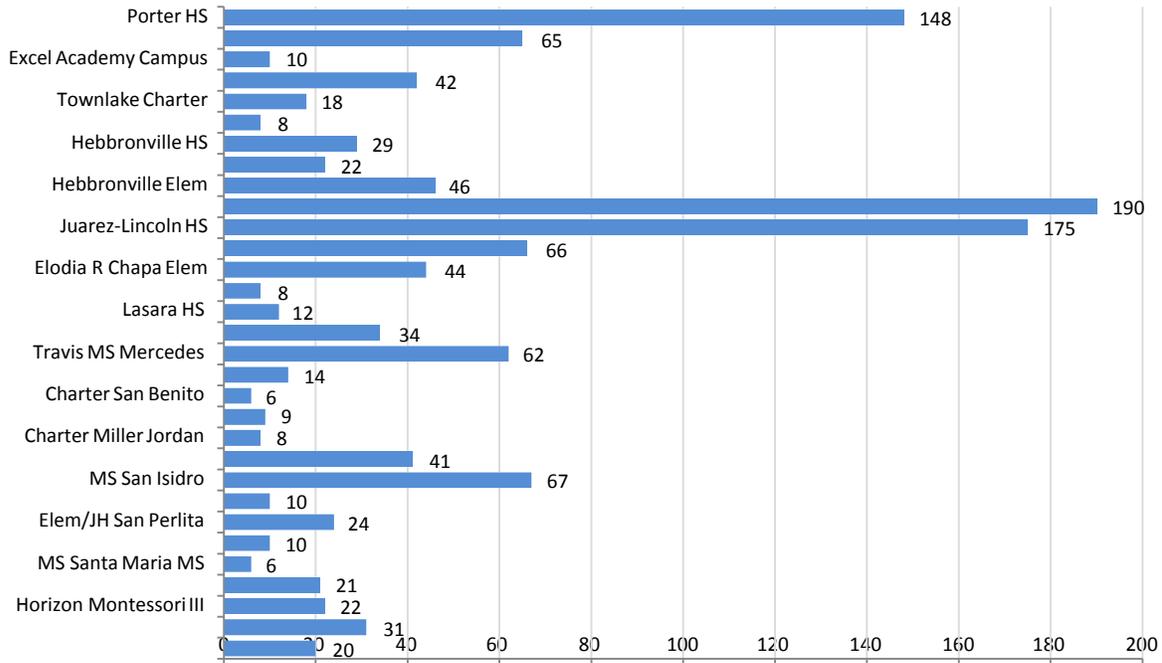
Region One – *Project RISE* Target School Educator Profile

Mercedes ISD – Mercedes Academic Academy	82	10	1	0	7	2	8	0
Midvalley Academy Charter District –	84	6	0	0	1	0	6	0
Midvalley Academy Charter District – McAllen Charter	115	6	1	1	3	0	6	0
Midvalley Academy Charter District – San	102	6	1	0	3	0	6	0
Progreso ISD – North Elem	482	33	1	0	17	1	32	0
San Benito CISD – Miller Jordan MS	844	63	1	2	14	3	59	1
San Isidro ISD – San Isidro HS	72	10	1	0	1	0	10	0
San Isidro ISD – San Isidro Elem/JH	168	14	1	0	15	14	0	0
San Perlita ISD – San Perlita HS	90	9	1	0	3	0	9	0
San Perlita ISD – San Perlita MS	57	5	1	0	1	0	5	0
San Perlita ISD – San Perlita Elem	134	8	1	10	7	0	8	0
Santa Maria ISD – Santa Maria MS	160	16	1	1	10	1	15	0
Santa Maria ISD – Tony Gonzalez Elem	357	23	1	1	14	2	21	0
South Texas Educational Technology –	222	17	1	0	7	2	15	0
Total	15,076	1088	31	56	371	153	907	28

Source: Texas Education Agency (TEA) Texas Academic Performance Report (TAPR) 2014-15

Region One – Teacher Incentive Fund (TIF) Grant Program

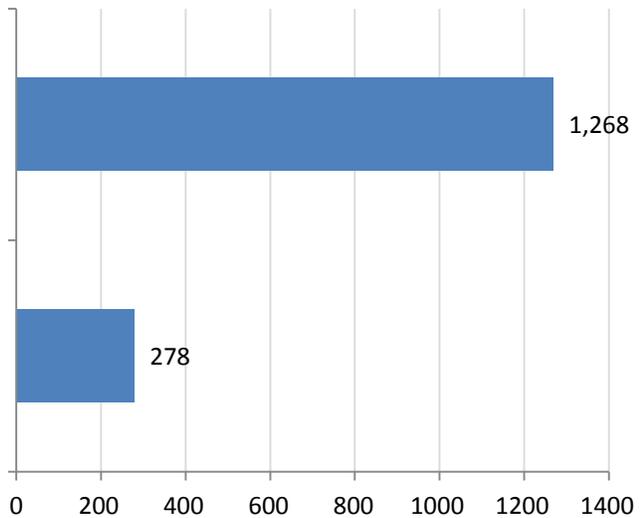
Please select from the drop down of eligible priority/rural campuses, which campus you are representing:



In order to gain an understanding of the level of support please respond to one of the below statements:

I am IN FAVOR and support my district in the application and potential award of the Teacher Incentive Fund (TIF) grant that includes - a district's Performance-based Compensation System that involves selecting a new compensation growth system.

I am NOT in FAVOR or in support of the districts application and potential award of the Teacher Incentive Fund (TIF) grant that includes - a district's Performance-based Compensation System that involves selecting a new compensation growth system.



Answer Choices

Responses

Answer Choice	Number of Responses	Percentage
I am IN FAVOR and support my district in the application and potential award of the Teacher Incentive Fund (TIF) grant that includes - a district's Performance-based Compensation System that involves selecting a new compensation growth system.	1,268	82%
I am NOT in FAVOR or in support of the districts application and potential award of the Teacher Incentive Fund (TIF) grant that includes - a district's Performance-based Compensation System that involves selecting a new compensation growth system.	278	18%



Cloud- Based K-12 Teacher Evaluation Software

A Better Way
to Evaluate
Your
Teachers

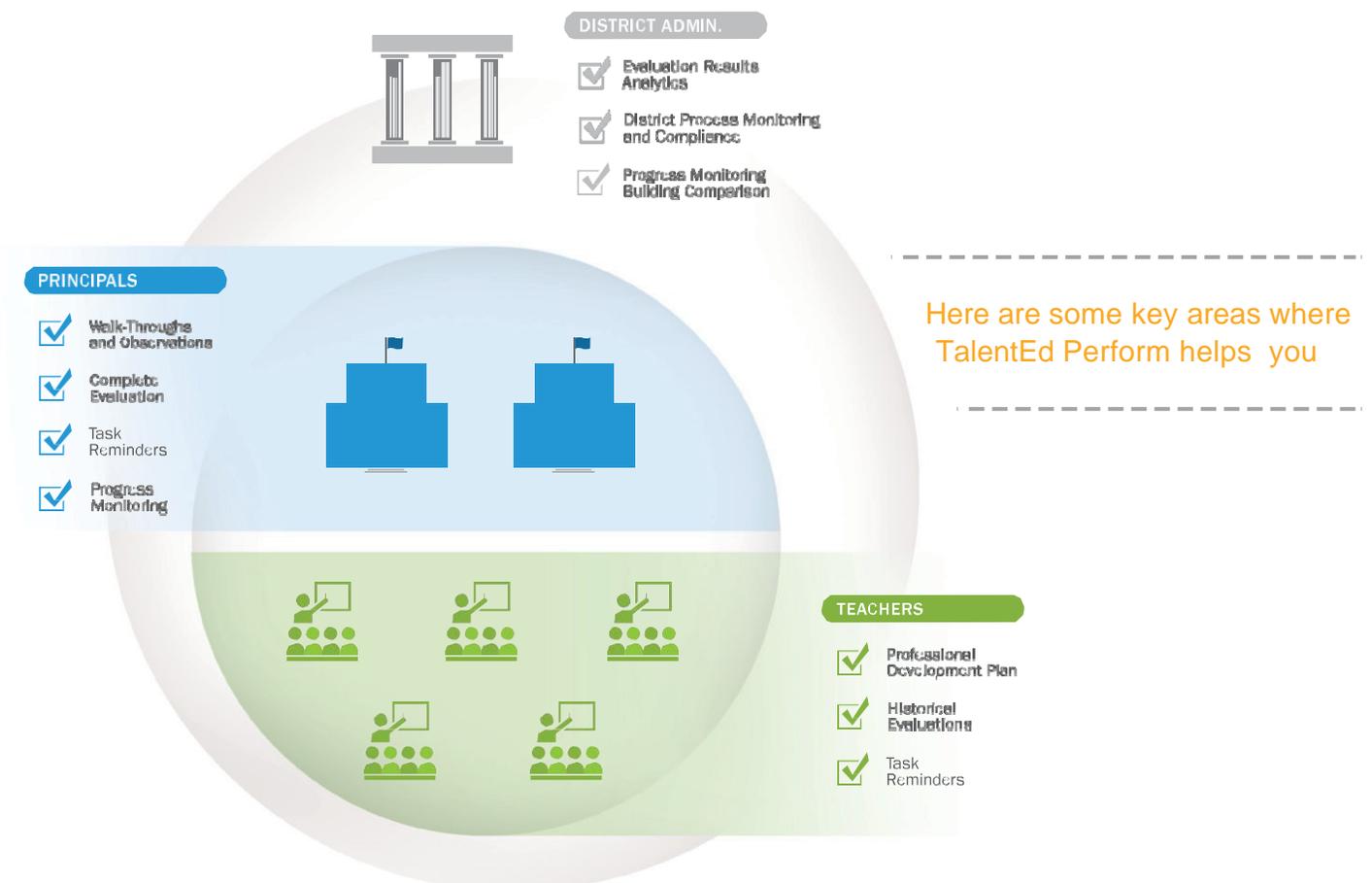




TalentEd Perform™ Frees You Up to Focus on What's Important — Helping Your Teachers and Staff Grow

Our comprehensive evaluation system is designed to handle all of your employee evaluation needs — from your third-grade teachers to principals to bus drivers and beyond. TalentEd Perform even guides you with follow-up steps to track personnel improvement. It's your one-for-all, all-for-one solution.

TalentEd Perform's flexible software adapts to your district's evaluation **PROCESS**. Even if that process changes. Simplify, automate and improve your evaluations with TalentEd Perform. It's built to bend to the specific requirements of your district and state. It gives you the power to make changes, use or add forms and generate reports at will. Customize it to your needs — even when your needs change. Yes. It's that simple. And that versatile.



“We can’t access historical data.”

Do you face these common evaluation frustrations?

“I feel like I’m drowning in paper!”

“My principals are frustrated with our current evaluation process.”

“Time is running out to report to the state.”

“There’s no accountability for completing evaluations.”

Become a Superhero in Your District.

Meet Ted, our resident superhero. He helps you get back to what you’re best at — leadership.

Mundane paper pushing, cumbersome processes and red tape are no match for Ted’s power and versatility. Ted helps you overcome evaluation obstacles by delivering a streamlined, efficient evaluation solution to your entire district.

Save your principals, teachers and administrators from time-consuming evaluation processes. Arm them with the power they need to provide kids the

education they deserve. Give them TalentEd Perform!



Ted

TalentEd Perform Features

“

Our district JUST started using TalentEd for our teacher appraisal, and it is AMAZING! Never before have teachers been so involved, accountable, and recognized in our appraisal. The important work we do every day with students, families, and colleagues is made apparent in our goals, artifacts, and results. Thank

”

you, TalentEd!

— Whitney Ellyn Hobbs
FIRST-GRADE TEACHER

Lincoln Public Schools
32,000 students
Lincoln, NE



All Your Evaluation Forms Online

Complete all forms online—including goal setting, walk-through, observation, and summative evaluation forms—quickly and easily.



Automatic Workflow, e-Signatures and Reminder Alerts

Employees receive automatic reminders to complete their forms. Completed evaluations are automatically forwarded to the appropriate supervisors for review and signature.



Process Reporting

Reporting allows you to track the progress and success of your evaluation process. See who is on task or who needs help.



Evaluation Result Analytics

The power of TalentEd Perform is brought to life with analytics that help you make data-driven decisions, and generate relevant and timely reports.



Sync Evaluation Tasks with Your Existing Calendar

Stay organized with automated evaluation scheduling and sync with your personal calendar.



Our system gives you anytime, anywhere access to quickly complete forms, Tablet and Mobile Phone Access

and get the status of any evaluation.



Personal Improvement Plans Support

Develop and track your PIPs. Teachers can easily access them and document their progress.



Form Builder

The system can be configured to use your existing evaluation rubrics and you can update them anytime.



Evaluation Process Builder

Ensure evaluations are being completed in accordance with your district (and state) guidelines. TalentEd Perform Process Builder ensures that the correct document is completed and signed at the right time by the right person.

We Play Nice with Others, Too.

TalentEd Perform integrates with your:

- HRMS
- PDContent
- LDAP
- SIS

The Principal Dashboard is so easy and intuitive that it can even be operated on a mobile device.



Welcome Debra Principal

TalentEd Perform SPRING 2012

MY STAFF

Dashboard Staff Schedule Reports Analysis

Supervisory Dashboard

Overdue Tasks

Task	Regarding	Due
COMPASS Observation Form	C. Teacher	03/18
COMPASS Observation Form	K. Teacher	03/18
Review Compass Observation Form	N. Teacher	09/01
COMPASS Observation Form	S. Teacher	03/18
Review Compass Observation Form	M. Teacher	09/01
COMPASS Observation Form	M. Teacher	03/18

GO TO FORM

1

Evaluation Summary

7 Without 6 Incomplete 2 Complete

Action Plan Summary

15 Without 0 Incomplete 0 Complete

Quick Reports

- Direct Reports By Job Type
- Evaluation Roster
- Completed Walkthroughs
- Incomplete Tasks



Welcome Collin Osburn

TalentEd Perform SPRING 2012

Building: Laguna Elementary Marty Brewer

Task: Observation B

Observation B

Teacher: Marty Brewer

Observer: Collin Osburn

Date: 02/08/2012

I. Instructional Techniques:

1. Prepares plans that communicate specific and realistic instructional objectives.

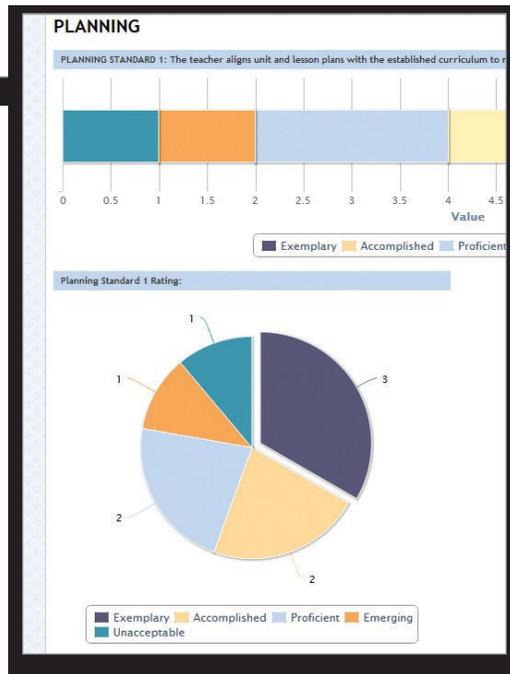
Unsatisfactory Satisfactory Proficient

Comments

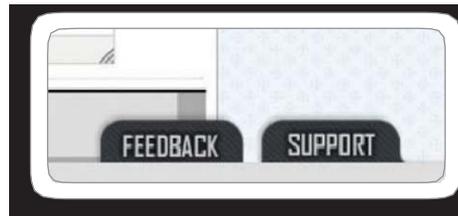
The teacher demonstrates appropriate preparation for instruction.

AutoSaved at 2:24:31pm

Simple forms throughout TalentEd Perform free up your people to focus on growing young minds.



"Evaluation Results Analytics" make it easy to see results quickly (and clearly) thanks to great visual graphs!



Access support anytime with just a click. Your people can also submit feedback and ideas for the next upgrade. We don't just listen, we take action to improve your user experience!

The TalentEd Perform Difference

Customizable Solution

Need evaluation software that's customized to meet your needs? No problem. TalentEd Perform is built for you to easily customize it to the specific requirements of your district and your state — giving you the power to make changes, use or add forms, and generate reports whenever you want. Even if your framework and forms change, TalentEd Perform changes with you.

One System for Everyone

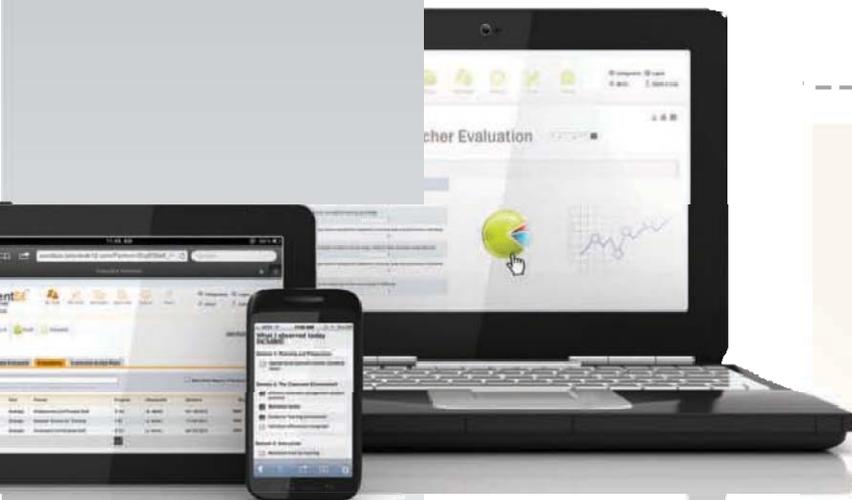
TalentEd Perform lets you evaluate everyone — including teachers, administrators, principals, classified and staff. All in one place. All on one system. Best of all, TalentEd Perform is versatile and easy to use.

Free Automatic Updates and Enhancements

We're committed to continuous improvements at TalentEd. That's why we provide free seasonal updates that include new tools and features to improve efficiency and performance. All of these tools and features are delivered seamlessly to your system via the cloud — with real-time support that's just a call or a click away.

We Also Deliver an Unmatched Customer Experience

Our Customer Success Managers are called that with good reason. We ensure your people are trained so that your software implementation is easy and painless. In fact, our software is so simple and intuitive that you or anyone else using it can contact us for support — it doesn't take a specially trained employee just to talk to us. We'll keep you happy and trouble-free.



TalentEd is used in
over 1,000
 school districts
(both large and small)



Tulsa Public Schools
 Tulsa, OK



Lincoln Public Schools
 Lincoln, NE



Virginia Beach City Public Schools
 Virginia Beach, VA

The TalentEd Perform Benefits



SUPERINTENDENT:

- Ensure your district complies with state regulations
- Automate evaluations for the whole district (teachers, administrators and classified staff) with one system
- Easily see how your district is performing against your key standards



HUMAN RESOURCES PERSONNEL:

- Monitor district, building and grade-level performance trends
- Provide a “one-stop shop” for principals and teachers to complete necessary forms and meetings
- Make data-driven decisions regarding staff performance and professional development
- Measure inter-rater reliability
- Easy to make changes/customizations in forms/processes



PRINCIPAL:

- Eliminate paperwork and repetitive steps; focus more time on coaching and mentoring
- Avoid the “last-minute” scramble to complete all observations and evaluations
- Maintain a clear picture of evaluation tasks progress and building performance
- Gain efficiencies with the push of a button; complete evaluation forms and send info to teacher in one step; easily delegate evaluations to assistant principals
- Principals never need to remember which forms to complete or who needs to be evaluated; TalentEd Perform takes care of that
- See the exact domains or standards where your staff is excelling or where they need help



TEACHER:

- Become empowered with immediate feedback on walkthroughs and observations
- Easy access to improvement plans makes them collaborative and actionable
- Gain instant access to previous years’ evaluations and related documents

“

I love TalentEd because it has streamlined my documentation and evaluation processes. I've been a teacher for more than 25 years. This is the most efficient and organized method of completing appraisals that I have ever experienced. ”

— Jeffrey Hoham
TEACHER/COACH

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32,000 students Lincoln,
NE



Monroe Public Schools
Monroe, MI

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for a free online
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For more information:

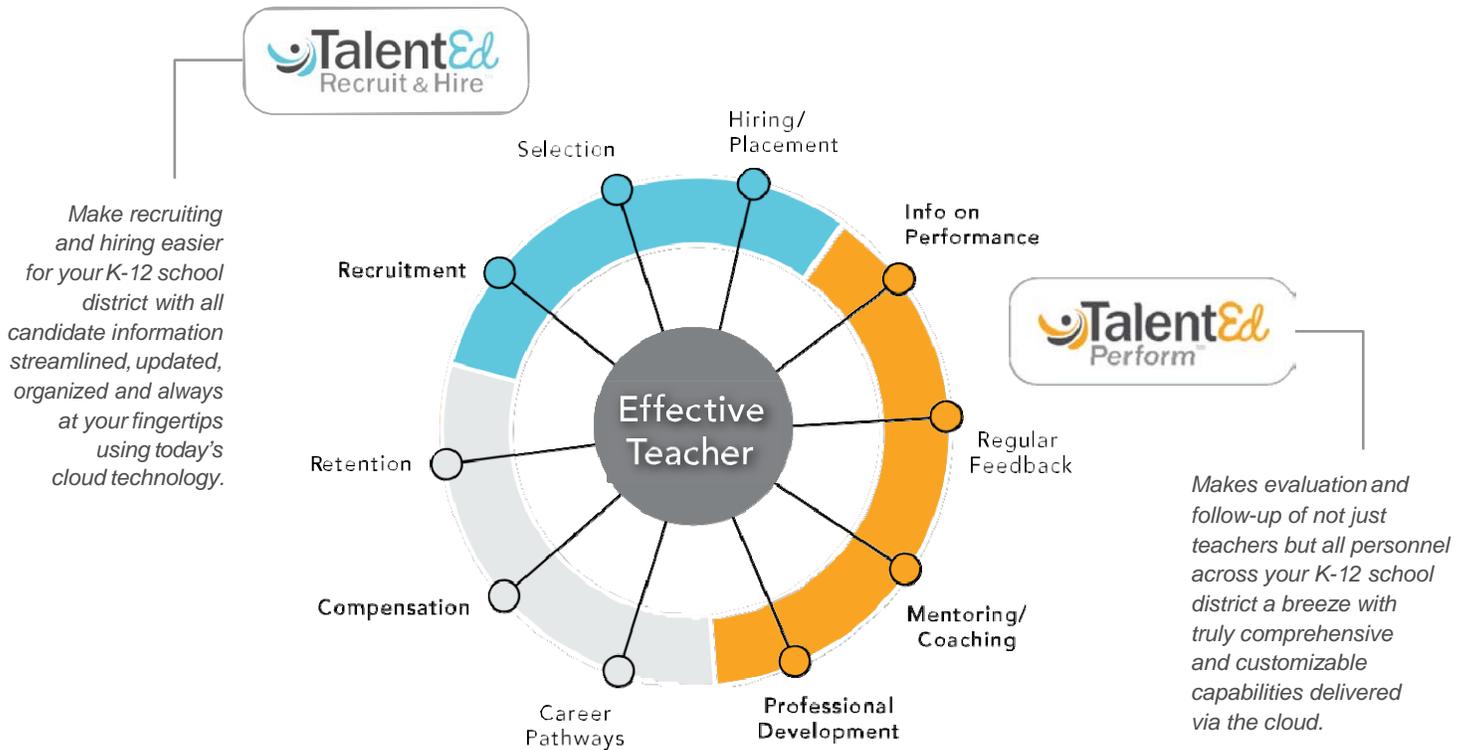
1.800.490.9686

Mitch.Parker@Netchemia.com

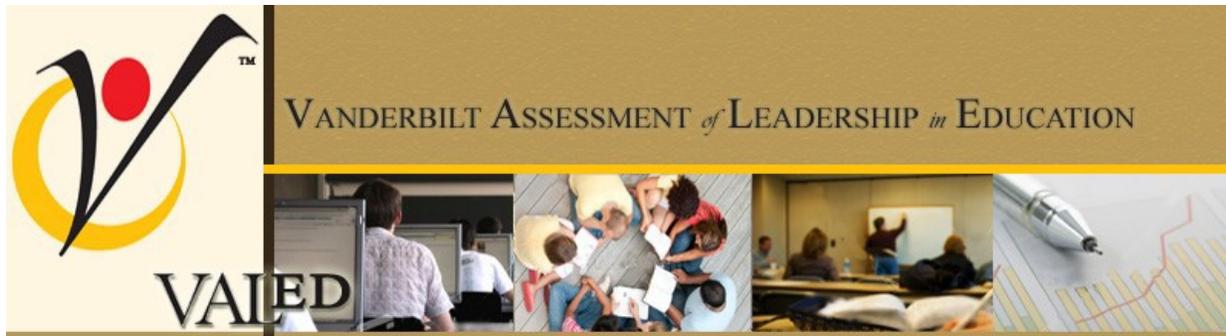
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TalentEd | K-12 Strategic Talent Management Suite

TalentEd is a comprehensive suite of affordable, easy-to-use talent management software designed specifically for K-12. TalentEd's cloud-based solutions consist of TalentEd Recruit & Hire and TalentEd Perform. The TalentEd Management Suite helps you create and facilitate effective teachers. Our customized solutions are used by more than 1,000 educational institutions across the country.



Netchemia's vision is to transform the way education works through innovative technology. There is a revolution in education reform underway. We believe that by providing you with intuitive software to recruit, hire, develop and retain the best teachers and school leaders, we can help you dramatically affect student achievement. Learn about the difference we can help you make at Netchemia.com.



About the Assessment

The VAL-ED instrument consists of 72 items that comprise 6 core component subscales and 6 process subscales. There are two parallel forms (A and C) of the assessment to facilitate measuring growth over time. In this 360 degree evidenced-based assessment of leadership behaviors, each respondent rates the principal's effectiveness on a six point scale after having first indicated the sources of evidence on which the effectiveness is rated. The principal does not need to have performed the leadership behavior directly, but may have ensured that the behavior was done by others. The reference period is the current school year. See the sample instrument, which provides sample items and directions to the assessment.

The VAL-ED can be used as part of a comprehensive assessment of the effectiveness of a leader's behaviors by providing a detailed "picture" of perceived performance. When used appropriately, it yields valuable norm-referenced and criterion-reference scores for evaluating learning-centered leadership. It can be used annually or more frequently to measure performance growth, guide professional development, and facilitate a data-based performance evaluation.

All items and response scales were developed to be **aligned with the ISLLC standards**. Framework and assessment were critiqued by panels of education leaders and researchers. To establish content validity, items were independently sorted by three respondents into our 36-cell framework. Responses indicated strong content validity and guided further item revisions.

About The VAL-ED | Ease of Use

The VAL-ED instrument is easy for your school to adopt. Completing the VAL-ED, a 72-item inventory of behaviors, requires just 20-25 minutes per respondent. This can be done very easily at a faculty meeting. Or, the assessments can be handed out to teachers and completed on their own time; all that is needed is a faculty representative willing to pick up the assessments, put them in an envelope, and send them off!

Because the teacher surveys are completely anonymous (no names required), there is no need to worry about loss of confidentiality. Additionally, schools or individual teachers can opt to take the VAL-ED online. This service will remind respondents with customized emails and allows them to complete the assessment on their own time in the privacy of their home or classroom. Respondents will be able to save their progress and log out at any time.

About The VAL-ED | Principal Report

The VAL-ED is a 360° assessment. It is intended to be taken by the principal, the principal's supervisor, and all teachers in the school. 360° assessments provide the best feedback to principals because they incorporate the input of all members of the school's professional community. All respondents respond to the same items about principal leadership behaviors. When the principal receives a report with the results of the assessment, the report allows the principal to compare his or her own ratings on each of the core components/key processes against the ratings given by teachers and supervisors. In this way, the principal can get informative feedback about the leadership behaviors in which he or she is excelling and the behaviors on which more work is needed.

The VAL-ED and ISLLC Alignment

The learning-centered leadership conceptual framework and the corresponding Vanderbilt Assessment of Leadership in Education™ (VAL-ED) are anchored by and aligned with the *ISLLC 2008 Educational Leadership Policy Standards*.

Alignment Illustration I – VAL-ED Components and Processes by ISLLC Standards

ISLLC Standards	VAL-ED Core Components	Examples of VAL-ED Items (not included in Form A or Form C)
1. Setting a widely shared vision for learning	<ul style="list-style-type: none"> • High standards for student learning • Systemic performance accountability 	<ul style="list-style-type: none"> • Develops a plan for collecting data to review student learning against high standards. • Promotes recognition and rewards for students who achieve high standards of academic learning.
2. Developing a school culture and instructional program conducive to student learning and staff professional growth	<ul style="list-style-type: none"> • Rigorous curriculum (content) • Quality instruction (pedagogy) • Culture of learning & professional behavior 	<ul style="list-style-type: none"> • Develops procedures for reviewing student work to assess the rigor of the curriculum. • Implements the use of research-based instructional strategies.
3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment	<ul style="list-style-type: none"> • Culture of learning & professional behavior 	<ul style="list-style-type: none"> • Uses faculty expertise and knowledge in making decisions. • Implements school-wide rules and consequences to manage student behavior.
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources	<ul style="list-style-type: none"> • Connections to external communities 	<ul style="list-style-type: none"> • Plans with social service agencies for safety nets in support of student learning. • Creates opportunities for parents to work with teachers on their child's instruction.
5. Acting with integrity, fairness, and in an ethical manner	<ul style="list-style-type: none"> • Culture of learning & professional behavior • Systemic performance accountability 	<ul style="list-style-type: none"> • Plans data collection to hold school leaders accountable for student academic and social learning. • Listens to faculty feedback about its accountability programs.
6. Understanding, responding to, and influencing the political, social, legal, and cultural context	<ul style="list-style-type: none"> • High standards for student learning • Connections to external communities 	<ul style="list-style-type: none"> • Challenges parents to offer quality instructional experiences at home. • Advocates on behalf of families to express their opinions and needs.

Alignment Illustration II – ISLLC in the VAL-ED Framework

VAL-ED Key Processes	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
	1	1	1	1, 6	1	1
	2	2	2	2	2	2
	2	2	2	2	2	2
	2, 3, 5	2, 3, 5	2, 3, 5	2, 3, 5	2,3, 5	2, 3, 5
	4	4	4	4, 6	4	4
	1, 5	1, 5	1, 5	1, 5	1, 5	1, 5

Note: The numbers in the body of the figure refer to ISLLC standards.

The Vanderbilt Assessment of Leadership in Education™ focuses on two dimensions of leadership behaviors: *core components* and *key processes*. It assesses the intersection of *what* principals or leadership teams must accomplish to improve academic and social learning for all students (the core components), and *how* they create those core components (the key processes).

Core Components of School Performance

1. High Standards for Student Learning
2. Rigorous Curriculum (content)
3. Quality Instruction (pedagogy)
4. Culture of Learning & Professional Behavior
5. Connections to External Communities
6. Performance Accountability

Key Processes of Leadership

1. Planning
2. Implementing
3. Supporting
4. Advocating
5. Communicating
6. Monitoring

ISLLC 2008 Educational Leadership Policy Standards organize the functions that help define strong school leadership under six standards. These standards represent the broad, high-priority themes that education leaders must address in order to promote the success of every student. These six standards call for:

1. Setting a widely shared vision for learning;
2. Developing a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, fairness, and in an ethical manner; and
6. Understanding, responding to, and influencing the political, social, legal, and cultural context.

Vanderbilt Assessment for leadership in Education™: www.valed.com

Published by the Council of Chief State School Officers, Washington, DC, 2008: www.ccsso.org

Region One Hiring Process

ONE *APP

Standard Hiring Application

The Region One Education Service Center does not discriminate on the basis of race, gender, color, national origin, religion, disability or age in its hiring practices.

Each local education agency can join the **ONE *APP** consortium membership. **ONE *APP** will facilitate the **posting and filling** of all vacancies for their respective entity.

*Any applicant who needs an accommodation to apply for a job or is selected for an interview and needs an accommodation should contact the respective entity's ADA Coordinator. For Region One ESC, the ADA Coordinator is Melissa Aguero Ramirez and she can be reached at [REDACTED]

OnBoarding Steps:

Step 1

Create an Account

You will need to create an account with a username and password when you first begin. Once your account has been created, you may return to update your application, add attachments, or view your application.

Step 2

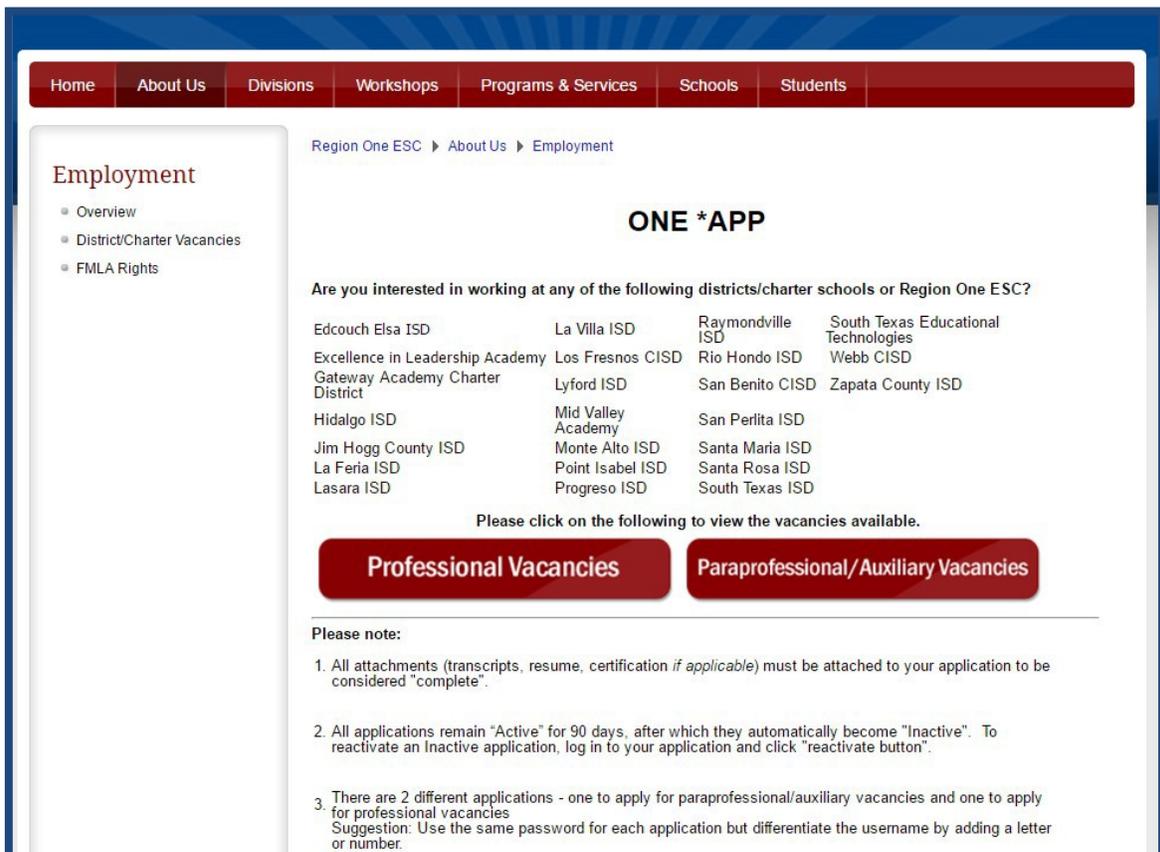
Complete your Application

You may exit the program at any time and return to complete it at your convenience.

Step 3

Apply for Open Positions

Once you have completed your application, you may apply for any open position. While logged-in click on "Jobs" and select the jobs for which you would like to apply.



The screenshot shows the ONE *APP website interface. At the top, there is a navigation menu with tabs for Home, About Us, Divisions, Workshops, Programs & Services, Schools, and Students. Below the menu is a breadcrumb trail: Region One ESC > About Us > Employment. The main heading is "ONE *APP". Below this, a question asks: "Are you interested in working at any of the following districts/charter schools or Region One ESC?". A grid of 16 districts/schools is listed: Edcouch Elsa ISD, La Villa ISD, Raymondville ISD, South Texas Educational Technologies, Excellence in Leadership Academy, Los Fresnos CISD, Rio Hondo ISD, Webb CISD, Gateway Academy Charter District, Lyford ISD, San Benito CISD, Zapata County ISD, Hidalgo ISD, Mid Valley Academy, San Perlita ISD, Jim Hogg County ISD, Monte Alto ISD, Santa Maria ISD, La Feria ISD, Point Isabel ISD, Santa Rosa ISD, Lasara ISD, Progreso ISD, South Texas ISD. Below the list are two red buttons: "Professional Vacancies" and "Paraprofessional/Auxiliary Vacancies". A "Please note:" section contains three numbered instructions regarding attachments, application inactivity, and multiple applications.

Project RISE

Educator Performance

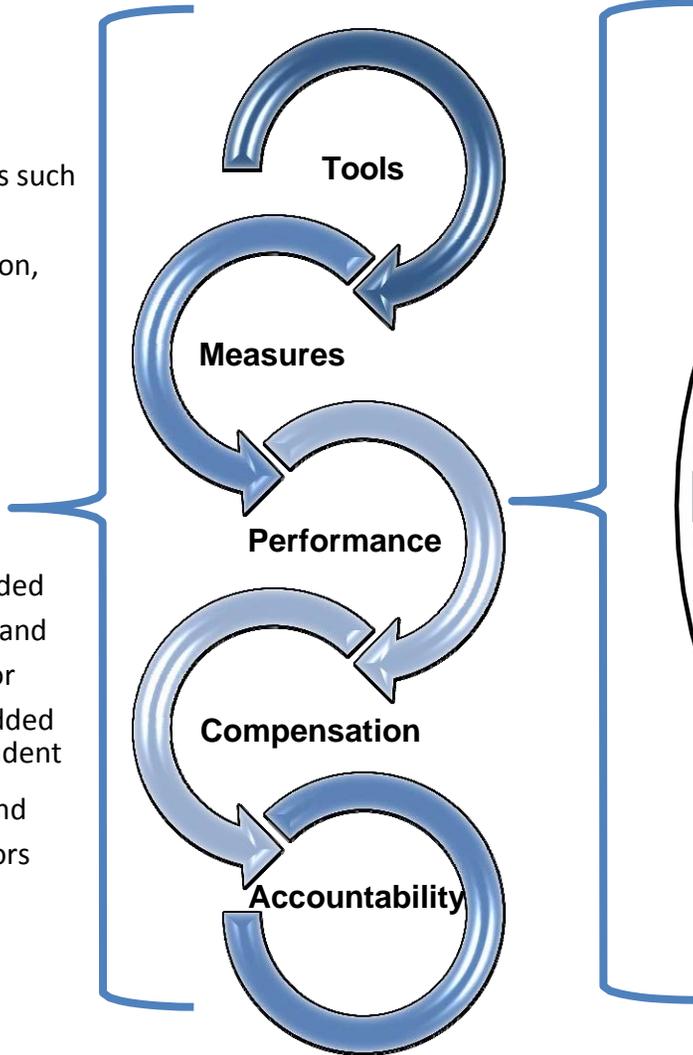
Observed teachers will be rated under a three-part rubric of Highly-Effective, Proficient, and Unsatisfactory, (noted in table below), on a five-point scale, where a score of 1 indicates unsatisfactory performance and a score of 5 indicates Highly Effective performance on a particular indicator. This is an annual average of the scores based a 5 point scale on the proven Skills and Knowledge Standards received by the teacher from classroom observations during the year. It is also an average of the 15 instructional rubric domains and seven responsibility indicators in the rubric.

4-5	2-3	1
Highly Effective	Proficient	Unsatisfactory
1) All lessons start promptly; 2) The lesson’s structure is coherent, with a beginning, middle, and end and time for reflection; 3) Pacing is brisk and provides many opportunities for individual students who progress at different learning rates and students are actively engaged; 4) Routines for distributing materials including technology integration are seamless, and 5) No instructional time is lost during transitions	1) Most lessons start promptly; 2) The lesson’s structure is coherent, with a beginning, middle and end; 3) Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates and some and students are engaged; 4) Routines for distributing materials are somewhat efficient and includes some technology integration; and 5) Little instructional time is lost during transitions	1) Lessons are not started promptly; 2) The lesson has a structure, but may be missing closure or introductory elements; 3) Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates and most students are not engaged; 4) Routines for distributing materials are inefficient and no technology integration; 5) Considerable time is lost during transitions.

Project RISE
HCMS/PBCS

HCMS decisions such as recruitment, hiring, promotion, etc. will inform professional development, support, etc.

PBCS is embedded into the HCMS and overall educator rating (value added evaluation), student achievement and additional factors



Project RISE **Professional Development**

Various modalities of ongoing professional development (as described in Section C) will be an integral part of ***Project RISE***. Region One, in partnership with reputable higher education institutions, community-based organizations, and private firms will provide year-round professional development (40 hours annually) to participating TIF staff, teachers, Master/Mentor teachers, principals, assistant principals, and other school leaders on topics such as, classroom instruction, effective pedagogy, management strategies, new teacher development, effective communication and collaboration strategies, leadership and team-building skills, test analysis, establishing standards-based classrooms, and supervision.

Target school educators and staff, aided by the expertise of Region One, and partners, will gain competencies around TIF Professional Development offerings and support. *Region One will* also engage all stakeholders to provide highly effective education for each child in K -12 system. Region One and partners will provide professional development to educators and staff to enhance their instruction and pedagogical skills in a way that increases academic achievement levels of students. Partners such as but not limited to: Five local Higher Education Institutions – UTRGV, UTB, STC, TSTC, TAMU; College Board, ACT, Texas Instruments, etc., will provide expertise, ongoing support, collaboration, organizational foundation, resources, knowledge, experience and leadership in delivering effective instructional improvement programs. Each partner has a unique role in supporting and delivering professional development, academic strategies, and capacity building while integrating technology in programming during both traditional and non-traditional (e.g. after-school, weekends, etc.) extended hours and days.

Ongoing professional development will include instruction and support for:

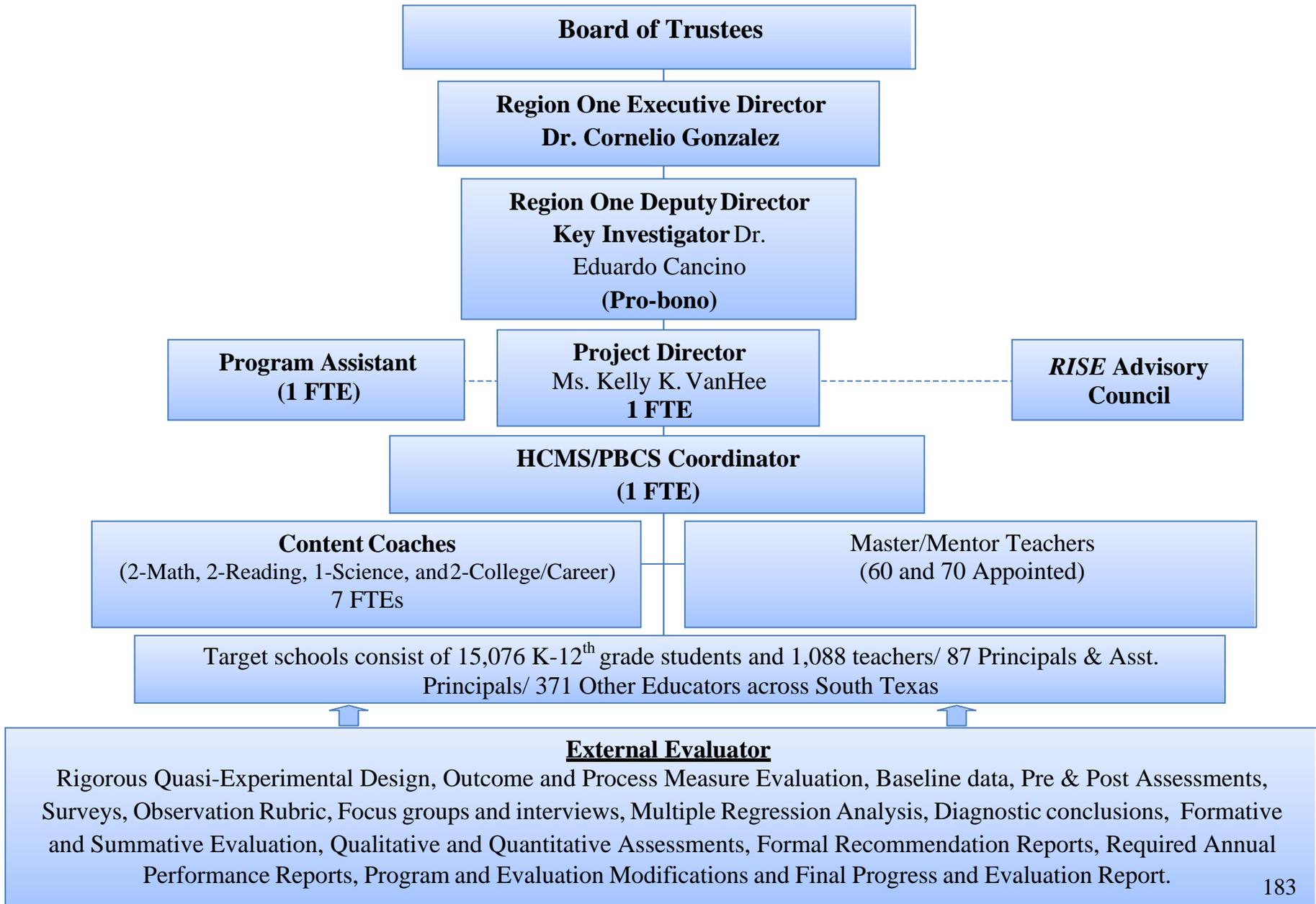
1. Job-embedded coaching;
2. Educator development, core content and technology integration training to teachers;
3. Implementation of effective Professional Learning Communities (PLCs);
4. Master Teachers, principals, assistant principals, and other school leaders conducting classroom evaluation of teachers; and
5. Use of disaggregated data generated by the external evaluators and the educator Evaluation and Human Capital Management/Support Systems to inform teachers and educators of classroom management and pedagogical instruction decisions.

Project RISE
Professional Development

The following are professional development delivery topics and descriptions:

<p><u>Classroom instruction</u>: Targeted strategies to use (classroom, before/after-school, weekends, and summer) infused with technology and electronic materials to help all students namely those at-risk and of high-need to acquire the academic, linguistic, social and technological skills needed for success;</p>
<p>Effective pedagogy: Training on successful instructional and pedagogical practices for diverse learners, including strategies for content and struggling learners (e.g. mathematic reading, etc.)</p>
<p><u>Management strategies</u>: Needs based intensive and purposeful instructional approaches for disengaged learners that often lead to behavior concerns in the classroom. Classroom management techniques and increase engagement strategies along with interventions to accelerate learning.</p>
<p>New teacher development: Customized and job-embedded support will be based on needs of new teachers and their students and will include ongoing professional development, assistance, and</p>
<p>Effective communication and collaboration strategies: Professional Learning Communities (PLCs) will be supported and further enhanced to allow for educators to collaborate, share, reflect and grow</p>
<p>Leadership and team-building skills: Effective (CPT) planning time to foster communication and</p>
<p><u>Test analysis, establishing standards-based classrooms</u>: Disaggregated data will be utilized in PLCs/CPT to align systems of standards for classrooms (per state standards) also to drive instructional improvement. Teachers will be trained and provided support to effectively foster a culture of data literacy to drive increased student growth.</p>
<p>Additional Professional Development, training and support will be provided by Mentor/Master</p> <ul style="list-style-type: none"> • On-going coaching with feedback to enhance instruction and support high-need students; • Needs based intensive and purposeful instructional interventions to accelerate learning; • Effective implementation of the Response to Intervention (RtI) model; • Explicit instruction to support English Learners to enhance cognitive, and language; • Effective use of student outcome data to drive classroom decision-making and student • Training and support for state instructional standards and associated requirements,

Project RISE ORGANIZATIONAL CHART



Region One Job Description

Job Title: Project Director

Reports to: Deputy Director

Dept/School: Region One Education Service Center

Revision Date: 6/21/2016

Primary Purpose:

Reporting to the Deputy Director of curriculum and instruction, the individual will work to develop, implement and monitor the *Project RISE* program in schools. Position develops Teacher Effectiveness and Instructional Improvement programs, coordinates efforts with all partners, provides staff development, monitors the budget, and evaluates the effectiveness of HCMS and PBCS and the *Project RISE* program. This is a full-time position

Qualifications:

Education/Certification:

Master's degree in Educational Administration required
Certification in Mid-Management

Special Knowledge/Skills:

Knowledge of Curriculum and Instruction

Experience:

Five years of experience in successfully administering and managing federal programs required
Three years demonstrated experience in working with disadvantaged students
Experience working with diverse partnerships and managing in-kind resources required
Experience in managing sizeable budgets successfully and meeting multiple deadlines and reporting requirements
Supervisory experience with large grants and a proven track record of success

Major Responsibilities and Duties:

The Project Director is responsible for developing, planning, managing, supporting, organizing, and implementing the *Project RISE* program within the schools and provides leadership for District-wide initiatives for the associated programs. The incumbent in this position provides direction and leadership for the overall administration and coordination of the *Project RISE* associated programs in support of effective instructional practices, communication and operation efficiency in all of the Region One schools. The Project Director will also oversee the daily operations with guidance from the TIF Advisory Council to ensure compliance with objectives.

Instructional and Program Management:

- Utilize formative and summative assessment methods to collect and analyze data needed to implement a continuous quality review process.
- Direct instructional and curriculum services to meet students' needs.
- Plan, implement, and evaluate instructional programs with teachers and principals, including learning objectives, instructional strategies, and assessment techniques.

Region One Job Description

- Apply research and data to improve the content, sequence, and outcomes of the teaching-learning process.
- Work with appropriate staff to develop, maintain, and revise curriculum documents based on systematic review and analysis.
- Involve instructional staff in evaluating and selecting instructional materials to meet student learning needs.
- Ensure the use of technology in the teaching-learning process.
- Plan the necessary time, resources, and materials to support accomplishment of education goals.
- Ensure that district goals and objectives are developed using collaborative processes and problem-solving techniques when appropriate.
- Participate in the district-level decision-making process to establish and review the district's goals and objectives and major classroom instructional programs of the district.
- Actively support the efforts of others to achieve district goals and objectives and campus performance objectives (academic excellence indicators).
- Obtain and use evaluative findings (including student achievement data) to examine curriculum and instruction program effectiveness.
- Secure consultants, specialists, and other community resources to assist principals and instructional staff in attaining objectives.
- Provide effective staff development activities that incorporate the mission of the district, program evaluation outcomes, and input from teachers and others.

Policy, Reports, and Law:

- Implement the policies established by federal and state law, State Board of Education rule, and local board policy in curriculum and instruction area.
- Compile, maintain, and present all physical and computerized reports, records, and other documents required.

Budget:

- Administer the curriculum and instruction budget and ensure that programs are cost effective and funds are managed prudently.
- Compile budgets and cost estimates based on documented program needs.

Personnel Management:

- Prepare, review, and revise job descriptions in curriculum and instruction department.
- Evaluate job performance of employees to ensure effectiveness.
- Assist with recruitment, selection, and training of personnel and make sound recommendations relative to personnel placement, assignment, retention, discipline, and dismissal.
- Assist with the implementation of the designated teacher appraisal system.

Communication:

- Provide for two-way communication with principals, teachers, staff, parents, and community.
- Demonstrate skill in conflict resolution with administrators, parents, teachers, staff, and community.
- Monitor professional research and disseminate ideas and information to other professionals.

Region One Job Description

Community Relations:

- Articulate the district's mission, instructional philosophy, and curriculum implementation strategies to the community and solicit its support in realizing the district's mission.
- Demonstrate an awareness of district/community needs and initiate activities to meet those needs.
- Demonstrate use of appropriate and effective techniques to encourage community and parent involvement.

Supervisory Responsibilities:

- Supervise and evaluate the performance of all ***Project RISE*** staff.

Region One Education Service Center does not discriminate against any employee or applicant for employment because of race, color, religion, sex, national origin, age disability, military status, or on any other basis prohibited by law. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities. The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved by _____

Date _____

Reviewed by _____

Date _____

Region One Job Description

Job Title: HCMS/PBCS Coordinator

Reports to: Project Director/Principal

Dept/School: Region One Education Service Center

Revision Date: 6/21/2016

Primary Purpose:

The Human Capital Management System/Performance-Based Compensation System Coordinator will work with staff and school educators to ensure all recruiting and hiring activities, including incentive strategies, are all aligned with the HCMS/PBCS systems at each target school.

Qualifications:

Education/Certification:

Master's Degree in Education
Texas Teaching Certificate

Special Knowledge/Skills:

Knowledge of Texas Essential Knowledge and Skills (TEKS);
Working knowledge of Human Capital Management Systems and Performance Based Compensation Systems

Experience:

Five plus years of teaching experience in a school setting; and
Three years HR (Human Resources) experience preferred

Description of duties:

- Define project scope, goals and deliverables that support evaluation system goals in collaboration with senior management and stakeholders
- Design, implement and coordinate evaluation system components; teacher observations, district-wide student surveys, student learning goals and value added reports
- Communicate with advisory groups in the staff and teacher evaluation design and implementation process through convening focus groups, listening sessions and other engagement opportunities for staff, administrators and community members
- Develop and implement feedback mechanisms across the system by completing follow-up interviews and feedback sessions with staff, administrators and community members
- Assist in the development and implementation of District engagement strategy for staff, teacher and principal evaluation systems
- Assist in the development and support of the teacher evaluation IT and data systems infrastructure
- Manage project expectations with team members and other stakeholders; identify and resolve issues and conflicts within project team(s)
- Align teacher and staff evaluation systems with other District initiatives
- Plan and schedule project timelines and milestones using appropriate tools; track project milestones and deliverables
- Develop and deliver progress reports, proposals, requirements documentation, and presentations
- Analyze, draw conclusions and report evaluation data
- Manage and coordinate vendors

Region One Job Description

- Manage special projects as they are assigned
- Provide workstation/panel construction for departments/sites as needed
- Measure, receive cost estimates, schedule installation and supervise installation
- Works independently, and makes appropriate decisions based on work experience
- Demonstrates courteous and cooperative behavior when interacting with students, clients, visitors, and staff; acts in a manner that promotes a harmonious and effective workplace environment
- Enthusiastically promotes the Superintendent's goals and priorities in compliance with all policies and procedures
- Maintains absolute confidentiality of work-related issues, records information
- At times may be required to work outside normal business hours and work extended hours to accomplish requirements of the position
- Evaluate and classify jobs to determine appropriate internal position relationships
- Communicate to new or existing employees the fundamental duties and responsibilities of their jobs
- Provide job information that can be used to determine competitive pay relationships in the labor market
- Provide job information that can be used in the recruitment and selection process
- Provide job information, which can be used in employee relations' matters, such as performance appraisal, employee orientation, employee complaint process, and identification of training and development needs
- Ensure compliance with government legislation
- Other duties or tasks may be assigned on an as-needed basis

Knowledge, Skills, and Abilities:

- Knowledge of Region One Education Service Center policies and regulations
- Principles and practices of public sector administrative management, including accounting, budgeting, purchasing, contract management, and customer service
- Principles and techniques for project management and organizational development
- Techniques and practices for efficient and cost effective management of resources
- Principles of record keeping and records management
- Computer software applications related to duties
- Interpreting and applying facilities management principles
- Using initiative and independent judgment within established procedural guidelines
- Analyzing data and recommending effective solutions
- Conforming to shifting priorities, demands and timelines through analytical and problem-solving capabilities
- Assessing and prioritizing multiple tasks, projects and demands
- Establishing and maintaining effective working relationships with co-workers, leadership and stakeholders
- Operating a personal computer utilizing a wide variety of specialized software
- Communicating effectively verbally and in writing
- Define the competitive pay position of jobs within the district to the relevant external market
- Establish differential pay levels between jobs to recognize differing demands
- Establish lower and upper limits of value for each job

Region One Education Service Center does not discriminate against any employee or applicant for employment because of race, color, religion, sex, national origin, age disability, military status, or on any



Region One Job Description

other basis prohibited by law. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities. The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved by _____ Date _____

Reviewed by _____ Date _____

Region One Job Description

Job Title: College/Career Coach

Reports to: Project Director/Principal

Dept/School: Region One Education Service Center

Revision Date: 6/21/2016

Primary Purpose:

The College/Career Coach will be hired to work with staff, administrators, teachers, and partners to ensure post-secondary and career readiness pedagogical strategies are integrated into core content areas. The College/Career Coach will coach and offer technical guidance to teachers and will lead or coordinate all professional development with partners at each school.

Qualifications:

Education/Certification:

Bachelor's Degree in related field (Master's preferred)
Texas Teaching Certificate

Special Knowledge/Skills:

Knowledge of Texas Essential Knowledge and Skills (TEKS);

Experience:

Three plus years of teaching experience in a school setting

Description of duties:

- Participates in career development, including administering and interpreting career assessment instruments
- Designs and implements outreach programs to promote and encourage use of career services by students, faculty and staff
- Monitor and maintain protocol that provides support for high demand jobs, certificates, degree programs, and non-credit training options that lead to career advancement.
- Maintain student intake process for ongoing tracking.
- Design and implement outreach programs to promote and encourage use of career services by students.
- Advise students individually and in class presentations regarding resume writing, interviewing and job search skills.
- Develops promotional materials and strategies for the career counseling program.
- Assists students in finding career information on the web.
- Serves as liaison to academic departments.
- Assists with career fairs.
- Performs other duties as assigned.

Knowledge, Skills, and Abilities:

- Knowledge of career software and assessment instruments
- Strong Microsoft Office Skills

Region One Job Description

- Strong knowledge of career development and job search processes
- Excellent presentation skills
- Flexibility and the ability to handle multiple tasks
- Excellent interpersonal, verbal, and written communication skills
- Ability to work with a diverse student population
- Experience in workshop and program development

Region One Education Service Center does not discriminate against any employee or applicant for employment because of race, color, religion, sex, national origin, age disability, military status, or on any other basis prohibited by law. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities. The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved by _____ Date _____

Reviewed by _____ Date _____

Region One Job Description

Job Title: Math Coach

Reports to: Project Director/Principal

Dept/School: Region One Education Service Center

Revision Date: 6/21/2016

Primary Purpose:

The Math Coach will be hired to work with staff, administrators, teachers, and partners to ensure pedagogical mathematical strategies are integrated into core content areas. The Math Coach will coach and offer technical guidance to teachers and will lead or coordinate all professional development with partners at each school.

Qualifications:

Education/Certification:

Bachelor's Degree in related field (Master's preferred)
Texas Teaching Certificate

Special Knowledge/Skills:

Knowledge of Texas Essential Knowledge and Skills (TEKS);

Experience:

Three plus years of teaching experience in a school setting

Description of duties:

- Research and provide support that will improve teaching and learning – including: teaching strategies, assessment of math skills, interpretation, and use of assessment results, etc.
- Research, prepare materials, and identify resources for use by the district, teams, schools, and teachers – including: teaching strategies, assessment of math skills, and interpretation and use of assessment results, etc.
- Research and provide information and guidance regarding a range of effective and innovative math practices through various activities such as: individual discussions (informal and formal), coaching sessions, demonstration lessons with pre- and post- discussion/analysis, study groups, staff meetings, and professional development programs.
- Provides support and assistance to all classroom teachers in the full implementation of the district's adopted math program through MAP score analysis/interpretation.
- Conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.
- Provides on-site staff development to ensure that teachers are knowledgeable about program components and understand the instructional design of how the program meets the standards (alignment).
- Assists teachers in building an interactive classroom and assures that recommendations for improvement are implemented.
- Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students.
- Assists teacher in preparation pacing for instruction.

Region One Job Description

- Participation in collaborative grade level meetings to assist in the analysis and utilization of assessment data to improve the focus of instructional planning and student achievement.
- Assists grade level teams in setting goals for improved instruction.
- Meets regularly with the principal to review benchmarks and established data points to assess student progress towards established instructional goals.
- Prepare forms, records and reports as directed.
- Attends meeting and trainings as directed.

Knowledge, Skills, and Abilities:

- Developing knowledge of Common Core math standards and instructional strategies
- General curriculum and instruction practices, research, and methodologies
- Secondary numeracy development
- Standardized and performance based assessment practices
- Adult learning theory, facilitation skills, and the cycle of inquiry
- Instructional coaching skills
- Interpersonal skills using tact, patience, and courtesy
- Excellent verbal and written communications skills
- Problem solver and solution oriented
- Ability to work independently
- Reflective learner and self-starter.
- Able to multi-task and follow through on projects from start to finish.
- Pays attention to detail.
- Adept with Microsoft Word, Excel, and PowerPoint.
- A passion for improving education to help all children prepare for college

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Approved by _____ Date _____

Reviewed by _____ Date _____

Region One Job Description

Job Title: Reading Coach

Reports to: Project Director/Principal

Dept/School: Region One Education Service Center

Revision Date: 6/21/2016

Primary Purpose:

The Reading Coach will be hired to work with staff, administrators, teachers, and partners to ensure pedagogical literacy strategies are integrated into core content areas. The Reading Coach will coach and offer technical guidance to teachers and will lead or coordinate all professional development with partners at each school.

Qualifications:

Education/Certification:

Bachelor's Degree in related field (Master's preferred)
Texas Teaching Certificate

Special Knowledge/Skills:

Knowledge of Texas Essential Knowledge and Skills (TEKS);

Experience:

Three plus years of teaching experience in a school setting

Description of duties:

- Assist Region One Education Service Center students, and staff with research using sources within the library and those outside, including electronic networks.
- Provide extended hours literacy activities and training activities.
- Collaborate with the Teacher-Librarian, Tutors and teachers to ensure high-quality pedagogical instructional literacy strategies are integrated into all core content areas.
- Trains students in proper use of library computers, printers and Internet; monitors student access to the Internet.
- Organizes the library to provide an atmosphere that is conducive to student learning and achievement.
- Prepare circulation desk for services on a daily basis with needed supplies.
- Responsible for shelving, straightening and shelf reading of library materials.
- Pull library materials which need to be mended, discarded and/or replaced.
- Process new library materials received for circulation.
- Process periodicals received for circulation.
- Sort returned materials by type, location, or unit of library to which assigned.
- Checks to see if returned materials are overdue or on hold.
- Examines returned materials for obvious damage.
- Answers questions concerning circulation rules.
- Able to react to change productively and handle other essential tasks as assigned.

Region One Job Description

Knowledge, Skills, and Abilities:

- Communicate effectively in written and oral form using positive interpersonal skills
- Utilize effective data-based problem-solving skills
- Demonstrate effective collaboration skills
- Employ effective coaching skills
- Coach teachers in effective instructional strategies in a variety of content areas
- Use effective strategies for differentiating instruction
- Exhibit knowledge of standards-based curriculum
- Integrate technology in classroom instruction
- Participate in workshops, seminars, conferences and/or advanced coursework which further advance knowledge of current trends in reading instruction

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Approved by _____

Date _____

Reviewed by _____

Date _____

Region One Job Description

Job Title: Science Coach

Reports to: Project Director/Principal

Dept/School: Region One Education Service Center

Revision Date: 6/21/2016

Primary Purpose:

The Science Coach will be hired to work with staff, administrators, teachers, and partners to ensure pedagogical scientific strategies are integrated into core content areas. The Science Coach will coach and offer technical guidance to teachers and will lead or coordinate all professional development with partners at each school.

Qualifications:

Education/Certification:

Bachelor's Degree in related field (Master's preferred)
Texas Teaching Certificate

Special Knowledge/Skills:

Knowledge of Texas Essential Knowledge and Skills (TEKS);

Experience:

Three plus years of teaching experience in a school setting

Description of duties:

- Serve as a science specialist to assist in the development and implementation of campus instructional plans that align to district goals and curriculum
- Work with science coordinator and campus administration to design and provide professional development focused on improving alignment and delivery of the written, taught and tested curriculum to increase student success and close performance gaps
- Work with teachers and campus administration to analyze student data, diagnose instructional needs and identify research-based instructional strategies to close achievement gaps
- Provide job-embedded professional development for teachers through modeling engaging, standard-based teaching as needed
- Collaborate with science coordinator, campus administration, and teachers to review and develop aligned curriculum components including assessments
- Provide individual and/or group instructional coaching and mentoring to teachers to improve classroom instruction for all learners
- Conduct teacher observations and/or walk-throughs and provide feedback that facilitates teacher reflection and growth
- Work with science coordinator, campus administration, and team and/or grade level teachers in planning standards-based lessons and assessments aligned to the district curriculum
- Manage and distribute instructional resources to teachers and provide training on the use of those resources
- Encourage and support the implementation of technology and innovative strategies in the classroom

Region One Job Description

- Attend district level training and provide campus level professional development in district initiatives
- Provide ongoing feedback to campus administration to be used in the teacher evaluation process
- Assist in the development, monitoring and implementation of teacher intervention plans
- Assist with the implementation and monitoring of campus and district initiatives
- Assist in the collection, analysis and response to campus data
- Attend campus and district meetings/trainings as assigned
- Serve as a member of the campus leadership team

Knowledge, Skills, and Abilities:

- General knowledge of all secondary science curriculum
- Specific knowledge of middle/high school science content area(s) and state assessments
- Specific knowledge of assessment and lesson design
- General knowledge of serving special populations of learners
- Excellent communication, public relations, and interpersonal skills
- Demonstrate organizational and technology skills
- Effective oral and written communication skills
- Completed training and/or possess experiences in Region One Education Service Center best practices
- The ability to work effectively with adult learners
- The ability to skillfully offer constructive feedback to facilitate change
- The ability to be flexible, open and willing to implement new ideas in the classroom
- The ability to organize and prioritize responsibilities, projects and tasks
- The ability to work and contribute to a team
- The ability to seek resources and solutions to effectively solve problems

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Approved by _____

Date _____

Reviewed by _____

Date _____

Region One Job Description

Job Title: Master/Mentor Teachers

Reports to: Project Director/Principal

Dept/School: Region One Education Service Center

Revision Date: 6/21/2016

Primary Purpose:

Master Teachers will be paired with new (three years or less), or struggling teachers, tenured teachers and Mentor teachers will be paired with teachers that provide instruction in the same subject, grade level, or that previously taught the same subject or grade. Selection of Master and Mentor Teachers will be conducted from the pool of committed, tenured, experienced, degreed (Masters), and certified teachers at each Region One Education Service Center campus. To the extent possible, each campus will establish the maximum ratio of mentors to mentees. One-on-one mentor-mentee matches with at least one year commitment will be sought, but in no case will a single Mentor Teacher be paired with more than five teachers.

Qualifications:

Education/Certification:

Master's Degree in related field
Texas Teaching Certificate

Special Knowledge/Skills:

Knowledge of Texas Essential Knowledge and Skills (TEKS);

Experience:

Three plus years of teaching experience in a school setting

Description of duties (Mentor Teacher):

- Analyze student data, help create appropriate professional development plan
- Assist in planning school meetings and provide follow-up
- Team teach with colleagues, demonstrate model lessons, and develop and help implement curriculum
- Participate in TIF trainings
- Collaborate with Master Teacher regarding professional development activities
- Follow all administrative procedures and policies of the school and district
- Meet any additional specific job requirements as indicated by the Principal and Master Teacher

Knowledge, Skills, and Abilities (Mentor Teacher):

- Ability to follow written and verbal instructions and to communicate effectively and appropriately with others.
- Intermediate level computer skills, internet and e-mail.
- Ability to utilize agency resources, technology, and library to provide guidance to staff
- Ability to plan, implement and coordinate mentoring activities and procedures designed to insure compliance with established standards

Region One Job Description

- Ability to work well in a team environment
- Ability to prioritize and manage workload and deadlines
- Significant problem solving and diagnostic skills with the ability to quickly analyze situations and adopt an effective course of action.
- Ability to handle stressful and sensitive situations in a professional manner.
- Make independent decisions on matters involving established policies and procedures
- Ability to meet the needs of all children specifically those with special needs, challenging behaviors, at risk, gifted and culturally diverse populations

Description of duties (Master Teacher):

- Analyze school-wide student data as the basis for developing a school plan
- Assist in the development of the school plan utilizing the TIF processes
- Oversee planning, facilitation, and follow-up of all group meetings
- Team-teach with colleagues, demonstrate model lessons, and develop and help implement curriculum
- Partner with the principal to conduct follow-up teacher conferences
- Participate in State TIF trainings/meetings
- Work closely with TIF coordinators to ensure effective grant implementation
- Serve as the official liaison between the school site and the Department of Education's representative
- Assist with identifying the professional development needs of the faculty
- Plan and manage the development of standards-based curriculum, instruction, and assessment plans and strategies
- Ensure that all textbooks are used effectively as a resource to meet curriculum goals
- Analyze student classroom data to identify student learning goals
- Create a school assessment plan
- Monitor goal setting, activities, classroom follow-up and goal attainment
- Assess teacher evaluation results
- Follow all administrative procedures and policies of the school and district
- Meet any additional specific job requirements as indicated by the Principal and the State TIF Director
- Collaborate with MDE on reports and activities

Knowledge, Skills, and Abilities (Master Teacher):

- Utilize effective data-based problem-solving skills
- Demonstrate effective collaboration skills
- Employ effective coaching skills
- Use effective strategies for differentiating instruction
- Exhibit knowledge of standards-based curriculum
- Communicate effectively interact professionally and harmoniously with parents, school personnel, and students

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Region One Job Description

qualifications, experience, and abilities. The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved by _____ Date _____

Reviewed by _____ Date _____

Region One Job Description

Job Title: Program Assistant

Reports to: Project Director

Dept/School: Region One Education Service Center

Revision Date: 6/21/2016

Primary Purpose:

The Program Assistant will be responsible for maintaining extensive files, preparing written correspondence, memorandums, schedules, reports and presentations, and providing technical support to all program staff and educators.

Qualifications:

Education/Certification:

Associate's Degree in related field

Special Knowledge/Skills:

Familiar with Word processing software.

Experience:

Two plus years of working in a school setting

Description of duties:

- Assist the site manager and staff in the preparation, implementation, and evaluation of the project; assist in project coordination with staff, pupils, and parents
- Plan and conduct in-service training for para-educators and volunteers
- Coordinate the assignment of other para-educational staff and volunteers
- Conduct individual or small group tutorial activities
- Provide liaison with community groups and parents to encourage understanding, cooperation, participation, and support of project objectives
- Assist in on-site activities such as open houses, parent meetings, and displays
- Assist in the development, preparation, assembly, and distribution of instructional materials or informational bulletins
- Perform related duties as assigned.

Knowledge, Skills, and Abilities:

- Knowledge of socio-economic problems in the community.
- Reading and writing English communication skills.
- Ability to read, write, and understand the English language.
- Operate standard office equipment including microcomputers and related software applications.
- Communicate effectively and maintain effective working relationships with others.
- Follow verbal and written instructions.
- Plan and organize work.
- Meet schedules and time lines.
- Read, apply, and explain rules, regulations, policies, and procedures



Region One Job Description

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Approved by _____ Date _____

Reviewed by _____ Date _____

Competitive Preference Priority 1--Supporting High-Need Students

Thirteen (13) schools proposed as part of the *Project RISE* initiative are rural. To support high-need students academic growth, *Project RISE* plans to recruit, retain, promote, support, evaluate, compensate and reward effective teachers through a human capital management system comprised of performance-based, value-added financial incentive system, induction, mentoring, career progression, and professional development opportunities. Additional strategies to support high-need students will include strong principal leadership training and a collaborative teaching environment with a shared teaching philosophy (such as peer coaching, lesson studies, collaborative planning, analyzing student work, induction of new teachers, and peer mentoring). Adequate resources are necessary to implement effective, research-based instructional approaches that are designed to improve academic outcomes for ALL students served by all 13 high-need rural schools and driven by pedagogy.

Each rural school will implement differentiated instruction, Response to Intervention models, project- and problem-based learning, Professional Learning Communities (PLCs), Common Planning Time (CPL) and a supportive and active parental engagement component. To gain a deeper understanding of students' learning needs and design instruction accordingly, teachers will analyze disaggregated data from multiple sources, such as STAAR assessments, interim district and school assessments, classroom performance data, and other relevant student achievement growth data, as described in pages 28 – 30 of the proposal.

The ability for teachers in high-need rural schools to earn performance-based incentives as their peers, as well as the fact that the criteria to earn an incentive depends on student achievement gains, is a critical foundation of *Project RISE*. This will serve to enhance overall teaching practices, and increase educator effectiveness that improves academic outcomes for all

learners. Increased academic outcomes will be fostered by the support of Content and College/Career Coaches, Master and Mentor Teachers and highly effective partners such as reputable

Competitive Priority 2: Improving Teacher Effectiveness and Promoting Equitable Access to Effective Educators.

higher education institutions and community-based education organizations.

Project RISE partner schools will provide performance-based, value-added financial incentives to reward and retain effective teachers. Ongoing support through mentoring, induction, year-round professional development, and career progression opportunities, coupled with strong recruitment efforts (enabled through sign-in bonuses) will also be implemented. In addition, *Project RISE* will incorporate metrics around a human capital management system, including retention of highly effective teachers, as well as distribution of effective teachers within each school campus. According to Lemke, et. al. (2012),ⁱ to improve **access to effective teachers**, strategies need to be employed across the continuum human capital management system (HCMS) — from supply to retention. Additionally, the Reform Support Network, *Promoting More Equitable Access to Effective Teachers* (2015)ⁱⁱ, indicates that most teacher compensation systems are “lockstep,” rewarding years of experience and educational attainment while ignoring a teacher’s impact in the classroom.

Campus principals and Master Teachers will be trained on how to: conduct effective classroom observation; analyze programmatic and performance-based, value-added data; develop policies and procedures to support effective teachers; and assign effective teachers to high-need students such as low-income, minority, at-risk, limited English Language proficiency, students with disabilities, etc. Performance management and value-added financial incentives (as described in pages 12 – 16 of the proposal) will be driven by evaluation of teachers and

principals, conducted by proven assessment instruments such as TalentEd and VAL-ED. Data

from classroom observation protocols and student achievement scores and growth over time will also be used to determine value-added and performance of educators, develop individualized plans for teacher support, and to guide professional development decisions. As aligned to the Invitational Priority, consistent with the Texas State Plan, **Project RISE** will ensure high-need students (low-income, minority, English Learners, etc.) have equitable access to effective teachers. **Project RISE** will provide teachers with ongoing professional development that will allow teachers to be successful in working with a diverse group of students in a variety of different learning environments. Teachers will collaboratively reflect on their students' learning and achievement data and the changes they may need to make to improve the impact of their instruction. These experiences will be shepherded by mentors and coaches who will model

Invitational Priority--Promoting Equitable Access Through State Plans To Ensure Equitable Access to Excellent Educators:

effective instructional practices and coach teachers on how to engage students in learning.

Region One will address the Invitational Priority, within CP2, noted above, and evidenced by the direct alignment to the Texas State Plan to promote equitable access to ensure access to excellent educators, for students from low income families and for minority students and (Appendix F15 – State Plan). The attached state plan denotes a gap regarding inexperienced teachers and therefore, the 2015 Equity Plan was framed around the statewide equity gap. The decision of 16 school districts to deeply engage in a program of this magnitude is a major example of how each unique rural and non-rural school will promote equitable access that aligns to the State Plan. This equitable and increased access for students from minority, low-income, at-risk students including English Learners and students with disabilities will be accomplished by

- (1) Hiring, preparing and ongoing training of effective first time, new, tenured and veteran

teachers and educators that have a skillset, expertise and will to educate low-income and

minority students and other subgroups, (2) Improving the effectiveness of current teachers (e.g. professional development, mentoring, coaching and feedback, (3) Retaining effective teachers and removing ineffective teachers, (4) Providing incentives to educators for effective performance (classroom observation) and student performance (classroom and school-wide); and (5) Offering opportunities for promotion, career advancement, professional growth, leadership roles, added responsibilities and competitive differentiated compensation.

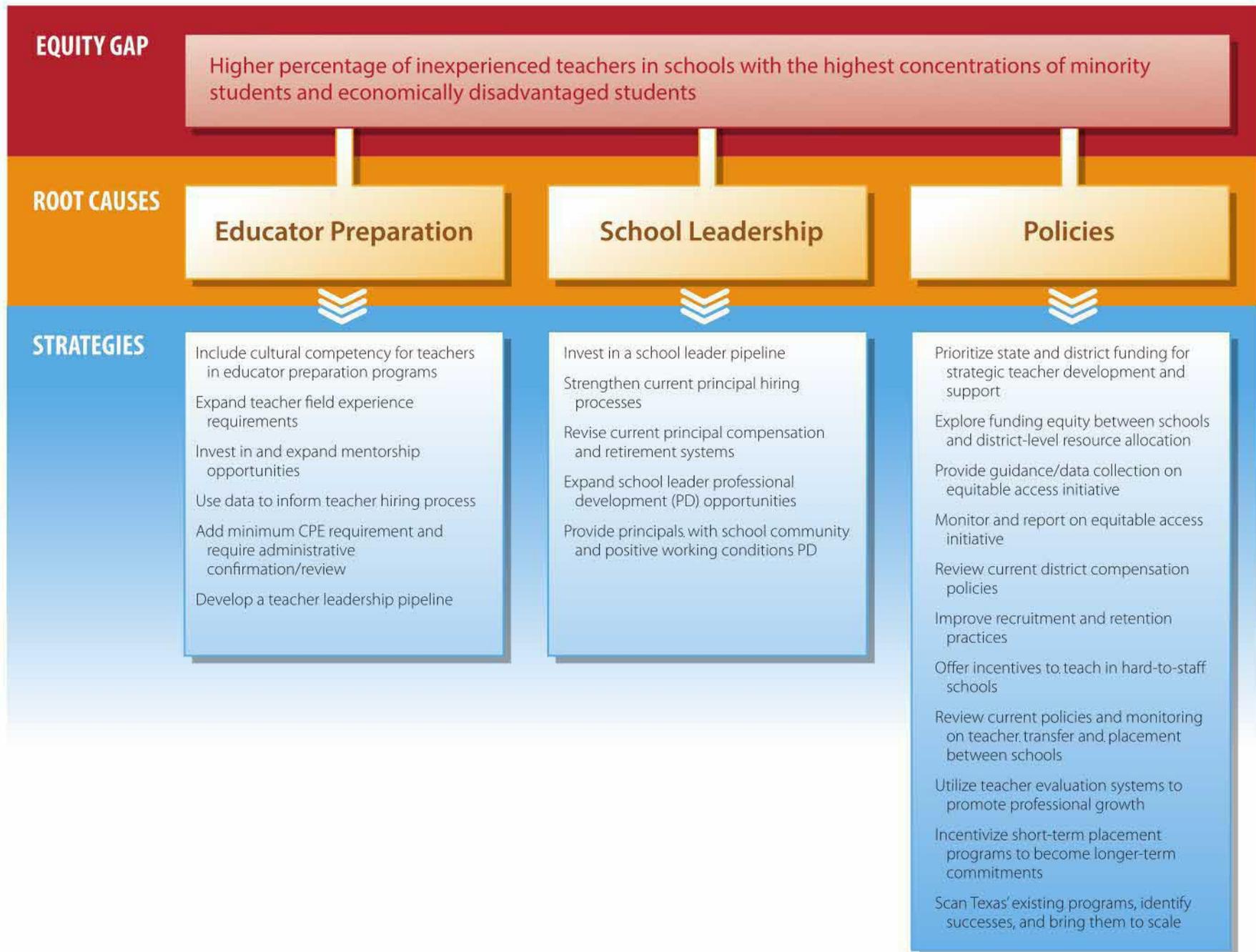
Region One and partner school districts have developed and continue to refine their on-boarding, selection and retention systemic processes. Over the past few years, Region One has analyzed the relationship between school district educators' effectiveness and student outcomes, and has discussed the opportunities of compensating educators accordingly as aligned to the PBCS. This TIF grant application was developed with the input and support of participating school district leaders, campus administrators, teachers, and related educators, using key metrics, analyzing data and measuring the percentage of current educators' effectiveness. Region One utilized these metrics, data-analysis results and feed back to develop a relevant service delivery model that ensures ALL students' equitable access to excellent educators as aligned to the Texas State Plan.

ⁱ Lemke, M., et al., 2012, “Providing Effective Teachers for All Students: Examples from Five Districts,” Washington, DC: U.S. Department of Education.

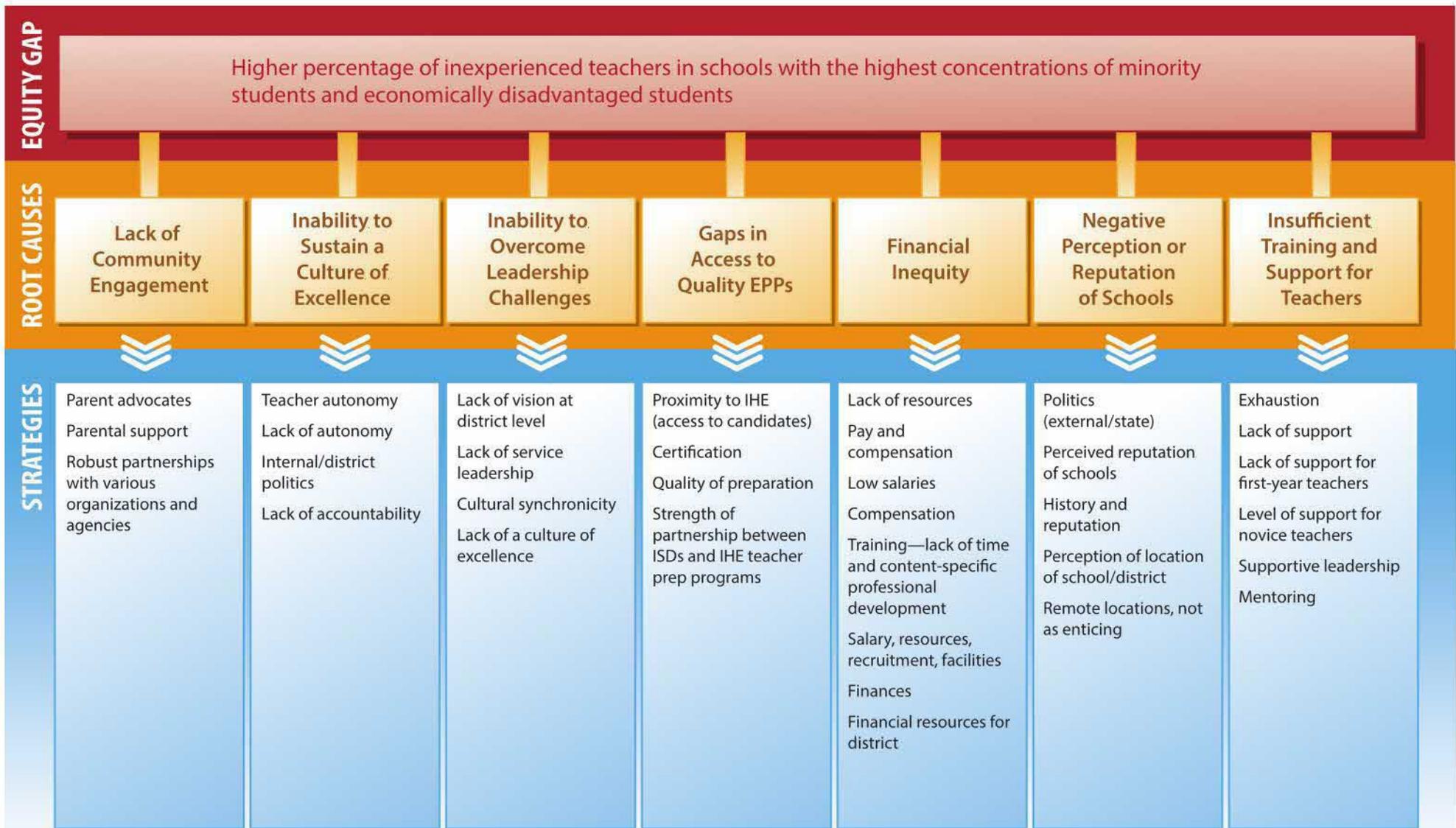
ⁱⁱ Reform Support Network, Promoting More Equitable Access to Effective Teachers, Problem and Root Causes, March 2015. Retrieved from

<http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/equitableaccessproblemsandrootcause.pdf>

Appendix 7 - Policy Stakeholder Group Results



Appendix 8 - Practitioners Stakeholder Group Results



Appendix 9 – Strategies Summary

Root Cause: Insufficient Teacher Training and Support

Strategies

A	Targeted professional development for teachers (T-TESS)
	Require district training to include a three- to five-year plan for new teachers that provides intentional and focused support, specifically on time management, emotional resilience, work-life balance, reflective practice, examining student work, and self-efficacy
	Continue targeted and intensive professional development for teachers; job-embedded practice could be peer-to-peer or administrator-to-teacher
	Utilize teacher evaluation systems to promote professional growth
B	Professional development in cultural competency
	Provide training in interpersonal effectiveness, emotional intelligence, and cultural synchronicity for working with children in poverty
	Fund culturally sensitive professional development for campuses
	Infuse cultural competency focus throughout educator preparation programs
C	Mentor training and compensation
	Provide training and compensation for mentors of new teachers
	Invest in time-specific mentorship; could be peer-to-peer or other methods and/or coaching
	Expand opportunities for field experience, increase the availability of mentoring roles for veteran teachers, and revise requirements for observation and coaching of teacher candidates by mentors
D	New teacher cohort training
	Provide sustained cohort training for new teachers
	Provide training and support for experienced teachers coming into a new district
E	Expanded loan forgiveness
	Expand loan forgiveness eligibility to include teachers in hard-to-staff campuses
F	Incentives to teach in high-needs campuses
	Establish a teacher incentive fund for teachers teaching in hard-to-staff schools (not a student loan repayment program) as defined by the district
	Review current compensation policies at the district level: Research competitive salaries with other professionals (recruitment and retention), offer incentives (monetary and/or non-monetary) for teaching in hard-to-staff schools
G	Expanded opportunities for field experience
	Expand opportunities for field experience (60 hours minimum; up to 10 hours virtual)
	Expand requirements for field experience (Incentivize programs to include multiple contexts for placements to support teacher experience in suburban, rural, and urban schools)
H	Recruit teachers nationally
	Recruit from institutions of higher education around the country
I	Targeted training for alternative certification
	Provide well-defined and “fast-tracked” training for alternative certification teachers, particularly in pedagogy
J	Incentives for longer-term teaching commitments
	Incentivize short-term placement programs (such as Teach for America) to become longer-term commitments

Root Cause: Inability to Overcome Leadership Challenges

Strategies

K	Campus leader training and support (T-PESS, AEL)
	Provide a common menu of strategies for increasing professional learning time and coaching new leaders
	Provide constraint training by identifying and addressing each school leader's own constraints so that the organization is not suppressed by a leader's shortcomings
	Ensure that leaders are well prepared to support and trust teachers
	Invest in a school leader pipeline by expanding the Campus Administrator Mentoring Program (CAMP) for mentoring, coaching, and induction
	Expand opportunities for systematic approaches to professional development for school leaders with a special focus on building school community and positive working conditions for all staff
L	Principal mentoring supports
	Implement a state-based program that ensures relevant, highly skilled mentorship for new principals with observations and oversight
	Provide professional development and mentoring programs for campus leadership
	Invest in a school leader pipeline by expanding the Campus Administrator Mentoring Program (CAMP) for mentoring, coaching, and induction
M	Opportunities for reward, recognition, and advancement of teachers (CTEP)
	Implement career ladders and/or incentives that honor experience and results
	Incentivize, reward, and retain educators, specifically in low-performing, high-need, high-minority schools
	Increase opportunities for teacher advancement outside of becoming an administrator
	Support the development of a teacher leadership pipeline, like the Educator Innovation Program Pilot
	Review and revise current compensation/retirement standards and create incentives to teach in high-need schools
N	Definition of a "quality principal for challenging schools"
	Define "quality" administrators of "challenging" schools
O	Strengthened hiring processes for principals
	Strengthen current selection/hiring processes by engaging superintendents and other relevant staff in developing protocols for hiring principal candidates

Root Cause: Financial Inequities

Strategies

P	Increased flexibility and equity in funding
	Increase flexibility in using current state aid
	Examine funding formulas at the state and district level by prioritizing funding for strategic teacher development/support planning, researching current funding equity between schools and district-level resource allocation and providing guidance, data collection, and reporting for ongoing monitoring of equitable access initiative
Q	Streamlined teacher certification process
	Improve effectiveness of certification process: (1) review the number of teacher certification tests per subject/certification (e.g., bilingual) and consider a possible reduction in the number of tests required for certification; (2) review the testing time tables and consider expanding them to allow more flexibility for test takers and LEA hiring needs; and (3) review and reconsider reducing the number of days between failing a test and sitting for the next test administration (currently the window is 60 days)
R	Tailored deployment of teachers to equitable access campuses
	Compare teacher experience profiles to student population and demographics and support financial flexibility (i.e., how are LEAs making these decisions to ensure that campuses are balanced across the district?)
	Review current policies and monitoring on teacher transfer and placement between schools by prioritize requests based on specialization
S	Review education policy mandates and requirements
	Review mandates and eliminate those that are no longer necessary or that, based on evidence, are not effective (e.g., testing)
T	Solicit superintendents' cabinet input on equity issues
	Include Commissioner's superintendent cabinet/practitioners as sounding board for policy decisions
U	Increased district flexibility in staffing campuses
	Increase flexibility around staffing decisions (e.g., a teacher's certification status)
V	Scan and expand existing, successful programs
	Engage TEA in a full scan of existing programs to identify successes and bring them to scale

ROOT CAUSE: Educator Preparation

Strategies

- | | |
|---|--|
| W | SUMMARY: Share educator preparation programs' quality data
Identify and share data for decision makers (human resources and principals) to make informed selections in the hiring process by using the Principal Survey of First-Year Teachers |
| X | SUMMARY: Increased requirements for continuing professional education (CPE)
Add minimum requirements to CPE and require administrative confirmation/review |

Appendix 10 – Existing Leverage Points

Strategy 1. Develop guidance and tools for districts to create and implement local equity plans.

The **Texas Teacher Evaluation and Support System (T-TESS)** is a high-quality teacher appraisal system currently being piloted in over 60 districts. It is designed to help teachers and their appraisers identify the type of professional development needed to accelerate an individual teacher's professional growth and improve their instructional practice. A critical feature of this appraisal system is a carefully calibrated evaluation matrix that enables an appraiser to rate a teacher's current performance across four domains, using a five-point scale. Among its many benefits, this system enables local decision-makers to define and identify excellent educators.

The **Texas Principal Evaluation and Support System (T-PESS)** is an evaluation system similar to T-TESS that is tied to Texas principal standards. It is designed to create an appraisal process that identifies the specific professional development needed to strengthen an individual principal's campus and instructional leadership skills.

Strategy 2. Facilitate targeted training and professional development for teachers, including teacher candidates

The **Texas Teacher Evaluation and Support System (T-TESS)** as described in Strategy 1

The **Texas Principal Evaluation and Support System (T-PESS)** as described in Strategy 1

Strategy 3. Explore opportunities for reward, recognition, and career advancement for teachers.

The **Educator Excellence Innovation Program (EEIP)**, which began in the spring of 2014, is designed to help districts systematically transform their human capital management systems by implementing best practices in the areas of teacher recruitment, mentoring, induction, professional development, retention, and strategic compensation. As a major component of the EEIP grant, each of the 17 EEIP districts is piloting a performance-based incentive pay program to reward and retain high-performing teachers.

The **Creating Turnaround Educator Pipelines (CTEP)** pilot provides exceptional teachers, referred to as teacher-leaders, with career advancement opportunities and competitive salaries by assigning them responsibility not only for multiple classrooms but also for the professional growth of the teachers working with students in those classrooms. CTEP empowers teacher-leaders to maximize the quality of teaching provided to each student, to support other teachers in improving their instructional practice, and to earn a competitive salary by reducing the number of teachers required for a group of classrooms. These benefits result from enabling teacher-leaders to employ the following flexible strategies:

- assign classroom teachers with prior success in a core subject to teach that subject to all classrooms;
- model effective direct instruction on a lesson to a combination of classrooms and teachers; and
- release teachers from oversight of routine learning activities that can be handled by paraprofessionals or self-paced digital learning.

Strategy 4. Facilitate campus leader training and support

Advancing Educational Leadership (AEL) is a redesign of the Instructional Leadership Development (ILD) training required of all new principals in order to become certified as a teacher appraiser. AEL incorporates the latest research-based best practices designed to strengthen a campus administrator's instructional leadership skills. It employs a more interactive training format and includes such new skills as effective teacher conferencing and conflict resolution, skills that are integral to implementation of the new teacher appraisal system, T-TESS.

Strategy 5. Encourage training of and support for mentors of novice teachers.

The **Texas Teacher Mentoring Advisory Committee (TTMAC)**, established by the 83rd Texas Legislature (2013), was charged with developing a set of recommendations for submission to the Texas Legislature to improve Texas' school district mentoring programs and practices. TTMAC's report was published January 1, 2015.

Appendix 11 - Texas Equity Plan Summary



1

2

3

4

5

STRATEGY	1	2	3	4	5
ROOT CAUSES	Insufficient training and support for teachers; Campus leadership challenges	Insufficient training and support for teachers	Campus leadership challenges	Campus leadership challenges	Insufficient training and support for teachers
PROPOSED STATE ACTIONS	<ul style="list-style-type: none"> Support districts in developing local equity plans Explore options for incentivizing districts to develop local equity plans Create a local equity plan toolkit Continue data analysis at the state and local level Support development and implementation of T-TESS and T-PESS 	<ul style="list-style-type: none"> Expand and refine T-TESS Identify and analyze data on targeted professional development Expand classroom experiences for teacher candidates 	<ul style="list-style-type: none"> Support, monitor, evaluate, and disseminate best practices from the EEIP program Expand the reach of excellent teachers through CTEP pilot expansion Develop CTEP toolkits 	<ul style="list-style-type: none"> Expand and refine implementation of T-PESS Provide AEL training for all new principals Provide refresher AEL training for all principals 	<ul style="list-style-type: none"> Disseminate the recommendations of the TTMAC report to all districts Create a one-day training for mentors and teacher-leaders Collect data on current district supports for first-year teachers Disseminate EEIP program information on mentoring best practices

Develop guidance and tools for districts to create and implement local equity plans

Facilitate targeted training and professional development for teachers, including teacher candidates

Explore opportunities for reward, recognition, and career advancement for teachers

Facilitate campus leader training and support

Encourage training of and support for mentors of novice teachers

2017 Education Service Centers - Indirect Cost Rates
Effective July 1, 2016 - June 30, 2017

108950	REGION 1 EDUCATION SERVICE CENTER	5.642	10.136
178950	REGION 2 EDUCATION SERVICE CENTER	10.298	33.491
235950	REGION 3 EDUCATION SERVICE CENTER	3.942	14.928
101950	REGION 4 EDUCATION SERVICE CENTER	8.880	22.823
181950	REGION 5 EDUCATION SERVICE CENTER	10.909	27.346
236950	REGION 6 EDUCATION SERVICE CENTER	8.062	14.801
092950	REGION 7 EDUCATION SERVICE CENTER	4.710	10.204
225950	REGION 8 EDUCATION SERVICE CENTER	8.035	23.057
243950	REGION 9 EDUCATION SERVICE CENTER	6.369	21.547
057950	REGION 10 EDUCATION SERVICE CENTER	5.115	8.081
220950	REGION 11 EDUCATION SERVICE CENTER	8.472	18.348
161950	REGION 12 EDUCATION SERVICE CENTER	5.872	10.634
227950	REGION 13 EDUCATION SERVICE CENTER	7.578	10.093
221950	REGION 14 EDUCATION SERVICE CENTER	4.519	13.577
226950	REGION 15 EDUCATION SERVICE CENTER	6.279	14.770
188950	REGION 16 EDUCATION SERVICE CENTER	6.893	18.802
152950	REGION 17 EDUCATION SERVICE CENTER	4.525	14.769
165950	REGION 18 EDUCATION SERVICE CENTER	3.956	13.374
071950	REGION 19 EDUCATION SERVICE CENTER	8.881	24.272
015950	REGION 20 EDUCATION SERVICE CENTER	5.817	12.823

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

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

DETAILED BUDGET NARRATIVE

The proposed budget for Region One Education Service Center's (Region One) Teacher Incentive Fund (TIF) Program entitled ***Project RISE (Region One Incentive Strategies for Educators)*** is in response to the **Absolute Priority** (*LEA-Wide Human Capital Management System With Educator Evaluation and Support Systems at the Center*), **Competitive Preference Priorities 1** (*Supporting High-Need Students*) **and 2** (*Improving Teacher Effectiveness and Promoting Equitable Access to Effective Educators*), **and Invitational Priority** (*Promoting Equitable Access Through State Plans to Ensure Equitable Access to Excellent Educators*). The proposed budget clearly illustrates the funding being requested for each year of this program, is realistic, and is based on actual costs that will adequately support ***Project RISE's*** goals, objectives, services, activities, products and strategies as presented in the scope of work. Funding requested is only for resources and items not currently available through Region One or other community support.

Region One proposes a federal budget from the U.S. Department of Education's Office of Innovation and Improvement of **\$48,509,137** over the five years of this project. Additionally, Region One and partnering school districts and campuses have identified state, local and private matching funds that will be leveraged to support the goals and objectives of ***Project RISE*** for the duration of the project. A total of approximately **\$1,224,689** in non-federal in-kind/matching funds will be allocated to the ***Project RISE*** initiative each year for the duration of the project for a grand total of **\$9,311,342** over the 5 year project period as illustrated beginning on page 109.

These identified resources will allow Region One's ***Project RISE***, to serve **16** economically depressed **urban/rural** school districts, of which all are receiving Title I funding. **15,076** students of which **14,893 (98.7%)** are Hispanic, **11,501 (76.2%)** are at-risk, **4,479 (29.7%)** are

English Learners (EL), **1,025 (7%)** are students with disabilities, and **14,051 (87.01%)** are categorized as low-income, based upon Free/Reduced Lunch. These schools employ over **1,088** teachers, **31** Principals, **56** Assistant Principals, and **371** other personnel. Of the **1,088** teachers, **153** have a Masters, **907** have Bachelors and **28** have an Alternate Certification. The mission of Region One is "Students First." This mission drives Region One to support schools in improving performance and enhancing the efficiency and effectiveness of their overall operations. In alignment with this mission, Region One will utilize Year One as a **planning year** which will be dedicated to planning, procurement, establishing the school-wide network, review and selection of the evaluation appraisal systems (e. g. TalentEd), building school-level capacity to implement the HCMS and PBCS, hiring of staff, appointment of Master and Mentor Teachers, professional development, and establishment of the **RISE** Advisory Council.

As described in the application narrative, Region One has budgeted the following positions, travel, supplies, materials, services and other items to implement Region One's **Project RISE**. The allocation for these resources was prepared based on Region One's experience and what is necessary to accomplish the proposed goal, objectives and outcomes. The proposed salaries, wages and costs are aligned and within Region One's financial policies, procedures and salary scale for positions that have comparable responsibilities and duties. Each position has an important responsibility toward the success of **Project RISE**.

The following narrative describes each budget category in detail and its alignment to the initiative's goals and objectives and further delineates the importance and role of each staff, their time commitment and the resources allocated to support their efforts towards meeting and/or exceeding the performance and GPRA measures outlined in the proposal.

YEAR 1 – PLANNING YEAR

I. Personnel

Project Director (1 FTE) @ \$85,000: The Project Director will oversee the overall management of the grant, project implementation, operations, and ensure the project is in compliance with the rules and regulations and on track with contractual performance outcomes. The Project Director will work collaboratively with participating school campuses, administrators, and partners and will provide the overall leadership for *Project RISE* staff including the HCMS/PBCS Coordinator, College and Career Coaches, Master/ Mentor Teachers, educators, partners and the evaluator to ensure full implementation and oversight of program activities. The Project Director will ensure program efficiency and effectiveness by maintaining a high-level of open communication among all key stakeholders. The Project Director will supervise staff, coordinate services, oversee daily operations and work with the evaluator to ensure compliance with scope of work.

Human Capital Management System/Performance-Based Compensation System (HCMS/PBCS) Coordinator (1 FTE) @ \$72,000: Coordinator will work with staff and school educators to ensure all recruiting and hiring activities including incentive strategies are aligned with the HCMS/PBCS systems at each target school. Coordinator will hold a Master's in Education (MA), Texas Teaching Certificate, and 5+ years of teaching experience in a school.

Content Coaches (7 FTEs) @ \$70,000 each: Coaches (2-Math, 2-Reading, 1-Science, and 2-College/Career) will be hired to work with staff, administrators, teachers, and partners to ensure pedagogical literacy strategies are integrated into all core content areas. Coaches will coach and offer technical guidance to teachers and will lead or coordinate all professional development with partners at each school. Qualifications: a Bachelor's or Master's preferred,

Texas Teaching Certificate and 3+ years of experience as a literacy teacher.

Program Assistant (1 FTE) @ \$37,000: The Program Assistant will provide program and technical support to the Project Director, Content Coaches, and Master/Mentor Teachers. The Program Assistant will be responsible for maintaining extensive files, preparing written correspondence, memorandums, schedules, reports and presentations, and providing technical assistance to *Project RISE* staff and educators through one-to-one contact, electronic formats, and or via phone. Additional duties will include receiving and directing visitors, making travel arrangements, coordinating meeting, conference and professional development arrangements, processing requisitions, purchase orders, and performing daily office procedures.

Stipends and Sub-Pay Compensation: Region One, through *Project RISE*, will also offer stipends to teachers to attend professional development and capacity building activities during traditional and non-traditional school schedules. This practice will allow educators and staff to work towards the goals and outcomes of the proposed initiative. Professional development will support teachers in aligning research-based curriculum, instructional approaches, and appropriate standards and assessments to assist in creating higher performing learning communities for all students to succeed academically.

Personnel Total	\$3,684,000
Project Director 1 FTE @ \$85,000	\$85,000
HCMS/PBCS Coordinator 1 FTE @ \$72,000	\$72,000
Math Coaches 2 FTEs @ \$70,000 each	\$140,000
Reading/ELA Coaches 2 FTEs @ \$70,000 each	\$140,000
Science Coach 1 FTE @ \$70,000	\$70,000
College/Career Coaches 2 FTEs @ \$70,000 each	\$140,000

Program Assistant 1 FTE @ \$37,000	\$37,000
<i>Personnel salaries will include a potential salary increase of 4% annually.</i>	
Stipends and Sub-Pay Compensation	
Stipends and Sub-Pay Compensation for Professional Development: Stipends for teachers to participate in Professional Development @ \$150 x 20 days x 1,000 teachers.	\$3,000,000
Subtotal Stipends and Sub-Pay Compensation	\$3,000,000

2. Fringe Benefits

Fringe Benefits include FICA, Workers Compensation, retirement, SAIF, medical, and dental coverage. Region One's Fringe Benefit rate is approximately 30% for salaried individuals.

Fringe Benefits	\$1,105,200
Salary Fringe @ 30%	\$1,105,200

3. Travel

Local Travel: Local travel for the Project Director, HCMS/PBCS Coordinator and Content Coaches will consist of mileage to implement program activities at targeted campuses, discuss content subject matter with participating districts and campuses, attend meetings, provide professional development, monitor teachers and school campuses, compile evaluation data, administer assessment instruments, provide training, administer after school lessons, and other required activities related to the success of the project.

Local Travel	\$15,600
Project Director: Local Travel @ 200 miles @ \$0.50/mile x 12 months.	\$1,200
HCMS/PBCS Coordinator, Content Coaches: Local Travel for 8 staff @ 300 miles @ \$0.50/mile x 12 months.	\$14,400

Out of State Travel

As required by the USDOE Office of Innovation and Improvement, the Project Director and two (2) staff members will attend the Teacher Incentive Fund (TIF) grantee meeting while the Project Director and one (1) staff member will attend the TIF Topical meeting in Washington, DC, each year of the initiative as described below.

Out of State Travel	\$9,650
Teacher Incentive Fund Grantee Meeting: Project Director & Two Additional Professional Staff, Washington D.C.: Airfare @ \$500 x 3 staff = \$1,500; Luggage @ \$50 (roundtrip) x 3 staff = \$150; Hotel @ \$245 x 4 nights x 3 rooms = \$2,940; Per diem @ \$60 a day x 5 days x 3 staff = \$900; Transportation @ \$60 x 3 staff = \$180; and Airport Parking @ \$10 x 4 days x 3 staff = \$120 (Required Meeting).	\$5,790
Teacher Incentive Fund Topical Meeting: Project Director & One Additional Professional Staff, Washington D C.: Airfare @ \$500 x 2 staff = \$1,000; Luggage @ \$50 (roundtrip) x 2 staff = \$100; Hotel @ \$245 x 4 nights x 2 rooms = \$1,960; Per diem @ \$60 a day x 5 days x 2 staff = \$600; Transportation @ \$60 x 2 staff = \$120; and Airport Parking @ \$10 x 4 days x 2 staff = \$80 (Required Meeting).	\$3,860
Total Travel	\$25,250

4. Equipment \$ 0

No equipment costs are requested for this initiative.

5. Supplies

The following supplies and materials requested are required to support the successful implementation of *Project RISE* program activities. Cost estimates are based on prior experience and best cost negotiated with partners in association with this proposal. Actual costs will be incurred using acceptable practice as delineated by Region One policy. Basic office supplies, including but not limited to paper, pencils, pens, file folders, note pads, computer software and other related supplies connected to the success of this project will be purchased.

Ten (10) laptop computers will also be purchased (Year 1 only) and provided for *Project RISE* staff to execute duties and responsibilities, complete and compile required correspondence, maintain program and evaluation data, and all other work related to the proposed activities, goal, and outcomes. Instructional training materials and supplies will also be purchased for use by Content Coaches and Master/Mentor Teachers to support ongoing instruction and training. Additionally, College and Career Readiness and Financial Literacy instructional training materials will be purchased to support professional development efforts. Finally, classroom observation supplies and tools will be purchased for each of the target schools.

Supplies Total	\$195,000
Office Supplies @ \$1,000 per month x 12 months	\$12,000
10 staff laptops @ \$1,200 each (Year 1 only)	\$12,000
Instructional training materials and supplies for Content Coaches, Master/Mentor Teachers @ \$1,000 per month x 12 months	\$12,000
College and Career Readiness and Financial Literacy instructional training materials @ \$750 per month x 12 months	\$9,000
Classroom Observation Supplies and Tools @ \$4,838.71 per school x 31 schools	\$150,000

6. Contractual

The following contractual services will be secured in accordance with Region One’s procurement policies and procedures under 34.CFR Parts 74.40-74.48-80.36 to implement a fair and equitable procurement process. Upon successful award notification, partners will be immediately notified to mutually implement *Project RISE* services and activities. Cost estimates are based on prior experience and best negotiated costs with partners in association with this project. Funds requested for contractual services will be used to provide direct support to

teachers, administrators, educators, professional development, evaluation and implementation of the five year project.

Highly Reputable Community-Based Organization: Region One will contract with a **Highly Reputable Community-Based Organization** to provide year-round professional development to participating TIF staff, teachers, Master/Mentor Teachers, Principals, Assistant Principals, and other school leaders on topics such as: classroom instruction, effective pedagogy, management strategies, new teacher development, effective communication and collaboration strategies, leadership and team-building skills, test analysis, establishing standards-based classrooms, and supervision. Training opportunities will be uniquely tailored to inform teachers and educators of best practices in effective classroom management, pedagogical instruction strategies, and collecting and assessing value-added student achievement and educator performance data.

Highly Reputable Institution of Higher Education: Region One will contract with a **Highly Reputable Institution of Higher Education** to provide year-round professional development to participating TIF staff, teachers, Master/Mentor Teachers, Principals, Assistant Principals, and other school leaders on topics such as: classroom instruction, effective pedagogy, management strategies, new teacher development, effective communication and collaboration strategies, leadership and team-building skills, test analysis, establishing standards-based classrooms, and supervision. Special emphasis will be made on how to collect and assess value-added student achievement and educator performance data, conduct formative review of teacher performance through use of validated evaluation appraisal systems (e.g. TalentEd and VAL-ED) and instruments, classroom observations, reviews of lesson plans, and feedback using proven rigorous classroom evaluation methodologies to improve instruction and student learning.

External Evaluator: Region One will contract with an external evaluator with at least 20 years of experience conducting numerous federal and state education evaluations to work closely with Region One and the Project Director in implementing an equitable, transparent, and rigorous quasi-experimental, quantitative and qualitative evaluation process. Region One will solicit the services of an evaluation firm with a broad knowledge of scientifically-based randomization and quasi-evaluation methodologies, data collections, analysis, implementation and reporting requirements.

During the planning year, the external evaluator will work closely with Region One, the Project Director, and TIF staff to develop a comprehensive evaluation plan within the proposed timeline to ensure program fidelity and to assess progress on proposed objectives and outcomes. The evaluator will begin the development of a web-based data collection system and develop survey instruments for data collection efforts. The database management system and data will be utilized as part of the comprehensive evaluation study which will ultimately assess program objectives, performance measures, and project measures. Baseline data for several of the project objectives will also be collected during Year 1. The evaluator will also utilize this time to review and ensure the protection of all human subject rights, welfare and well-being and determine if an Internal Review Board (IRB) needs to be engaged prior to project and evaluation implementation on all potential research involving Human Subjects.

Costs for services will include evaluators' time and efforts to initiate all data collection, database management systems development, and evaluation design efforts during the planning year. The daily rate for evaluation services includes the evaluators' time, fringe benefits, use of office space, computers, supplies, internet access, copier services, printing, office support staff, data analysis software and local travel.

Based on Region One’s experiences working with external evaluators on major USDOE initiatives such as GEAR UP, we recommend the following timeline as a template for services:

- Develop evaluation design – 45 days
- Develop evaluation instruments and implement trial test (students, educators, parents, administrative staff, etc.) – 30 days
- Conduct initial baseline assessment of students at participating schools – 30days
- Conduct initial assessment of program fidelity and project measures – 15 days
- Initiate development of web-based data collection system – 30 days
- Conduct testing of web-based data collection system – 30days
- Train staff and partners on data collection system and follow-up – 40days
- ☐ Administer initial student, teacher, parent and partner assessments with support of teachers, staff and partners – 60 days
- Develop and submit the USDOE Annual Progress Report – 30 days
- Attend regular program/team management meetings – 20days
- Attend required national conference in Washington, DC – 5 days

335* days/year x \$447.76 per day = \$150,000 annually

**We estimate the equivalent of 3 FTEs will provide the 335 days of service*

Contractual Total	\$300,000
Highly Reputable Community-Based Organization. Will provide classroom management training, core content pedagogical training, coaching, technology integration, college and career readiness training, financial literacy training, etc.	\$75,000
Highly Reputable Institution of Higher Education. Will provide classroom management training, core content pedagogical training, coaching, college and career readiness training, financial literacy training, etc.	\$75,000

External Evaluator. Costs include wages, fringe, local travel, supplies, materials and other related costs to implement evaluation design, baseline data collection, survey design, and the development of a secured web-based database management system to collect all educator and student data @ average 2.2% of Total Costs.	\$150,000
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7. Construction	\$ 0
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No construction costs are requested for this initiative.

8. Other

The following costs are necessities in order for Region One to implement *Project RISE* and conduct the everyday operations, planning, administration, communications, and monitoring required to meet and/or exceed all contractual outcomes and goals. Additional costs to meet project outcomes include: duplicating, postage and program advertising; cellular phones, landlines, copier, fax and other office and technical costs for project staff to use as a means of communication; program marketing and recruitment costs; and technology upgrades (including servers and wiring) for participating campuses (as needed). Costs also include screening and selection costs to appropriately assess and screen potential Master/Mentor Teachers.

Other Total	\$140,800
Duplicating, postage and program advertising @ \$500 per month x 12 months	\$6,000
Cellular phones @ \$100 each x 11 FTEs x 12 months	\$13,200
Technology upgrade, server, and wiring for participating campuses	\$30,000
Office and technical costs @ \$2,400 for 11 FTEs	\$26,400
Copier and fax @ \$350 per month x 12 months	\$4,200
Program marketing and recruitment @ \$3,000 per month x 12 months	\$36,000

Screening and selection costs for Master/Mentor Teacher selection	\$25,000
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9. Total Direct Costs	\$5,450,250
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10. Indirect Costs @ 5.642%	\$294,808
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The indirect cost rate has been calculated at Region One’s new restricted rate for July 01, 2016, through June 30, 2017, and multiplied to all direct costs with the exception of tuition and only the first \$25,000 of each contractual agreement.

11. Total Costs	\$5,745,058
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YEAR 2 – FIRST YEAR OF PROGRAM IMPLEMENTATION

I. Personnel

Project Director (1 FTE) @ \$87,550: The Project Director will oversee the overall management of the grant, project implementation, operations, and ensure the project is in compliance with the rules and regulations and on track with contractual performance outcomes. The Project Director will work collaboratively with participating school campuses, administrators, and partners and will provide the overall leadership for *Project RISE* staff including the HCMS/PBCS Coordinator, College and Career Coaches, Master/ Mentor Teachers, educators, partners and the evaluator to ensure full implementation and oversight of program activities. The Project Director will ensure program efficiency and effectiveness by maintaining a high-level of open communication among all key stakeholders. The Project Director will supervise staff, coordinate services, oversee daily operations and work with the evaluator to ensure compliance with scope of work.

HCMS/PBCS Coordinator (1 FTE) @ \$74,160: Coordinator will work with staff and school educators to ensure all recruiting and hiring activities including incentive strategies are aligned with the HCMS/PBCS systems at each target school. Will hold a Master’s in Education (MA), Texas Teaching Certificate, and 5+ years of teaching experience in a school setting.

Content Coaches (7 FTEs) @ \$72,100 each: Coaches (2-Math, 2-Reading, 1-Science, and 2-College/Career) will be hired to work with staff, administrators, teachers, and partners to ensure pedagogical literacy strategies are integrated into all core content areas. Coaches will coach and offer technical guidance to teachers and will lead or coordinate all professional development with partners at each school. Qualifications: a Bachelor’s or Master’s preferred, Texas Teaching Certificate and 3+ years of experience as a literacy teacher.

Program Assistant (1 FTE) @ \$38,110: The Program Assistant will provide program and technical support to the Project Director, Content Coaches, and Master/Mentor Teachers. The Program Assistant will be responsible for maintaining extensive files, preparing written correspondence, memorandums, schedules, reports and presentations, and providing technical assistance to *Project RISE* staff and educators through one-to-one contact, electronic formats, and/or via phone. Additional duties will include coordinating professional development and travel arrangements, processing purchase orders, and performing daily administrative tasks.

Salary Augmentation – Master/Mentor Teachers: Salary augmentation will be provided to retain high quality teachers as well as incentives for teachers taking on additional responsibilities as Master Teachers (\$7,000) and Mentor Teachers (\$5,000). Master Teachers will be paired with first year, new, tenured and struggling teachers and guide them to be effective teachers. Mentor teachers will be paired with teachers that provide instruction in the same subject, grade level, or that previously taught the same subject or grade. Additional duties include coaching, classroom observation, pedagogical training, etc. Master and Mentor Teachers will be selected from a pool of committed, tenured, experienced, degreed (Masters), and certified teachers at each campus.

Potential Salary Increases: Teachers and other educators (Principals, Assistant Principals) performing at and beyond expectations will also be eligible to receive potential salary increases @ 4% annually.

Differentiated Compensation System/Incentive Awards for Teachers: Incentive awards will be provided to teachers who: go above and beyond their required roles and responsibilities, take on additional responsibilities, seek ongoing professional development, obtain certifications or advanced degrees, and/or consistently score well on appraisal systems which measure teacher progress. Awards will also be used as an incentive to retain effective educators.

Differentiated Compensation System/Incentive Awards for Other Personnel: Incentive awards will also be provided to other personnel who: go above and beyond their required roles and responsibilities, take on additional responsibilities, seek ongoing professional development, obtain certifications or advanced degrees, and/or consistently score well on appraisal systems which measure staff progress. Awards will also be used as an incentive to retain effective personnel and staff.

Stipends and Sub-Pay Compensation: Region One, through *Project RISE*, will also offer stipends to teachers to attend professional development and capacity building activities during traditional and non-traditional school schedules. This practice will allow educators and staff to work towards the goals and outcomes of the proposed initiative. Professional development will support teachers in aligning research-based curriculum, instructional approaches, and appropriate standards and assessments to assist in creating higher performing learning communities for all students to succeed academically.

Personnel Total	\$5,992,758
Project Director 1 FTE @ \$87,550	\$87,550
HCMS/PBCS Coordinator 1 FTE @ \$74,160	\$74,160
Math Coaches 2 FTEs @ \$72,100 each	\$144,200
Reading/ELA Coaches 2 FTEs @ \$72,100 each	\$144,200
Science Coach 1 FTE @ \$72,100	\$72,100
College/Career Coaches 2 FTEs @ \$72,100 each	\$144,200
Program Assistant 1 FTE @ \$38,110	\$38,110
<i>Personnel salaries will include a potential salary increase of 4% annually.</i>	

Salary Augmentation for Teachers to Take on Additional Responsibilities	
60 Master Teachers @ \$7,000 each	\$420,000
70 Mentor Teachers @ \$5,000 each	\$350,000
Potential salary increases for educators at participating schools @ 4% for 25 teachers (average salary \$53,619) and 10 Principals/Assistant Principals (average salary \$99,048).	\$93,238
<i>Subtotal Salary Augmentation</i>	\$863,238
Differentiated Compensation System	
Incentive Awards for Teachers @ average \$3,000 per teacher x 1000 teachers.	\$3,000,000
Incentive Awards for Other Personnel @ average \$1,500 per personnel x 200 personnel.	\$300,000
<i>Subtotal Differentiated Compensation System</i>	\$3,300,000
Stipends and Sub-Pay Compensation	
Stipends and Sub-Pay Compensation for Professional Development: Stipends for teachers to participate in Professional Development@ \$150 x 10 days x 750 teachers.	\$1,125,000
<i>Subtotal Stipends and Sub-Pay Compensation</i>	\$1,125,000

2. Fringe Benefits

Fringe Benefits include FICA, Workers Compensation, retirement, SAIF, medical, and dental coverage. Region One's Fringe Benefit rate is approximately 30% for salaried individuals.

Fringe Benefits	\$1,797,827
Salary Fringe @ 30%	\$1,797,827

3. Travel

Local Travel: Local travel for the Project Director, HCMS/PBCS Coordinator and Content Coaches will consist of mileage to implement program activities at targeted campuses, discuss

content subject matter with participating districts and campuses, attend meetings, provide professional development, monitor teachers and school campuses, compile evaluation data, administer assessment instruments, provide training, administer after school lessons, and other required activities related to the success of the project.

Local Travel	\$15,600
Project Director: Local Travel @ 200 miles @ \$0.50/mile x 12 months.	\$1,200
HCMS/PBCS Coordinator, Content Coaches: Local Travel for 8 staff @ 300 miles @ \$0.50/mile x 12 months.	\$14,400

Out of State Travel

As required by the USDOE Office of Innovation and Improvement, the Project Director and two (2) staff members will attend the Teacher Incentive Fund (TIF) grantee meeting while the Project Director and one (1) staff member will attend the TIF Topical meeting in Washington, DC, each year of the initiative as described below.

Out of State Travel	\$9,650
Teacher Incentive Fund Grantee Meeting: Project Director & Two Additional Professional Staff, Washington D.C.: Airfare @ \$500 x 3 staff = \$1,500; Luggage @ \$50 (roundtrip) x 3 staff = \$150; Hotel @ \$245 x 4 nights x 3 rooms = \$2,940; Per diem @ \$60 a day x 5 days x 3 staff = \$900; Transportation @ \$60 x 3 staff = \$180; and Airport Parking @ \$10 x 4 days x 3 staff = \$120 (Required Meeting).	\$5,790
Teacher Incentive Fund Topical Meeting: Project Director & One Additional Professional Staff, Washington D C.: Airfare @ \$500 x 2 staff = \$1,000; Luggage @ \$50 (roundtrip) x 2 staff = \$100; Hotel @ \$245 x 4 nights x 2 rooms = \$1,960; Per diem @ \$60 a day x 5 days x 2 staff = \$600; Transportation @ \$60 x 2 staff = \$120; and Airport Parking @ \$10 x 4 days x 2 staff = \$80 (Required Meeting).	\$3,860

Total Travel	\$25,250
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4. Equipment \$ 0

No equipment costs are requested for this initiative.

5. Supplies

The following supplies and materials requested are required to support the successful implementation of *Project RISE* program activities. Cost estimates are based on prior experience and best cost negotiated with partners in association with this proposal. Actual costs will be incurred using acceptable practice as delineated by Region One policy. Basic office supplies, including but not limited to paper, pencils, pens, file folders, note pads, computer software and other related supplies connected to the success of this project will be purchased.

Instructional training materials and supplies will also be purchased for use by Content Coaches and Master/Mentor Teachers to support ongoing instruction and training. Additionally, College and Career Readiness and Financial Literacy instructional training materials will be purchased to support professional development efforts. Finally, classroom observation supplies and tools will be purchased for each of the 16 target districts.

Supplies Total	\$329,000
Office Supplies @ \$2,000 per month x 12 months	\$24,000
Instructional training materials and supplies for Content Coaches, Master/Mentor Teachers @ \$1,500 per month x 12 months	\$18,000
College and Career Readiness and Financial Literacy instructional training materials @ \$1,000 per month x 12 months	\$12,000
Classroom Observation Supplies and Tools @ approximately \$8,870.97 per school x 31 schools	\$275,000

6. Contractual

The following contractual services will be secured in accordance with Region One's procurement policies and procedures under 34.CFR Parts 74.40-74.48-80.36 to implement a fair and equitable procurement process. Cost estimates are based on prior experience and best negotiated costs with partners in association with this project. Funds requested for contractual services will be used to provide direct support to teachers, administrators, educators, professional development, evaluation and implementation of the five year project.

Highly Reputable Community-Based Organization: Region One will contract with a **Highly Reputable Community-Based Organization** to provide year-round professional development to participating TIF staff, teachers, Master/Mentor Teachers, Principals, Assistant Principals, and other school leaders on topics such as: classroom instruction, effective pedagogy, management strategies, new teacher development, effective communication and collaboration strategies, leadership and team-building skills, test analysis, establishing standards-based classrooms, and supervision. Training opportunities will be uniquely tailored to inform teachers and educators of best practices in effective classroom management, pedagogical instruction strategies, and collecting and assessing value-added student achievement and educator performance data.

Highly Reputable Institution of Higher Education: Region One will contract with a **Highly Reputable Institution of Higher Education** to provide year-round professional development to participating TIF staff, teachers, Master/Mentor Teachers, Principals, Assistant Principals, and other school leaders on topics such as: classroom instruction, effective pedagogy, management strategies, new teacher development, effective communication and collaboration

strategies, leadership and team-building skills, test analysis, establishing standards-based classrooms, and supervision. Special emphasis will be made on how to collect and assess value-added student achievement and educator performance data, conduct formative review of teacher performance through use of validated evaluation appraisal systems (e.g. TalentEd and VAL-ED) and instruments, classroom observations, reviews of lesson plans, and feedback using proven rigorous classroom evaluation methodologies to improve instruction and student learning.

Teacher and Other Personnel Evaluation System (e.g. TalentEd): Through *Project RISE*, Region One will also implement a Teacher and Other Personnel Evaluation System such as TalentEd. Evaluation system standards will establish indicators and incorporate a research-based rubric for effective teaching to overall enhance the learning environment. The evaluation system will promote professional growth and emphasize multiple career paths (mentor teacher, career teacher, or exemplary teacher) and pay differentiation. Additionally, the evaluation systems will inform human capital decision making including: recruitment, hiring, placement, retention, professional development, tenure, promotion, etc.

Principal Evaluation System (e.g. VAL-ED): Through *Project RISE*, Region One will also implement a Principal Evaluation System such as VAL-ED. Principals and Assistant Principals will be evaluated annually by the Superintendent, Assistant Superintendents and teachers using instruments the principal evaluation system. The evaluation system will be used to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning. Evaluation rubrics will include components such as: High Standards for Student Learning, Rigorous Curriculum (content), Quality Instruction (pedagogy), Culture of Learning & Professional Behavior, Connections to External Communities, and Performance Accountability. Domains will be evaluated based on key processes and roles that Principals and Assistant

Principals undertake such as: Planning, Implementing, Supporting, Advocating, Communicating, and Monitoring. The evaluation system will inform human capital decision making including: recruitment, hiring, placement, retention, dismissal, professional development, tenure, promotion of Principals and Assistant Principals.

External Evaluator: Region One will contract with an educational research firm with over 20 years of experience in evaluating similar U.S. Department of Education (USDOE) Programs to conduct the rigorous evaluation. The external evaluators will have a broad knowledge of scientifically-based randomization and quasi-evaluation methodologies, data collections, analysis, implementation and reporting requirements.

External evaluators will work closely with Region One, the Project Director, and TIF staff to implement a comprehensive evaluation plan within the proposed timeline to ensure program fidelity and to assess progress on proposed objectives and outcomes. Data and information collected as part of this initiative will be compiled and analyzed by the external evaluator.

The evaluator will implement an evaluation design that will serve both formative and summative evaluation purposes. The formative evaluation will focus on project activities and tasks and the summative component addresses the project's overall goal, performance measures, and project objectives. The evaluator will monitor progress towards the goal and objectives that will be measured through a rigorous evaluation design that incorporates pre-post mechanisms, regression analysis, monitoring and examination of the effectiveness of the interventions on performance measures including conducting an annual needs assessment. This will include the development of a web-based data collection system, developing survey instruments, collecting data, implementing a comprehensive study and evaluating the program objectives, performance

measures, and project measures. The evaluator will meet monthly with the Project Director and provide ongoing technical support.

Throughout the project, the evaluator will analyze collected data from online surveys, interviews, focus groups, reviews of standardized assessments and test results, participant anecdotal records, participant developed assessments, text book assessments, random interviews and portfolios. The evaluator will also assist the Project Director with developing and submitting annual progress reports on time to the USDOE. Prior to project and evaluation implementation all potential research involving Human Subjects will be reviewed to ensure the protection of all human subject rights, welfare and well-being and to determine if an Internal Review Board (IRB) needs to be engaged.

The external evaluator will conduct the independent comprehensive rigorous evaluation and study for validating the proposed program. This will include the development of a web-based data collection system, training staff, site facilitators, teachers, tutors, partners and developing survey instruments, collecting data, implementing a quasi-experimental design study and evaluating the project objectives and performance measures. The evaluator will also collect, aggregate and disaggregate data from all sites. The daily rate for evaluation services includes the evaluators' time, fringe benefits, use of office space, computers, supplies, internet access, copier services, printing, office support staff, data analysis software and local travel.

Based on Region One's experiences working with external evaluators on major USDOE initiatives such as GEAR UP, we recommend the following timeline as a template for services:

- Maintain and modify evaluation design – 30 days
- Develop evaluation instruments and implement trial test (students, educators, parents, administrative staff, etc.) – 15 days

- Conduct ongoing evaluation of student participants and program – 15 days
- Ongoing assessment of program fidelity and status of performance and Project Measures including progress on proposed objectives – 15 days
- Development of web-based data collection system and testing – 25 days
- Collect both qualitative/quantitative data and monitor all ongoing data – 20 days
- Train staff and partners on data collection system and follow-up – 10 days
- Administer student, teacher, parent and partner assessments with support of teachers, staff and partners – 30 days
- Coordinate ongoing monitoring of daily progress – 20 days
- Conduct on-site visits to monitor data collection – 20 days
- Analyze all data (short term and longitudinal analysis) and prepare reports for each school) and prepare school site reports – 60 days
- Provide regular evaluation results to the Project Director, staff, and partners – 20 days
- Develop and submit the USDOE Annual Progress Report – 45 days
- Attend regular program/team management meetings – 20 days
- Attend required national conference in Washington, DC – 5 days

350* days/year x \$600 per day = \$210,000 annually

**We estimate the equivalent of 4.5 FTEs will provide the 350 days of service*

Contractual Total	\$620,000
Highly Reputable Community-Based Organization. Will provide classroom management training, core content pedagogical training, coaching, technology integration, college and career readiness training, financial literacy training, etc.	\$100,000
Highly Reputable Institution of Higher Education. Will provide classroom management training, core content pedagogical training, coaching, college and	\$95,000

career readiness training, financial literacy training, etc.	
Teacher and Other Personnel Evaluation System (e.g. TalentEd). Evaluation system standards will establish indicators and incorporate a research-based rubric for effective teaching to overall enhance the learning environment. The evaluation system will promote professional growth and emphasize multiple career paths (mentor teacher, career teacher, or exemplary teacher) and pay differentiation.	\$120,000
Principal Evaluation System (e.g. VAL-ED). The evaluation system will be used to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning. The evaluation system will inform human capital decision making including: recruitment, hiring, placement, retention, dismissal, professional development, tenure, promotion of Principals and Assistant Principals.	\$95,000
External Evaluator. Costs include wages, fringe, local travel, supplies, materials and other related costs to implement a successful evaluation design and other related costs to implement a successful evaluation design, including and the creation of a secured web-based database to collect all educator and student data @ average 2.2% of Total Costs.	\$210,000

7. Construction **\$ 0**

No construction costs are requested for this initiative.

8. Other

The following costs are necessities in order for Region One to implement *Project RISE* and conduct the everyday operations, planning, administration, communications, and monitoring required to meet and/or exceed all contractual outcomes and goals. Additional costs to meet project outcomes include: duplicating, postage and program advertising; cellular phones, landlines, copier, fax and other office and technical costs for project staff to use as a means of communication; program marketing and recruitment costs; and technology upgrades (including servers and wiring) for participating campuses (as needed). Costs also include screening and selection costs to appropriately assess and screen potential Master/Mentor Teachers.

Other costs also include incentive payments for recruitment and retention and bonus incentives including stipends for coaching, classroom observation, leading pedagogical professional development training, leading professional learning communities (PLC), facilitating collaborative instructional planning etc.

Project RISE will also incorporate value-added incentives as a tool to not only recruit and retain more teachers, but also to complement observational measures, student academic performance, and personal reflections on teaching that will eventually drive significant and lasting improvement to overall student achievement. *Project RISE's* value-added incentives are adapted from the proven Texas TAP system. The Texas TAP System recognizes instructional performance and student learning growth with differentiated compensation performance bonuses using the TalentEd Perform Model, which calculates incentives for teachers based on teacher performance, student classroom value-added scores, and school-wide value-added scores. The value-added approach of *Project RISE* will reward educators for high-level performance while complementing observational measures, student academic performance, and personal reflections.

Other Total	\$550,800
Duplicating, postage and program advertising @ \$500 per month x 12 months	\$6,000
Cellular phones @ \$100 each x 11 FTEs x 12 months	\$13,200
Technology upgrade, server, and wiring for participating campuses	\$15,000
Office and technical costs @ \$2,400 for 11 FTEs	\$26,400
Copier and fax @ \$350 per month x 12 months	\$4,200
Program marketing and recruitment @ \$3,000 per month x 12 months	\$36,000
Screening and selection costs for Master/Mentor Teacher selection	\$25,000
Value added calculations	\$95,000

<p>Incentive payments. Includes incentives for recruitment and retention and bonus incentives including stipends for coaching, classroom observation, leading pedagogical professional development training, leading professional learning communities (PLC), facilitating collaborative instructional planning etc. Costs @ approximately \$10,645.16 per campus x 31 campuses (amount may vary by campus depending on supply, demand, and educator/other staff performance).</p>	<p>\$330,000</p>
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9. Total Direct Costs	\$9,315,635
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10. Indirect Costs @ 5.642%	\$497,660
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The indirect rate has been calculated at Region One’s new restricted rate for July 01, 2016, through June 30, 2017, and multiplied to all direct costs with the exception of only the first \$25,000 of each contractual agreement.

11. Total Costs	\$9,813,295
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YEAR 3

I. Personnel

Project Director (1 FTE) @ \$90,177: The Project Director will oversee the overall management of the grant, project implementation, operations, and ensure the project is in compliance with the rules and regulations and on track with contractual performance outcomes. The Project Director will work collaboratively with participating school campuses, administrators, and partners and will provide the overall leadership for *Project RISE* staff including the HCMS/PBCS Coordinator, College and Career Coaches, Master/ Mentor Teachers, educators, partners and the evaluator to ensure full implementation and oversight of program activities. The Project Director will ensure program efficiency and effectiveness by maintaining a high-level of open communication among all key stakeholders. The Project Director will supervise staff, coordinate services, oversee daily operations and work with the evaluator to ensure compliance with scope of work.

HCMS/PBCS Coordinator (1 FTE) @ \$76,385: Coordinator will work with staff and school educators to ensure all recruiting and hiring activities including incentive strategies are aligned with the HCMS/PBCS systems at each target school. Will hold a Master's in Education (MA), Texas Teaching Certificate, and 5+ years of teaching experience in a school setting.

Content Coaches (7 FTEs) @ \$74,263 each: Coaches (2-Math, 2-Reading, 1-Science, and 2-College/Career) will be hired to work with staff, administrators, teachers, and partners to ensure pedagogical literacy strategies are integrated into all core content areas. Coaches will coach and offer technical guidance to teachers and will lead or coordinate all professional development with partners at each school. Qualifications: a Bachelor's or Master's preferred, Texas Teaching Certificate and 3+ years of experience as a literacy teacher.

Program Assistant (1 FTE) @ \$39,253: The Program Assistant will provide program and technical support to the Project Director, Content Coaches, and Master/Mentor Teachers. The Program Assistant will be responsible for maintaining extensive files, preparing written correspondence, memorandums, schedules, reports and presentations, and providing technical assistance to *Project RISE* staff and educators through one-to-one contact, electronic formats, and/or via phone. Additional duties will include coordinating professional development and travel arrangements, processing purchase orders, and performing daily administrative tasks.

Salary Augmentation – Master/Mentor Teachers: Salary augmentation will be provided to retain high quality teachers as well as incentives for teachers taking on additional responsibilities as Master Teachers (\$7,000) and Mentor Teachers (\$5,000). Master Teachers will be paired with first year, new, tenured and struggling teachers and guide them to be effective teachers. Mentor teachers will be paired with teachers that provide instruction in the same subject, grade level, or that previously taught the same subject or grade. Additional duties include coaching, classroom observation, pedagogical training, etc. Master and Mentor Teachers will be selected from a pool of committed, tenured, experienced, degreed (Masters), and certified teachers at each campus.

Potential Salary Increases: Teachers and other educators (Principals, Assistant Principals) performing at and beyond expectations will also be eligible to receive potential salary increases @ 4% annually.

Differentiated Compensation System/Incentive Awards for Teachers: Incentive awards will be provided to teachers who: go above and beyond their required roles and responsibilities, take on additional responsibilities, seek ongoing professional development, obtain certifications or advanced degrees, and/or consistently score well on appraisal systems which measure teacher progress. Awards will also be used as an incentive to retain effective educators.

Differentiated Compensation System/Incentive Awards for Other Personnel: Incentive awards will also be provided to other personnel who: go above and beyond their required roles and responsibilities, take on additional responsibilities, seek ongoing professional development, obtain certifications or advanced degrees, and/or consistently score well on appraisal systems which measure staff progress. Awards will also be used as an incentive to retain effective personnel and staff.

Stipends and Sub-Pay Compensation: Region One, through *Project RISE*, will also offer stipends to teachers to attend professional development and capacity building activities during traditional and non-traditional school schedules. This practice will allow educators and staff to work towards the goals and outcomes of the proposed initiative. Professional development will support teachers in aligning research-based curriculum, instructional approaches, and appropriate standards and assessments to assist in creating higher performing learning communities for all students to succeed academically.

Personnel Total	\$6,463,894
Project Director 1 FTE @ \$90,177	\$90,177
HCMS/PBCS Coordinator 1 FTE @ \$76,385	\$76,385
Math Coaches 2 FTEs @ \$74,263 each	\$148,526
Reading/ELA Coaches 2 FTEs @ \$74,263 each	\$148,526
Science Coach 1 FTE @ \$74,263	\$74,263
College/Career Coaches 2 FTEs @ \$74,263 each	\$148,526
Program Assistant 1 FTE @ \$39,253	\$39,253
<i>Personnel salaries will include a potential salary increase of 4% annually.</i>	

Salary Augmentation for Teachers to Take on Additional Responsibilities	
60 Master Teachers @ \$7,000 each	\$420,000
70 Mentor Teachers @ \$5,000 each	\$350,000
Potential salary increases for educators at participating schools @ 4% for 25 teachers (average salary \$53,619) and 10 Principals/Assistant Principals (average salary \$99,048).	\$93,238
<i>Subtotal Salary Augmentation</i>	\$863,238
Differentiated Compensation System	
Incentive Awards for Teachers @ average \$3,000 per teacher x 1100 teachers.	\$3,300,000
Incentive Awards for Other Personnel @ average \$1,500 per personnel x 200 personnel.	\$450,000
<i>Subtotal Differentiated Compensation System</i>	\$3,600,000
Stipends and Sub-Pay Compensation	
Stipends and Sub-Pay Compensation for Professional Development: Stipends for teachers to participate in Professional Development @ \$150 x 10 days x 750 teachers.	\$1,125,000
<i>Subtotal Stipends and Sub-Pay Compensation</i>	\$1,125,000

2. Fringe Benefits

Fringe Benefits include FICA, Workers Compensation, retirement, SAIF, medical, and dental coverage. Region One's Fringe Benefit rate is approximately 30% for salaried individuals.

Fringe Benefits	\$1,939,168
Salary Fringe @ 30%	\$1,939,168

3. Travel

Local Travel: Local travel for the Project Director, HCMS/PBCS Coordinator and Content Coaches will consist of mileage to implement program activities at targeted campuses, discuss

content subject matter with participating districts and campuses, attend meetings, provide professional development, monitor teachers and school campuses, compile evaluation data, administer assessment instruments, provide training, administer after school lessons, and other required activities related to the success of the project.

Local Travel	\$15,600
Project Director: Local Travel @ 200 miles @ \$0.50/mile x 12 months.	\$1,200
HCMS/PBCS Coordinator, Content Coaches: Local Travel for 8 staff @ 300 miles @ \$0.50/mile x 12 months.	\$14,400

Out of State Travel

As required by the USDOE Office of Innovation and Improvement, the Project Director and two (2) staff members will attend the Teacher Incentive Fund (TIF) grantee meeting while the Project Director and one (1) staff member will attend the TIF Topical meeting in Washington, DC, each year of the initiative as described below.

Out of State Travel	\$9,650
Teacher Incentive Fund Grantee Meeting: Project Director & Two Additional Professional Staff, Washington D.C.: Airfare @ \$500 x 3 staff = \$1,500; Luggage @ \$50 (roundtrip) x 3 staff = \$150; Hotel @ \$245 x 4 nights x 3 rooms = \$2,940; Per diem @ \$60 a day x 5 days x 3 staff = \$900; Transportation @ \$60 x 3 staff = \$180; and Airport Parking @ \$10 x 4 days x 3 staff = \$120 (Required Meeting).	\$5,790
Teacher Incentive Fund Topical Meeting: Project Director & One Additional Professional Staff, Washington D C.: Airfare @ \$500 x 2 staff = \$1,000; Luggage @ \$50 (roundtrip) x 2 staff = \$100; Hotel @ \$245 x 4 nights x 2 rooms = \$1,960; Per diem @ \$60 a day x 5 days x 2 staff = \$600; Transportation @ \$60 x 2 staff = \$120; and Airport Parking @ \$10 x 4 days x 2 staff = \$80 (Required Meeting).	\$3,860

Total Travel	\$25,250
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4. Equipment

\$ 0

No equipment costs are requested for this initiative.

5. Supplies

The following supplies and materials requested are required to support the successful implementation of *Project RISE* program activities. Cost estimates are based on prior experience and best cost negotiated with partners in association with this proposal. Actual costs will be incurred using acceptable practice as delineated by Region One policy. Basic office supplies, including but not limited to paper, pencils, pens, file folders, note pads, computer software and other related supplies connected to the success of this project will be purchased.

Instructional training materials and supplies will also be purchased for use by Content Coaches and Master/Mentor Teachers to support ongoing instruction and training. Additionally, College and Career Readiness and Financial Literacy instructional training materials will be purchased to support professional development efforts. Finally, classroom observation supplies and tools will be purchased for each of the 16 target districts.

Supplies Total	\$329,000
Office Supplies @ \$2,000 per month x 12 months	\$24,000
Instructional training materials and supplies for Content Coaches, Master/Mentor Teachers @ \$1,500 per month x 12 months	\$18,000
College and Career Readiness and Financial Literacy instructional training materials @ \$1,000 per month x 12 months	\$12,000
Classroom Observation Supplies and Tools @ approximately \$8,870.97 per school x 31 schools	\$275,000

6. Contractual

The following contractual services will be secured in accordance with Region One's procurement policies and procedures under 34.CFR Parts 74.40-74.48-80.36 to implement a fair and equitable procurement process. Cost estimates are based on prior experience and best negotiated costs with partners in association with this project. Funds requested for contractual services will be used to provide direct support to teachers, administrators, educators, professional development, evaluation and implementation of the five year project.

Highly Reputable Community-Based Organization: Region One will contract with a **Highly Reputable Community-Based Organization** to provide year-round professional development to participating TIF staff, teachers, Master/Mentor Teachers, Principals, Assistant Principals, and other school leaders on topics such as: classroom instruction, effective pedagogy, management strategies, new teacher development, effective communication and collaboration strategies, leadership and team-building skills, test analysis, establishing standards-based classrooms, and supervision. Training opportunities will be uniquely tailored to inform teachers and educators of best practices in effective classroom management, pedagogical instruction strategies, and collecting and assessing value-added student achievement and educator performance data.

Highly Reputable Institution of Higher Education: Region One will contract with a **Highly Reputable Institution of Higher Education** to provide year-round professional development to participating TIF staff, teachers, Master/Mentor Teachers, Principals, Assistant Principals, and other school leaders on topics such as: classroom instruction, effective pedagogy, management strategies, new teacher development, effective communication and collaboration

strategies, leadership and team-building skills, test analysis, establishing standards-based classrooms, and supervision. Special emphasis will be made on how to collect and assess value-added student achievement and educator performance data, conduct formative review of teacher performance through use of validated evaluation appraisal systems (e.g. TalentEd and VAL-ED) and instruments, classroom observations, reviews of lesson plans, and feedback using proven rigorous classroom evaluation methodologies to improve instruction and student learning.

Teacher and Other Personnel Evaluation System (e.g. TalentEd): Through *Project RISE*, Region One will also implement a Teacher and Other Personnel Evaluation System such as TalentEd. Evaluation system standards will establish indicators and incorporate a research-based rubric for effective teaching to overall enhance the learning environment. The evaluation system will promote professional growth and emphasize multiple career paths (mentor teacher, career teacher, or exemplary teacher) and pay differentiation. Additionally, the evaluation systems will inform human capital decision making including: recruitment, hiring, placement, retention, professional development, tenure, promotion, etc.

Principal Evaluation System (e.g. VAL-ED): Through *Project RISE*, Region One will also implement a Principal Evaluation System such as VAL-ED. Principals and Assistant Principals will be evaluated annually by the Superintendent, Assistant Superintendents and teachers using instruments the principal evaluation system. The evaluation system will be used to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning. Evaluation rubrics will include components such as: High Standards for Student Learning, Rigorous Curriculum (content), Quality Instruction (pedagogy), Culture of Learning & Professional Behavior, Connections to External Communities, and Performance Accountability. Domains will be evaluated based on key processes and roles that Principals and Assistant

Principals undertake such as: Planning, Implementing, Supporting, Advocating, Communicating, and Monitoring. The evaluation system will inform human capital decision making including: recruitment, hiring, placement, retention, dismissal, professional development, tenure, promotion of Principals and Assistant Principals.

External Evaluator: Region One will contract with an educational research firm with over 20 years of experience in evaluating similar U.S. Department of Education (USDOE) Programs to conduct the rigorous evaluation. The external evaluators will have a broad knowledge of scientifically-based randomization and quasi-evaluation methodologies, data collections, analysis, implementation and reporting requirements.

External evaluators will work closely with Region One, the Project Director, and TIF staff to implement a comprehensive evaluation plan within the proposed timeline to ensure program fidelity and to assess progress on proposed objectives and outcomes. Data and information collected as part of this initiative will be compiled and analyzed by the external evaluator.

The evaluator will implement an evaluation design that will serve both formative and summative evaluation purposes. The formative evaluation will focus on project activities and tasks and the summative component addresses the project's overall goal, performance measures, and project objectives. The evaluator will monitor progress towards the goal and objectives that will be measured through a rigorous evaluation design that incorporates pre-post mechanisms, regression analysis, monitoring and examination of the effectiveness of the interventions on performance measures including conducting an annual needs assessment. This will include the development of a web-based data collection system, developing survey instruments, collecting data, implementing a comprehensive study and evaluating the program objectives, performance measures, and project measures. The evaluator will meet monthly with the Project Director and

provide ongoing technical support.

Throughout the project, the evaluator will analyze collected data from online surveys, interviews, focus groups, reviews of standardized assessments and test results, participant anecdotal records, participant developed assessments, text book assessments, random interviews and portfolios. The evaluator will also assist the Project Director with developing and submitting annual progress reports on time to the USDOE. Prior to project and evaluation implementation all potential research involving Human Subjects will be reviewed to ensure the protection of all human subject rights, welfare and well-being and to determine if an Internal Review Board (IRB) needs to be engaged.

The external evaluator will conduct the independent comprehensive rigorous evaluation and study for validating the proposed program. This will include the development of a web-based data collection system, training staff, site facilitators, teachers, tutors, partners and developing survey instruments, collecting data, implementing a quasi-experimental design study and evaluating the project objectives and performance measures. The evaluator will also collect, aggregate and disaggregate data from all sites. The daily rate for evaluation services includes the evaluators' time, fringe benefits, use of office space, computers, supplies, internet access, copier services, printing, office support staff, data analysis software and local travel.

Based on Region One's experiences working with external evaluators on major USDOE initiatives such as GEAR UP, we recommend the following timeline as a template for services:

- Maintain and modify evaluation design – 30 days
- Develop evaluation instruments and implement trial test (students, educators, parents, administrative staff, etc.) – 15 days
- Conduct ongoing evaluation of student participants and program – 15 days

- Ongoing assessment of program fidelity and status of performance and Project Measures including progress on proposed objectives – 15 days
- Development of web-based data collection system and testing – 25 days
- Collect both qualitative/quantitative data and monitor all ongoing data – 20 days
- Train staff and partners on data collection system and follow-up – 10 days
- Administer student, teacher, parent and partner assessments with support of teachers, staff and partners – 30 days
- Coordinate ongoing monitoring of daily progress – 20 days
- Conduct on-site visits to monitor data collection – 20 days
- Analyze all data (short term and longitudinal analysis) and prepare reports for each school) and prepare school site reports – 60 days
- Provide regular evaluation results to the Project Director, staff, and partners – 20 days
- Develop and submit the USDOE Annual Progress Report – 45 days
- Attend regular program/team management meetings – 20 days
- Attend required national conference in Washington, DC – 5 days

350* days/year x \$600 per day = \$210,000 annually

**We estimate the equivalent of 4.5 FTEs will provide the 350 days of service*

Contractual Total	\$620,000
Highly Reputable Community-Based Organization. Will provide classroom management training, core content pedagogical training, coaching, technology integration, college and career readiness training, financial literacy training, etc.	\$100,000
Highly Reputable Institution of Higher Education. Will provide classroom management training, core content pedagogical training, coaching, college and career readiness training, financial literacy training, etc.	\$95,000
Teacher and Other Personnel Evaluation System (e.g. TalentEd). Evaluation system standards will establish indicators and incorporate a research-based	\$120,000

<p>rubric for effective teaching to overall enhance the learning environment. The evaluation system will promote professional growth and emphasize multiple career paths (mentor teacher, career teacher, or exemplary teacher) and pay differentiation.</p>	
<p>Principal Evaluation System (e.g. VAL-ED). The evaluation system will be used to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning. The evaluation system will inform human capital decision making including: recruitment, hiring, placement, retention, dismissal, professional development, tenure, promotion of Principals and Assistant Principals.</p>	<p>\$95,000</p>
<p>External Evaluator. Costs include wages, fringe, local travel, supplies, materials and other related costs to implement a successful evaluation design and other related costs to implement a successful evaluation design, including and the creation of a secured web-based database to collect all educator and student data @ average 2.2% of Total Costs.</p>	<p>\$210,000</p>

7. Construction \$ 0

No construction costs are requested for this initiative.

8. Other

The following costs are necessities in order for Region One to implement *Project RISE* and conduct the everyday operations, planning, administration, communications, and monitoring required to meet and/or exceed all contractual outcomes and goals. Additional costs to meet project outcomes include: duplicating, postage and program advertising; cellular phones, landlines, copier, fax and other office and technical costs for project staff to use as a means of communication; and program marketing and recruitment costs. Costs also include screening and selection costs to appropriately assess and screen potential Master/Mentor Teachers.

Other costs also include incentive payments for recruitment and retention and bonus incentives including stipends for coaching, classroom observation, leading pedagogical professional development training, leading professional learning communities (PLC), facilitating

collaborative instructional planning etc.

Project RISE will also incorporate value-added incentives as a tool to not only recruit and retain more teachers, but also to complement observational measures, student academic performance, and personal reflections on teaching that will eventually drive significant and lasting improvement to overall student achievement. *Project RISE's* value-added incentives are adapted from the proven Texas TAP system. The Texas TAP System recognizes instructional performance and student learning growth with differentiated compensation performance bonuses using the TalentEd Perform Model, which calculates incentives for teachers based on teacher performance, student classroom value-added scores, and school-wide value-added scores. The value-added approach of *Project RISE* will reward educators for high-level performance while complementing observational measures, student academic performance, and personal reflections.

Other Total	\$535,800
Duplicating, postage and program advertising @ \$500 per month x 12 months	\$6,000
Cellular phones @ \$100 each x 11 FTEs x 12 months	\$13,200
Office and technical costs @ \$2,400 for 11 FTEs	\$26,400
Copier and fax @ \$350 per month x 12 months	\$4,200
Program marketing and recruitment @ \$3,000 per month x 12 months	\$36,000
Screening and selection costs for Master/Mentor Teacher selection	\$25,000
Value added calculations	\$95,000
Incentive payments. Includes incentives for recruitment and retention and bonus incentives including stipends for coaching, classroom observation, leading pedagogical professional development training, leading professional learning communities (PLC), facilitating collaborative instructional planning etc. Costs @ approximately \$10,645.16 per campus x 31 campuses (amount may vary by campus depending on supply, demand, and educator/other staff performance).	\$330,000

9. Total Direct Costs **\$9,913,112**

10. Indirect Costs @ 5.642% **\$531,369**

The indirect rate has been calculated at Region One's new restricted rate for July 01, 2016, through June 30, 2017, and multiplied to all direct costs with the exception of only the first \$25,000 of each contractual agreement.

11. Total Costs **\$10,444,481**

YEAR 4

I. Personnel

Project Director (1 FTE) @ \$92,882: The Project Director will oversee the overall management of the grant, project implementation, operations, and ensure the project is in compliance with the rules and regulations and on track with contractual performance outcomes. The Project Director will work collaboratively with participating school campuses, administrators, and partners and will provide the overall leadership for *Project RISE* staff including the HCMS/PBCS Coordinator, College and Career Coaches, Master/ Mentor Teachers, educators, partners and the evaluator to ensure full implementation and oversight of program activities. The Project Director will ensure program efficiency and effectiveness by maintaining a high-level of open communication among all key stakeholders. The Project Director will supervise staff, coordinate services, oversee daily operations and work with the evaluator to ensure compliance with scope of work.

HCMS/PBCS Coordinator (1 FTE) @ \$78,676: Coordinator will work with staff and school educators to ensure all recruiting and hiring activities including incentive strategies are aligned with the HCMS/PBCS systems at each target school. Coordinator will hold a Master's in Education (MA), Texas Teaching Certificate, and 5+ years of teaching experience in a school.

Content Coaches (7 FTEs) @ \$76,491 each: Coaches (2-Math, 2-Reading, 1-Science, and 2-College/Career) will be hired to work with staff, administrators, teachers, and partners to ensure pedagogical literacy strategies are integrated into all core content areas. Coaches will coach and offer technical guidance to teachers and will lead or coordinate all professional development with partners at each school. Qualifications: a Bachelor's or Master's preferred, Texas Teaching Certificate and 3+ years of experience as a literacy teacher.

Program Assistant (1 FTE) @ \$40,431: The Program Assistant will provide program and technical support to the Project Director, Content Coaches, and Master/Mentor Teachers. The Program Assistant will be responsible for maintaining extensive files, preparing written correspondence, memorandums, schedules, reports and presentations, and providing technical assistance to *Project RISE* staff and educators through one-to-one contact, electronic formats, and/or via phone. Additional duties will include coordinating professional development and travel arrangements, processing purchase orders, and performing daily administrative tasks.

Salary Augmentation – Master/Mentor Teachers: Salary augmentation will be provided to retain high quality teachers as well as incentives for teachers taking on additional responsibilities as Master Teachers (\$7,000) and Mentor Teachers (\$5,000). Master Teachers will be paired with first year, new, tenured and struggling teachers and guide them to be effective teachers. Mentor teachers will be paired with teachers that provide instruction in the same subject, grade level, or that previously taught the same subject or grade. Additional duties include coaching, classroom observation, pedagogical training, etc. Master and Mentor Teachers will be selected from a pool of committed, tenured, experienced, degreed (Masters), and certified teachers at each campus.

Potential Salary Increases: Teachers and other educators (Principals, Assistant Principals) performing at and beyond expectations will also be eligible to receive potential salary increases @ 4% annually.

Differentiated Compensation System/Incentive Awards for Teachers: Incentive awards will be provided to teachers who: go above and beyond their required roles and responsibilities, take on additional responsibilities, seek ongoing professional development, obtain certifications or advanced degrees, and/or consistently score well on appraisal systems which measure teacher progress. Awards will also be used as an incentive to retain effective educators.

Differentiated Compensation System/Incentive Awards for Other Personnel: Incentive awards will also be provided to other personnel who: go above and beyond their required roles and responsibilities, take on additional responsibilities, seek ongoing professional development, obtain certifications or advanced degrees, and/or consistently score well on appraisal systems which measure staff progress. Awards will also be used as an incentive to retain effective personnel and staff.

Stipends and Sub-Pay Compensation: Region One, through *Project RISE*, will also offer stipends to teachers to attend professional development and capacity building activities during traditional and non-traditional school schedules. This practice will allow educators and staff to work towards the goals and outcomes of the proposed initiative. Professional development will support teachers in aligning research-based curriculum, instructional approaches, and appropriate standards and assessments to assist in creating higher performing learning communities for all students to succeed academically.

Personnel Total	\$7,141,401
Project Director 1 FTE @ \$92,882	\$92,882
HCMS/PBCS Coordinator 1 FTE @ \$78,676	\$78,676
Math Coaches 2 FTEs @ \$76,491 each	\$152,982
Reading/ELA Coaches 2 FTEs @ \$76,491 each	\$152,982
Science Coach 1 FTE @ \$76,491	\$76,491
College/Career Coaches 2 FTEs @ \$76,491 each	\$152,982
Program Assistant 1 FTE @ \$40,431	\$40,431
<i>Personnel salaries will include a potential salary increase of 4% annually.</i>	

Salary Augmentation for Teachers to Take on Additional Responsibilities	
60 Master Teachers @ \$7,000 each	\$420,000
70 Mentor Teachers @ \$5,000 each	\$350,000
Potential salary increases for educators at participating schools @ 4% for 50 teachers (average salary \$53,619) and 20 Principals/Assistant Principals (average salary \$99,048).	\$186,476
<i>Subtotal Salary Augmentation</i>	\$956,476
Differentiated Compensation System	
Incentive Awards for Teachers @ average \$3,000 per teacher x 1250 teachers.	\$3,750,000
Incentive Awards for Other Personnel @ average \$1,500 per personnel x 425 personnel.	\$637,500
<i>Subtotal Differentiated Compensation System</i>	\$4,387,500
Stipends and Sub-Pay Compensation	
Stipends and Sub-Pay Compensation for Professional Development: Stipends for teachers to participate in Professional Development @ \$150 x 10 days x 700 teachers.	\$1,050,000
<i>Subtotal Stipends and Sub-Pay Compensation</i>	\$1,050,000

2. Fringe Benefits

Fringe Benefits include FICA, Workers Compensation, retirement, SAIF, medical, and dental coverage. Region One's Fringe Benefit rate is approximately 30% for salaried individuals.

Fringe Benefits	\$2,142,420
Salary Fringe @ 30%	\$2,142,420

3. Travel

Local Travel: Local travel for the Project Director, HCMS/PBCS Coordinator and Content Coaches will consist of mileage to implement program activities at targeted campuses, discuss

content subject matter with participating districts and campuses, attend meetings, provide professional development, monitor teachers and school campuses, compile evaluation data, administer assessment instruments, provide training, administer after school lessons, and other required activities related to the success of the project.

Local Travel	\$15,600
Project Director: Local Travel @ 200 miles @ \$0.50/mile x 12 months.	\$1,200
HCMS/PBCS Coordinator, Content Coaches: Local Travel for 8 staff @ 300 miles @ \$0.50/mile x 12 months.	\$14,400

Out of State Travel

As required by the USDOE Office of Innovation and Improvement, the Project Director and two (2) staff members will attend the Teacher Incentive Fund (TIF) grantee meeting while the Project Director and one (1) staff member will attend the TIF Topical meeting in Washington, DC, each year of the initiative as described below.

Out of State Travel	\$9,650
Teacher Incentive Fund Grantee Meeting: Project Director & Two Additional Professional Staff, Washington D.C.: Airfare @ \$500 x 3 staff = \$1,500; Luggage @ \$50 (roundtrip) x 3 staff = \$150; Hotel @ \$245 x 4 nights x 3 rooms = \$2,940; Per diem @ \$60 a day x 5 days x 3 staff = \$900; Transportation @ \$60 x 3 staff = \$180; and Airport Parking @ \$10 x 4 days x 3 staff = \$120 (Required Meeting).	\$5,790
Teacher Incentive Fund Topical Meeting: Project Director & One Additional Professional Staff, Washington D C.: Airfare @ \$500 x 2 staff = \$1,000; Luggage @ \$50 (roundtrip) x 2 staff = \$100; Hotel @ \$245 x 4 nights x 2 rooms = \$1,960; Per diem @ \$60 a day x 5 days x 2 staff = \$600; Transportation @ \$60 x 2 staff = \$120; and Airport Parking @ \$10 x 4 days x 2 staff = \$80 (Required Meeting).	\$3,860

Total Travel	\$25,250
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4. Equipment

\$ 0

No equipment costs are requested for this initiative.

5. Supplies

The following supplies and materials requested are required to support the successful implementation of *Project RISE* program activities. Cost estimates are based on prior experience and best cost negotiated with partners in association with this proposal. Actual costs will be incurred using acceptable practice as delineated by Region One policy. Basic office supplies, including but not limited to paper, pencils, pens, file folders, note pads, computer software and other related supplies connected to the success of this project will be purchased.

Instructional training materials and supplies will also be purchased for use by Content Coaches and Master/Mentor Teachers to support ongoing instruction and training. Additionally, College and Career Readiness and Financial Literacy instructional training materials will be purchased to support professional development efforts. Finally, classroom observation supplies and tools will be purchased for each of the 16 target districts.

Supplies Total	\$329,000
Office Supplies @ \$2,000 per month x 12 months	\$24,000
Instructional training materials and supplies for Content Coaches, Master/Mentor Teachers @ \$1,500 per month x 12 months	\$18,000
College and Career Readiness and Financial Literacy instructional training materials @ \$1,000 per month x 12 months	\$12,000
Classroom Observation Supplies and Tools @ approximately \$8,870.97 per school x 31 schools	\$275,000

6. Contractual

The following contractual services will be secured in accordance with Region One's procurement policies and procedures under 34.CFR Parts 74.40-74.48-80.36 to implement a fair and equitable procurement process. Cost estimates are based on prior experience and best negotiated costs with partners in association with this project. Funds requested for contractual services will be used to provide direct support to teachers, administrators, educators, professional development, evaluation and implementation of the five year project.

Highly Reputable Community-Based Organization: Region One will contract with a **Highly Reputable Community-Based Organization** to provide year-round professional development to participating TIF staff, teachers, Master/Mentor Teachers, Principals, Assistant Principals, and other school leaders on topics such as: classroom instruction, effective pedagogy, management strategies, new teacher development, effective communication and collaboration strategies, leadership and team-building skills, test analysis, establishing standards-based classrooms, and supervision. Training opportunities will be uniquely tailored to inform teachers and educators of best practices in effective classroom management, pedagogical instruction strategies, and collecting and assessing value-added student achievement and educator performance data.

Highly Reputable Institution of Higher Education: Region One will contract with a **Highly Reputable Institution of Higher Education** to provide year-round professional development to participating TIF staff, teachers, Master/Mentor Teachers, Principals, Assistant Principals, and other school leaders on topics such as: classroom instruction, effective pedagogy, management strategies, new teacher development, effective communication and collaboration

strategies, leadership and team-building skills, test analysis, establishing standards-based classrooms, and supervision. Special emphasis will be made on how to collect and assess value-added student achievement and educator performance data, conduct formative review of teacher performance through use of validated evaluation appraisal systems (e.g. TalentEd and VAL-ED) and instruments, classroom observations, reviews of lesson plans, and feedback using proven rigorous classroom evaluation methodologies to improve instruction and student learning.

Teacher and Other Personnel Evaluation System (e.g. TalentEd): Through *Project RISE*, Region One will also implement a Teacher and Other Personnel Evaluation System such as TalentEd. Evaluation system standards will establish indicators and incorporate a research-based rubric for effective teaching to overall enhance the learning environment. The evaluation system will promote professional growth and emphasize multiple career paths (mentor teacher, career teacher, or exemplary teacher) and pay differentiation. Additionally, the evaluation systems will inform human capital decision making including: recruitment, hiring, placement, retention, professional development, tenure, promotion, etc.

Principal Evaluation System (e.g. VAL-ED): Through *Project RISE*, Region One will also implement a Principal Evaluation System such as VAL-ED. Principals and Assistant Principals will be evaluated annually by the Superintendent, Assistant Superintendents and teachers using instruments the principal evaluation system. The evaluation system will be used to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning. Evaluation rubrics will include components such as: High Standards for Student Learning, Rigorous Curriculum (content), Quality Instruction (pedagogy), Culture of Learning & Professional Behavior, Connections to External Communities, and Performance Accountability. Domains will be evaluated based on key processes and roles that Principals and Assistant

Principals undertake such as: Planning, Implementing, Supporting, Advocating, Communicating, and Monitoring. The evaluation system will inform human capital decision making including: recruitment, hiring, placement, retention, dismissal, professional development, tenure, promotion of Principals and Assistant Principals.

External Evaluator: Region One will contract with an educational research firm with over 20 years of experience in evaluating similar U.S. Department of Education (USDOE) Programs to conduct the rigorous evaluation. The external evaluators will have a broad knowledge of scientifically-based randomization and quasi-evaluation methodologies, data collections, analysis, implementation and reporting requirements.

External evaluators will work closely with Region One, the Project Director, and TIF staff to implement a comprehensive evaluation plan within the proposed timeline to ensure program fidelity and to assess progress on proposed objectives and outcomes. Data and information collected as part of this initiative will be compiled and analyzed by the external evaluator.

The evaluator will implement an evaluation design that will serve both formative and summative evaluation purposes. The formative evaluation will focus on project activities and tasks and the summative component addresses the project's overall goal, performance measures, and project objectives. The evaluator will monitor progress towards the goal and objectives that will be measured through a rigorous evaluation design that incorporates pre-post mechanisms, regression analysis, monitoring and examination of the effectiveness of the interventions on performance measures including conducting an annual needs assessment. This will include the development of a web-based data collection system, developing survey instruments, collecting data, implementing a comprehensive study and evaluating the program objectives, performance measures, and project measures. The evaluator will meet monthly with the Project Director and

provide ongoing technical support.

Throughout the project, the evaluator will analyze collected data from online surveys, interviews, focus groups, reviews of standardized assessments and test results, participant anecdotal records, participant developed assessments, text book assessments, random interviews and portfolios. The evaluator will also assist the Project Director with developing and submitting annual progress reports on time to the USDOE. Prior to project and evaluation implementation all potential research involving Human Subjects will be reviewed to ensure the protection of all human subject rights, welfare and well-being and to determine if an Internal Review Board (IRB) needs to be engaged.

The external evaluator will conduct the independent comprehensive rigorous evaluation and study for validating the proposed program. This will include the development of a web-based data collection system, training staff, site facilitators, teachers, tutors, partners and developing survey instruments, collecting data, implementing a quasi-experimental design study and evaluating the project objectives and performance measures. The evaluator will also collect, aggregate and disaggregate data from all sites. The daily rate for evaluation services includes the evaluators' time, fringe benefits, use of office space, computers, supplies, internet access, copier services, printing, office support staff, data analysis software and local travel.

Based on Region One's experiences working with external evaluators on major USDOE initiatives such as GEAR UP, we recommend the following timeline as a template for services:

- Maintain and modify evaluation design – 30 days
- Develop evaluation instruments and implement trial test (students, educators, parents, administrative staff, etc.) – 15 days
- Conduct ongoing evaluation of student participants and program – 15 days

- Ongoing assessment of program fidelity and status of performance and Project Measures including progress on proposed objectives – 15 days
- Development of web-based data collection system and testing – 25 days
- Collect both qualitative/quantitative data and monitor all ongoing data – 20 days
- Train staff and partners on data collection system and follow-up – 10 days
- Administer student, teacher, parent and partner assessments with support of teachers, staff and partners – 30 days
- Coordinate ongoing monitoring of daily progress – 20 days
- Conduct on-site visits to monitor data collection – 20 days
- Analyze all data (short term and longitudinal analysis) and prepare reports for each school) and prepare school site reports – 60 days
- Provide regular evaluation results to the Project Director, staff, and partners – 20 days
- Develop and submit the USDOE Annual Progress Report – 45 days
- Attend regular program/team management meetings – 20 days
- Attend required national conference in Washington, DC – 5 days

350* days/year x \$600 per day = \$210,000 annually

**We estimate the equivalent of 4.5 FTEs will provide the 350 days of service*

Contractual Total	\$540,000
Highly Reputable Community-Based Organization. Will provide classroom management training, core content pedagogical training, coaching, technology integration, college and career readiness training, financial literacy training, etc.	\$80,000
Highly Reputable Institution of Higher Education. Will provide classroom management training, core content pedagogical training, coaching, college and career readiness training, financial literacy training, etc.	\$75,000

Teacher and Other Personnel Evaluation System (e.g. TalentEd). Evaluation system standards will establish indicators and incorporate a research-based rubric for effective teaching to overall enhance the learning environment. The evaluation system will promote professional growth and emphasize multiple career paths (mentor teacher, career teacher, or exemplary teacher) and pay differentiation.	\$100,000
Principal Evaluation System (e.g. VAL-ED). The evaluation system will be used to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning. The evaluation system will inform human capital decision making including: recruitment, hiring, placement, retention, dismissal, professional development, tenure, promotion of Principals and Assistant Principals.	\$75,000
External Evaluator. Costs include wages, fringe, local travel, supplies, materials and other related costs to implement a successful evaluation design and other related costs to implement a successful evaluation design, including and the creation of a secured web-based database to collect all educator and student data @ average 2.2% of Total Costs.	\$210,000

7. Construction \$ 0

No construction costs are requested for this initiative.

8. Other

The following costs are necessities in order for Region One to implement *Project RISE* and conduct the everyday operations, planning, administration, communications, and monitoring required to meet and/or exceed all contractual outcomes and goals. Additional costs to meet project outcomes include: duplicating, postage and program advertising; cellular phones, landlines, copier, fax and other office and technical costs for project staff to use as a means of communication; and program marketing and recruitment costs. Costs also include screening and selection costs to appropriately assess and screen potential Master/Mentor Teachers.

Other costs also include incentive payments for recruitment and retention and bonus incentives including stipends for coaching, classroom observation, leading pedagogical professional development training, leading professional learning communities (PLC), facilitating collaborative instructional planning etc.

Project RISE will also incorporate value-added incentives as a tool to not only recruit and retain more teachers, but also to complement observational measures, student academic performance, and personal reflections on teaching that will eventually drive significant and lasting improvement to overall student achievement. **Project RISE's** value-added incentives are adapted from the proven Texas TAP system. The Texas TAP System recognizes instructional performance and student learning growth with differentiated compensation performance bonuses using the TalentEd Perform Model, which calculates incentives for teachers based on teacher performance, student classroom value-added scores, and school-wide value-added scores. The value-added approach of **Project RISE** will reward educators for high-level performance while complementing observational measures, student academic performance, and personal reflections.

Other Total	\$515,800
Duplicating, postage and program advertising @ \$500 per month x 12 months	\$6,000
Cellular phones @ \$100 each x 11 FTEs x 12 months	\$13,200
Office and technical costs @ \$2,400 for 11 FTEs	\$26,400
Copier and fax @ \$350 per month x 12 months	\$4,200
Program marketing and recruitment @ \$3,000 per month x 12 months	\$36,000
Screening and selection costs for Master/Mentor Teacher selection	\$25,000
Value added calculations	\$75,000
Incentive payments. Includes incentives for recruitment and retention and bonus incentives including stipends for coaching, classroom observation, leading pedagogical professional development training, leading professional learning communities (PLC), facilitating collaborative instructional planning etc. Costs @ approximately \$10,645.16 per campus x 31 campuses (amount may vary by campus depending on supply, demand, and educator/other staff performance).	\$330,000

9. Total Direct Costs **\$10,693,872**

10. Indirect Costs @ 5.642% **\$579,933**

The indirect rate has been calculated at Region One's new restricted rate for July 01, 2016, through June 30, 2017, and multiplied to all direct costs with the exception of only the first \$25,000 of each contractual agreement.

11. Total Costs **\$11,273,805**

YEAR 5

I. Personnel

Project Director (1 FTE) @ \$95,668: The Project Director will oversee the overall management of the grant, project implementation, operations, and ensure the project is in compliance with the rules and regulations and on track with contractual performance outcomes. The Project Director will work collaboratively with participating school campuses, administrators, and partners and will provide the overall leadership for *Project RISE* staff including the HCMS/PBCS Coordinator, College and Career Coaches, Master/ Mentor Teachers, educators, partners and the evaluator to ensure full implementation and oversight of program activities. The Project Director will ensure program efficiency and effectiveness by maintaining a high-level of open communication among all key stakeholders. The Project Director will supervise staff, coordinate services, oversee daily operations and work with the evaluator to ensure compliance with scope of work.

HCMS/PBCS Coordinator (1 FTE) @ \$81,037: Coordinator will work with staff and school educators to ensure all recruiting and hiring activities including incentive strategies are aligned with the HCMS/PBCS systems at each target school. Will hold a Master's in Education (MA), Texas Teaching Certificate, and 5+ years of teaching experience in a school setting.

Content Coaches (7 FTEs) @ \$78,786 each: Coaches (2-Math, 2-Reading, 1-Science, and 2-College/Career) will be hired to work with staff, administrators, teachers, and partners to ensure pedagogical literacy strategies are integrated into all core content areas. Coaches will coach and offer technical guidance to teachers and will lead or coordinate all professional development with partners at each school. Qualifications: a Bachelor's or Master's preferred, Texas Teaching Certificate and 3+ years of experience as a literacy teacher.

Program Assistant (1 FTE) @ \$41,644: The Program Assistant will provide program and technical support to the Project Director, Content Coaches, and Master/Mentor Teachers. The Program Assistant will be responsible for maintaining extensive files, preparing written correspondence, memorandums, schedules, reports and presentations, and providing technical assistance to *Project RISE* staff and educators through one-to-one contact, electronic formats, and/or via phone. Additional duties will include coordinating professional development and travel arrangements, processing purchase orders, and performing daily administrative tasks.

Salary Augmentation – Master/Mentor Teachers: Salary augmentation will be provided to retain high quality teachers as well as incentives for teachers taking on additional responsibilities as Master Teachers (\$7,000) and Mentor Teachers (\$5,000). Master Teachers will be paired with first year, new, tenured and struggling teachers and guide them to be effective teachers. Mentor teachers will be paired with teachers that provide instruction in the same subject, grade level, or that previously taught the same subject or grade. Additional duties include coaching, classroom observation, pedagogical training, etc. Master and Mentor Teachers will be selected from a pool of committed, tenured, experienced, degreed (Masters), and certified teachers at each campus.

Potential Salary Increases: Teachers and other educators (Principals, Assistant Principals) performing at and beyond expectations will also be eligible to receive potential salary increases @ 4% annually.

Differentiated Compensation System/Incentive Awards for Teachers: Incentive awards will be provided to teachers who: go above and beyond their required roles and responsibilities, take on additional responsibilities, seek ongoing professional development, obtain certifications or advanced degrees, and/or consistently score well on appraisal systems which measure teacher progress. Awards will also be used as an incentive to retain effective educators.

Differentiated Compensation System/Incentive Awards for Other Personnel: Incentive awards will also be provided to other personnel who: go above and beyond their required roles and responsibilities, take on additional responsibilities, seek ongoing professional development, obtain certifications or advanced degrees, and/or consistently score well on appraisal systems which measure staff progress. Awards will also be used as an incentive to retain effective personnel and staff.

Stipends and Sub-Pay Compensation: Region One, through *Project RISE*, will also offer stipends to teachers to attend professional development and capacity building activities during traditional and non-traditional school schedules. This practice will allow educators and staff to work towards the goals and outcomes of the proposed initiative. Professional development will support teachers in aligning research-based curriculum, instructional approaches, and appropriate standards and assessments to assist in creating higher performing learning communities for all students to succeed academically.

Personnel Total	\$7,111,324
Project Director 1 FTE @ \$95,668	\$95,668
HCMS/PBCS Coordinator 1 FTE @ \$81,037	\$81,037
Math Coaches 2 FTEs @ \$78,786 each	\$157,571
Reading/ELA Coaches 2 FTEs @ \$78,786 each	\$157,571
Science Coach 1 FTE @ \$78,786	\$78,786
College/Career Coaches 2 FTEs @ \$78,786 each	\$157,571
Program Assistant 1 FTE @ \$41,644	\$41,644
<i>Personnel salaries will include a potential salary increase of 4% annually.</i>	

Salary Augmentation for Teachers to Take on Additional Responsibilities	
60 Master Teachers @ \$7,000 each	\$420,000
70 Mentor Teachers @ \$5,000 each	\$350,000
Potential salary increases for educators at participating schools @ 4% for 50 teachers (average salary \$53,619) and 20 Principals/Assistant Principals (average salary \$99,048).	\$186,476
<i>Subtotal Salary Augmentation</i>	\$956,476
Differentiated Compensation System	
Incentive Awards for Teachers @ average \$3,000 per teacher x 1300 teachers.	\$3,900,000
Incentive Awards for Other Personnel @ average \$1,500 per personnel x 500 personnel.	\$750,000
<i>Subtotal Differentiated Compensation System</i>	\$4,650,000
Stipends and Sub-Pay Compensation	
Stipends and Sub-Pay Compensation for Professional Development: Stipends for teachers to participate in Professional Development @ \$150 x 7 days x 700 teachers.	\$735,000
<i>Subtotal Stipends and Sub-Pay Compensation</i>	\$735,000

2. Fringe Benefits

Fringe Benefits include FICA, Workers Compensation, retirement, SAIF, medical, and dental coverage. Region One's Fringe Benefit rate is approximately 30% for salaried individuals.

Fringe Benefits	\$2,133,397
Salary Fringe @ 30%	\$2,133,397

3. Travel

Local Travel: Local travel for the Project Director, HCMS/PBCS Coordinator and Content Coaches will consist of mileage to implement program activities at targeted campuses, discuss content subject matter with participating districts and campuses, attend meetings, provide

professional development, monitor teachers and school campuses, compile evaluation data, administer assessment instruments, provide training, administer after school lessons, and other required activities related to the success of the project.

Local Travel	\$15,600
Project Director: Local Travel @ 200 miles @ \$0.50/mile x 12 months.	\$1,200
HCMS/PBCS Coordinator, Content Coaches: Local Travel for 8 staff @ 300 miles @ \$0.50/mile x 12 months.	\$14,400

Out of State Travel

As required by the USDOE Office of Innovation and Improvement, the Project Director and two (2) staff members will attend the Teacher Incentive Fund (TIF) grantee meeting while the Project Director and one (1) staff member will attend the TIF Topical meeting in Washington, DC, each year of the initiative as described below.

Out of State Travel	\$9,650
Teacher Incentive Fund Grantee Meeting: Project Director & Two Additional Professional Staff, Washington D.C.: Airfare @ \$500 x 3 staff = \$1,500; Luggage @ \$50 (roundtrip) x 3 staff = \$150; Hotel @ \$245 x 4 nights x 3 rooms = \$2,940; Per diem @ \$60 a day x 5 days x 3 staff = \$900; Transportation @ \$60 x 3 staff = \$180; and Airport Parking @ \$10 x 4 days x 3 staff = \$120 (Required Meeting).	\$5,790
Teacher Incentive Fund Topical Meeting: Project Director & One Additional Professional Staff, Washington D C.: Airfare @ \$500 x 2 staff = \$1,000; Luggage @ \$50 (roundtrip) x 2 staff = \$100; Hotel @ \$245 x 4 nights x 2 rooms = \$1,960; Per diem @ \$60 a day x 5 days x 2 staff = \$600; Transportation @ \$60 x 2 staff = \$120; and Airport Parking @ \$10 x 4 days x 2 staff = \$80 (Required Meeting).	\$3,860

Total Travel	\$25,250
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4. Equipment	\$ 0
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No equipment costs are requested for this initiative.

5. Supplies

The following supplies and materials requested are required to support the successful implementation of *Project RISE* program activities. Cost estimates are based on prior experience and best cost negotiated with partners in association with this proposal. Actual costs will be incurred using acceptable practice as delineated by Region One policy. Basic office supplies, including but not limited to paper, pencils, pens, file folders, note pads, computer software and other related supplies connected to the success of this project will be purchased.

Instructional training materials and supplies will also be purchased for use by Content Coaches and Master/Mentor Teachers to support ongoing instruction and training. Additionally, College and Career Readiness and Financial Literacy instructional training materials will be purchased to support professional development efforts. Finally, classroom observation supplies and tools will be purchased for each of the 16 target districts.

Supplies Total	\$329,000
Office Supplies @ \$2,000 per month x 12 months	\$24,000
Instructional training materials and supplies for Content Coaches, Master/Mentor Teachers @ \$1,500 per month x 12 months	\$18,000
College and Career Readiness and Financial Literacy instructional training materials @ \$1,000 per month x 12 months	\$12,000
Classroom Observation Supplies and Tools @ approximately \$8,870.97 per school x 31 schools	\$275,000

6. Contractual

The following contractual services will be secured in accordance with Region One’s procurement policies and procedures under 34.CFR Parts 74.40-74.48-80.36 to implement a fair and equitable procurement process. Cost estimates are based on prior experience and best

negotiated costs with partners in association with this project. Funds requested for contractual services will be used to provide direct support to teachers, administrators, educators, professional development, evaluation and implementation of the five year project.

Highly Reputable Community-Based Organization: Region One will contract with a **Highly Reputable Community-Based Organization** to provide year-round professional development to participating TIF staff, teachers, Master/Mentor Teachers, Principals, Assistant Principals, and other school leaders on topics such as: classroom instruction, effective pedagogy, management strategies, new teacher development, effective communication and collaboration strategies, leadership and team-building skills, test analysis, establishing standards-based classrooms, and supervision. Training opportunities will be uniquely tailored to inform teachers and educators of best practices in effective classroom management, pedagogical instruction strategies, and collecting and assessing value-added student achievement and educator performance data.

Highly Reputable Institution of Higher Education: Region One will contract with a **Highly Reputable Institution of Higher Education** to provide year-round professional development to participating TIF staff, teachers, Master/Mentor Teachers, Principals, Assistant Principals, and other school leaders on topics such as: classroom instruction, effective pedagogy, management strategies, new teacher development, effective communication and collaboration strategies, leadership and team-building skills, test analysis, establishing standards-based classrooms, and supervision. Special emphasis will be made on how to collect and assess value-added student achievement and educator performance data, conduct formative review of teacher performance through use of validated evaluation appraisal systems (e.g. TalentEd and VAL-ED) and instruments, classroom observations, reviews of lesson plans, and feedback using proven

rigorous classroom evaluation methodologies to improve instruction and student learning.

Teacher and Other Personnel Evaluation System (e.g. TalentEd): Through *Project RISE*, Region One will also implement a Teacher and Other Personnel Evaluation System such as TalentEd. Evaluation system standards will establish indicators and incorporate a research-based rubric for effective teaching to overall enhance the learning environment. The evaluation system will promote professional growth and emphasize multiple career paths (mentor teacher, career teacher, or exemplary teacher) and pay differentiation. Additionally, the evaluation systems will inform human capital decision making including: recruitment, hiring, placement, retention, professional development, tenure, promotion, etc.

Principal Evaluation System (e.g. VAL-ED): Through *Project RISE*, Region One will also implement a Principal Evaluation System such as VAL-ED. Principals and Assistant Principals will be evaluated annually by the Superintendent, Assistant Superintendents and teachers using instruments the principal evaluation system. The evaluation system will be used to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning. Evaluation rubrics will include components such as: High Standards for Student Learning, Rigorous Curriculum (content), Quality Instruction (pedagogy), Culture of Learning & Professional Behavior, Connections to External Communities, and Performance Accountability. Domains will be evaluated based on key processes and roles that Principals and Assistant Principals undertake such as: Planning, Implementing, Supporting, Advocating, Communicating, and Monitoring. The evaluation system will inform human capital decision making including: recruitment, hiring, placement, retention, dismissal, professional development, tenure, promotion of Principals and Assistant Principals.

External Evaluator: Region One will contract with an educational research firm with over 20 years of experience in evaluating similar U.S. Department of Education (USDOE) Programs to conduct the rigorous evaluation. The external evaluators will have a broad knowledge of scientifically-based randomization and quasi-evaluation methodologies, data collections, analysis, implementation and reporting requirements.

External evaluators will work closely with Region One, the Project Director, and TIF staff to implement a comprehensive evaluation plan within the proposed timeline to ensure program fidelity and to assess progress on proposed objectives and outcomes. Data and information collected as part of this initiative will be compiled and analyzed by the external evaluator.

The evaluator will implement an evaluation design that will serve both formative and summative evaluation purposes. The formative evaluation will focus on project activities and tasks and the summative component addresses the project's overall goal, performance measures, and project objectives. The evaluator will monitor progress towards the goal and objectives that will be measured through a rigorous evaluation design that incorporates pre-post mechanisms, regression analysis, monitoring and examination of the effectiveness of the interventions on performance measures including conducting an annual needs assessment. This will include the development of a web-based data collection system, developing survey instruments, collecting data, implementing a comprehensive study and evaluating the program objectives, performance measures, and project measures. The evaluator will meet monthly with the Project Director and provide ongoing technical support.

Throughout the project, the evaluator will analyze collected data from online surveys, interviews, focus groups, reviews of standardized assessments and test results, participant anecdotal records, participant developed assessments, text book assessments, random interviews

and portfolios. The evaluator will also assist the Project Director with developing and submitting annual progress reports on time to the USDOE. Prior to project and evaluation implementation all potential research involving Human Subjects will be reviewed to ensure the protection of all human subject rights, welfare and well-being and to determine if an Internal Review Board (IRB) needs to be engaged.

The external evaluator will conduct the independent comprehensive rigorous evaluation and study for validating the proposed program. This will include the development of a web-based data collection system, training staff, site facilitators, teachers, tutors, partners and developing survey instruments, collecting data, implementing a quasi-experimental design study and evaluating the project objectives and performance measures. The evaluator will also collect, aggregate and disaggregate data from all sites. The daily rate for evaluation services includes the evaluators' time, fringe benefits, use of office space, computers, supplies, internet access, copier services, printing, office support staff, data analysis software and local travel.

Based on Region One's experiences working with external evaluators on major USDOE initiatives such as GEAR UP, we recommend the following timeline as a template for services:

- Maintain and modify evaluation design – 30 days
- Develop evaluation instruments and implement trial test (students, educators, parents, administrative staff, etc.) – 15 days
- Conduct ongoing evaluation of student participants and program – 15 days
- Ongoing assessment of program fidelity and status of performance and Project Measures including progress on proposed objectives – 15 days
- Development of web-based data collection system and testing – 25 days
- Collect both qualitative/quantitative data and monitor all ongoing data – 20 days

- Train staff and partners on data collection system and follow-up – 10 days
- Administer student, teacher, parent and partner assessments with support of teachers, staff and partners – 30 days
- Coordinate ongoing monitoring of daily progress – 20 days
- Conduct on-site visits to monitor data collection – 20 days
- Analyze all data (short term and longitudinal analysis) and prepare reports for each school) and prepare school site reports – 60 days
- Provide regular evaluation results to the Project Director, staff, and partners – 20 days
- Develop and submit the USDOE Annual Progress Report – 45 days
- Attend regular program/team management meetings – 20 days
- Attend required national conference in Washington, DC – 5 days

350* days/year x \$600 per day = \$210,000 annually

**We estimate the equivalent of 4.5 FTEs will provide the 350 days of service*

Contractual Total	\$540,000
Highly Reputable Community-Based Organization. Will provide classroom management training, core content pedagogical training, coaching, technology integration, college and career readiness training, financial literacy training, etc.	\$80,000
Highly Reputable Institution of Higher Education. Will provide classroom management training, core content pedagogical training, coaching, college and career readiness training, financial literacy training, etc.	\$75,000
Teacher and Other Personnel Evaluation System (e.g. TalentEd). Evaluation system standards will establish indicators and incorporate a research-based rubric for effective teaching to overall enhance the learning environment. The evaluation system will promote professional growth and emphasize multiple career paths (mentor teacher, career teacher, or exemplary teacher) and pay differentiation.	\$100,000
Principal Evaluation System (e.g. VAL-ED). The evaluation system will be used to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning. The evaluation system will inform human capital decision making including: recruitment, hiring, placement, retention, dismissal, professional development, tenure, promotion of Principals and Assistant Principals.	\$75,000

<p>External Evaluator. Costs include wages, fringe, local travel, supplies, materials and other related costs to implement a successful evaluation design and other related costs to implement a successful evaluation design, including and the creation of a secured web-based database to collect all educator and student data @ average 2.2% of Total Costs.</p>	<p>\$210,000</p>
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7. Construction \$ 0

No construction costs are requested for this initiative.

8. Other

The following costs are necessities in order for Region One to implement *Project RISE* and conduct the everyday operations, planning, administration, communications, and monitoring required to meet and/or exceed all contractual outcomes and goals. Additional costs to meet project outcomes include: duplicating, postage and program advertising; cellular phones, landlines, copier, fax and other office and technical costs for project staff to use as a means of communication; and program marketing and recruitment costs. Costs also include screening and selection costs to appropriately assess and screen potential Master/Mentor Teachers.

Other costs also include incentive payments for recruitment and retention and bonus incentives including stipends for coaching, classroom observation, leading pedagogical professional development training, leading professional learning communities (PLC), facilitating collaborative instructional planning etc.

Project RISE will also incorporate value-added incentives as a tool to not only recruit and retain more teachers, but also to complement observational measures, student academic performance, and personal reflections on teaching that will eventually drive significant and lasting improvement to overall student achievement. *Project RISE's* value-added incentives are adapted from the proven Texas TAP system. The Texas TAP System recognizes instructional performance and student learning growth with differentiated compensation performance bonuses

using the TalentEd Perform Model, which calculates incentives for teachers based on teacher performance, student classroom value-added scores, and school-wide value-added scores. The value-added approach of *Project RISE* will reward educators for high-level performance while complementing observational measures, student academic performance, and personal reflections.

Other Total	\$515,800
Duplicating, postage and program advertising @ \$500 per month x 12 months	\$6,000
Cellular phones @ \$100 each x 11 FTEs x 12 months	\$13,200
Office and technical costs @ \$2,400 for 11 FTEs	\$26,400
Copier and fax @ \$350 per month x 12 months	\$4,200
Program marketing and recruitment @ \$3,000 per month x 12 months	\$36,000
Screening and selection costs for Master/Mentor Teacher selection	\$25,000
Value added calculations	\$75,000
Incentive payments. Includes incentives for recruitment and retention and bonus incentives including stipends for coaching, classroom observation, leading pedagogical professional development training, leading professional learning communities (PLC), facilitating collaborative instructional planning etc. Costs @ approximately \$10,645.16 per campus x 31 campuses (amount may vary by campus depending on supply and demand).	\$330,000

9. Total Direct Costs \$10,654,771

10. Indirect Costs @ 5.642% \$577,727

The indirect rate has been calculated at Region One's new restricted rate for July 01, 2016, through June 30, 2017, and multiplied to all direct costs with the exception of only the first \$25,000 of each contractual agreement.

11. Total Costs \$11,232,498

GRAND TOTAL

PROJECT RISE FEDERAL BUDGET REQUEST

Year 1	Year 2	Year 3	Year 4	Year 5	GRAND
\$5,745,058	\$9,813,295	\$10,444,481	\$11,273,805	\$11,232,498	\$48,509,137

	Year 1	Year 2	Year 3	Year 4	Year 5	GRAND
1. Personnel	\$3,684,000	\$5,992,758	\$6,463,894	\$7,141,401	\$7,111,324	\$30,393,377
2. Fringe	\$1,105,200	\$1,797,827	\$1,939,168	\$2,142,420	\$2,133,397	\$9,118,013
3. Travel	\$25,250	\$25,250	\$25,250	\$25,250	\$25,250	\$126,250
4. Equipment	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$195,000	\$329,000	\$329,000	\$329,000	\$329,000	\$1,511,000
6. Contractual	\$300,000	\$620,000	\$620,000	\$540,000	\$540,000	\$2,620,000
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$140,800	\$550,800	\$535,800	\$515,800	\$515,800	\$2,259,000
9. Total Direct Costs	\$5,450,250	\$9,315,635	\$9,913,112	\$10,693,872	\$10,654,771	\$46,027,640
10. Indirect	\$294,808	\$497,660	\$531,369	\$579,933	\$577,727	\$2,481,497
11. Total Costs	\$5,745,058	\$9,813,295	\$10,444,481	\$11,273,805	\$11,232,498	\$48,509,137

MATCH CONTRIBUTION

Region One Education Service Center (Region One) proposes ***Project RISE (Region One Incentive Strategies for Educators)*** in response to the United States Department of Education's grants under the Teacher Incentive Fund (TIF) Program. Region One and partnering school districts and schools have identified and committed state, local and private matching funds that will be leveraged to support the initiative's goals and objectives for the duration of the project. A total of approximately **\$1,224,689** in non-federal in-kind/matching funds will be allocated to the ***Project RISE*** initiative in Year 1 and in each subsequent year for the duration of the project for a grand total of **\$9,311,342** for the five-year project period as illustrated below. The in-kind and/or cash match budget compliments the requested federal budget of **\$48,509,137** and adequately supports ***Project RISE's*** proposed scope of work, objectives, activities and performance outcomes. Although the current in-kind/cash budget represents a five year commitment, Region One and all school leaders have agreed to re-evaluate each of their budgets annually to determine if additional resources can be generated.

REGION ONE ESC MATCH CONTRIBUTION

Region One Match Contribution	Year 1	Year 2	Year 3	Year 4	Year 5
1. Personnel	\$589,299	\$633,536	\$1,032,942	\$1,560,939	\$2,105,086
Region One Executive Director @ \$225,000 x 5%	\$11,250	\$11,813	\$12,403	\$13,023	\$13,674
The Region One Executive Director will support the initiative through the overall oversight and management of <i>Project RISE</i> and will ensure that all USDOE project and reporting requirements are met throughout the duration of the project.					
Region One Deputy Director @ \$200,000 x 10%	\$20,000	\$22,000	\$24,200	\$26,620	\$29,282
The Region One Deputy Director, Dr. Eduardo Cancino, will serve as the Key Investigator and directly oversee <i>Project RISE</i> , providing educational leadership and management of the program. The Deputy Director will also supervise the Project Director at no-cost to the program.					
Region One Chief Financial Officer @ \$200,000 x 7%	\$14,000	\$14,980	\$16,029	\$17,151	\$18,351
The Region One Chief Financial Officer will provide financial management of <i>Project RISE</i> and will directly oversee all financial aspects related to the initiative including Performance-Based Compensation Systems (PBCS), differentiated compensation, etc.					
Superintendents @ average \$180,000 x 5% x 16 districts	\$144,000	\$151,200	\$158,760	\$166,698	\$175,033
Superintendents from each of the 16 participating districts will provide district-wide oversight and leadership, facilitate communication, and ensure overall implementation of <i>Project RISE</i> is in accordance with USDOE requirements.					
Human Resource Director @ average \$100,000 x 3% x 31 schools	\$93,000	\$95,790	\$98,664	\$101,624	\$104,672
Human Resource (HR) Directors from each participating school will oversee all human resource activities including hiring, retention, professional development, and all Human Capital Management System (HCMS) activities. HR Directors will ensure all <i>Project RISE</i> human resource activities are in accordance with the project goal and objectives and in accordance with USDOE requirements.					
Principals @ average \$99,048 x 10% x 31 schools	\$307,049	\$337,754	\$347,887	\$358,323	\$369,073
Principals from each participating school will provide campus leadership to <i>Project RISE</i> by supporting educators in receiving professional development, training, and appropriate certifications in accordance with the initiatives goal and objectives. Principals will foster the development of educators, recruit high-quality teachers and educators, and will ensure that activities are in accordance with USDOE requirements.					

Personnel salaries will include a potential salary increase of 4% annually.

Differentiated Compensation System

Incentive Awards for Teachers	\$0	\$0	\$330,000	\$750,000	\$1,170,000
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Incentive awards will be provided to teachers who: go above and beyond their required roles and responsibilities, take on additional responsibilities, seek ongoing professional development, obtain certifications or advanced degrees, and/or consistently score well on appraisal systems which measure teacher progress. Awards will also be used as an incentive to retain effective educators.

Incentive Awards for Other Staff	\$0	\$0	\$45,000	\$127,500	\$225,000
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Incentive awards will be provided to other educators who: go above and beyond their required roles and responsibilities, take on additional responsibilities, seek ongoing professional development, obtain certifications or advanced degrees, and/or consistently score well on appraisal systems which measure teacher progress.

2. Fringe Benefits	\$176,790	\$190,061	\$309,883	\$468,282	\$631,526
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Fringe Benefits @ 30%.

3. Travel	\$0	\$0	\$0	\$0	\$0
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4. Equipment	\$0	\$0	\$0	\$0	\$0
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5. Supplies	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
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Office Supplies @ \$100 per month x 12 months	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
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General supplies include copy paper, letterhead, pencils, sharpeners, tape, envelopes, writing tablets, folders, binders, computer disks and other necessary supplies for successful project implementation.

6. Contractual	\$450,000	\$475,000	\$275,000	\$125,000	\$125,000
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Division of Leadership, School & Comm. Support Professional Development	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000
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Includes professional development offered through Region One's Division of Leadership, School, and Community Support including targeted training for district leadership (Principals, Assistant Principals), teachers, educators, and other staff.

GEAR UP Professional Development	\$325,000	\$350,000	\$150,000	\$0	\$0
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Includes professional development offered through Region One's GEAR UP award including targeted training to support district and campus administrators, teachers and educators to improve overall student achievement. Includes professional development in a wide array of topics including best-practices in pedagogy and classroom instruction.					
7. Construction	\$0	\$0	\$0	\$0	\$0
8. Other	\$7,400	\$37,400	\$37,400	\$37,400	\$37,400
Marketing and Recruitment @ \$200 per month x 12 months	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
Includes marketing services to promote the program through the development of promotional marketing and recruitment materials, advertising, informational flyers, etc. Also includes advertising costs to recruit high quality educators for all participating districts.					
Screening and selection costs	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Includes screening and selection costs to appropriately assess and screen potential Master/Mentor Teachers.					
Incentive Payments for Recruitment, Retention, Bonus Incentives, etc.	\$0	\$30,000	\$30,000	\$30,000	\$30,000
Includes incentive payments for recruitment and retention and bonus incentives such as stipends for coaching, classroom observation, leading pedagogical professional development training, leading professional learning communities (PLC), facilitating instructional planning etc. Allocation will vary by campus based upon educator and other staff performance.					
9. Match Contribution	\$1,224,689	\$1,337,197	\$1,656,425	\$2,192,820	\$2,900,211
10. Indirect Costs	\$0	\$0	\$0	\$0	\$0
11. Total Match Contribution	\$1,224,689	\$1,337,197	\$1,656,425	\$2,192,820	\$2,900,211

REGION ONE ESC PROJECT RISE MATCH CONTRIBUTION					
Year 1	Year 2	Year 3	Year 4	Year 5	GRAND TOTAL
\$1,224,689	\$1,337,197	\$1,656,425	\$2,192,820	\$2,900,211	\$9,311,342

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Kelly	K.	VanHee	

Address:

Street1:	1900 West Schunior Road
Street2:	
City:	Edinburg
County:	Hidalgo
State:	TX: Texas
Zip Code:	78541
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
[REDACTED]	(956) 984-7646

Email Address:

[REDACTED]

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.

[REDACTED]

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

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

Name of Institution/Organization

Region One Education Service Center

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	3,684,000.00	5,992,758.00	6,463,894.00	7,141,401.00	7,111,324.00	30,393,377.00
2. Fringe Benefits	1,105,200.00	1,797,827.00	1,939,168.00	2,142,421.00	2,133,397.00	9,118,013.00
3. Travel	25,250.00	25,250.00	25,250.00	25,250.00	25,250.00	126,250.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	195,000.00	329,000.00	329,000.00	329,000.00	329,000.00	1,511,000.00
6. Contractual	300,000.00	620,000.00	620,000.00	540,000.00	540,000.00	2,620,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	140,800.00	550,800.00	535,800.00	515,800.00	515,800.00	2,259,000.00
9. Total Direct Costs (lines 1-8)	5,450,250.00	9,315,635.00	9,913,112.00	10,693,872.00	10,654,771.00	46,027,640.00
10. Indirect Costs*	294,808.00	497,660.00	531,369.00	579,933.00	577,727.00	2,481,497.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	5,745,058.00	9,813,295.00	10,444,481.00	11,273,805.00	11,232,498.00	48,509,137.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Texas Education Agency

The Indirect Cost Rate is 5.64%.

(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)? PR/Award # U374A160002 The Restricted Indirect Cost Rate is 5.64%.

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.	
Region One Education Service Center		

**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	589,299.00	633,536.00	1,032,942.00	1,560,939.00	2,105,086.00	5,921,802.00
2. Fringe Benefits	176,790.00	190,061.00	309,883.00	468,281.00	631,525.00	1,776,540.00
3. Travel						
4. Equipment						
5. Supplies	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	6,000.00
6. Contractual	450,000.00	475,000.00	275,000.00	125,000.00	125,000.00	1,450,000.00
7. Construction						
8. Other	7,400.00	37,400.00	37,400.00	37,400.00	37,400.00	157,000.00
9. Total Direct Costs (lines 1-8)	1,224,689.00	1,337,197.00	1,656,425.00	2,192,820.00	2,900,211.00	9,311,342.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	1,224,689.00	1,337,197.00	1,656,425.00	2,192,820.00	2,900,211.00	9,311,342.00

SECTION C - BUDGET NARRATIVE (see instructions)

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