

**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 # U374A160003**

**Grants.gov Tracking#: GRANT12210726**

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			
<b>* 1. Type of Submission:</b> <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		<b>* 2. Type of Application:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	
		<b>* If Revision, select appropriate letter(s):</b> _____ <b>* Other (Specify):</b> _____	
<b>* 3. Date Received:</b> 07/08/2016		<b>4. Applicant Identifier:</b> _____	
<b>5a. Federal Entity Identifier:</b> _____		<b>5b. Federal Award Identifier:</b> _____	
<b>State Use Only:</b>			
<b>6. Date Received by State:</b> _____		<b>7. State Application Identifier:</b> _____	
<b>8. APPLICANT INFORMATION:</b>			
<b>* a. Legal Name:</b> Texans Can Academies			
<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> 75-2251099		<b>* c. Organizational DUNS:</b> 6181385230000	
<b>d. Address:</b>			
<b>* Street1:</b> 325 W 12th Street			
<b>Street2:</b> _____			
<b>* City:</b> Dallas			
<b>County/Parish:</b> _____			
<b>* State:</b> TX: Texas			
<b>Province:</b> _____			
<b>* Country:</b> USA: UNITED STATES			
<b>* Zip / Postal Code:</b> 75208-6502			
<b>e. Organizational Unit:</b>			
<b>Department Name:</b> Administration		<b>Division Name:</b> Leadership and Instruction	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>			
<b>Prefix:</b> Mrs.		<b>* First Name:</b> Mattie	
<b>Middle Name:</b> _____			
<b>* Last Name:</b> Richardson			
<b>Suffix:</b> _____			
<b>Title:</b> ACE Project Director			
<b>Organizational Affiliation:</b> _____			
<b>* Telephone Number:</b> _____		<b>Fax Number:</b> (214) 946-4427	
<b>* Email:</b> _____			

**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

Charter School - LEA

**\* 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 READY (Rewarding Educators for Academically Developing Youth)-2ExCel Teacher Incentive Fund

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	<input type="text" value="2,585,687.00"/>
* b. Applicant	<input type="text" value="650,228.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,235,915.00"/>

**\* 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:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

	<b>Additional Congressional Districts</b>	<b>Congressional</b>
	<b>Dallas</b>	<b>30</b>
1.	Dallas Can Academy Charter- Ross Ave.	
2.	Dallas Can Academy-Oak Cliff	
3.	Dallas Can Academy-Carrollton/ Farmers	
4.	Dallas Can Academy at Pleasant Grove	
5.	Dallas Can Academy-Grant East	
	<b>Fort Worth</b>	<b>12</b>
6.	Fort Worth Can Academy-Campus Drive	
7.	Fort Worth Can Academy-South (Lancaster Ave.)	
	<b>Houston</b>	<b>18</b>
8.	Houston Can Academy-North	
9.	Houston Can Academy-Hobby	
	<b>San Antonio</b>	<b>35</b>
10.	San Antonio Can Academy	
	<b>Austin</b>	<b>21</b>
11.	Austin Can Academy	

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  Mattie Richardson	TITLE  Superintendent
APPLICANT ORGANIZATION  Texans Can Academies	DATE SUBMITTED  07/08/2016

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <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"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>   		
<b>6. * Federal Department/Agency:</b> <input type="text" value="N/A"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Teacher Incentive Fund"/> CFDA Number, if applicable: <input type="text" value="84.374"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> 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>b. Individual Performing Services</b> (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"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Mattie Richardson"/> * 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: <input type="text" value="07/08/2016"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PK/Award # 0374A160003

**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 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.**

Tx Can-GEPA- TIF.pdf	Add Attachment	Delete Attachment	View Attachment
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### **General Education Provision Act (GEPA) 427 Statement**

The Texans Can Academies will provide equal access to all the *Project READY (Rewarding Educators for Academically Developing Youth) -2ExCel Teacher Incentive Fund (TIF)* activities described in the grant application narrative to ensure all persons regardless of gender, race, national origin, color, disability, or age will have equal access and gain the benefits of this endeavor. Texans Can Academies will abide by its official non-discrimination policy and procedures approved by the governing board of trustees throughout the duration of the program.

The Texans Can Academies *Project READY-2ExCel Teacher Incentive Fund (TIF)* understands because of its geographical location and population it will serve a large majority of African American and Hispanic teachers, students, and parents. The program's 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, Texans Can Academies will encourage recruiting and hiring staff that represent the targeted population being served.

The project director as the overall administrator and leader will have full responsibility to ensure that the Texans Can Academies' non-discrimination and civil right policies are adhere to and that equitable access is offered to all persons interested in this program.

### **Disabilities Statement**

Texans Can Academies 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.

Texans Can Academies has trained staff to work specifically with special needs populations who require additional assistance. When required, Texans Can Academies 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**

Texans Can Academies 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 Texans Can Academies throughout its school district and for all students and parents who are interested in participating in educational programs and/or extracurricular activities.

Texans Can Academies through *Project READY-2ExCel* will incorporate all these same standards. Additionally, due to the large monolingual Spanish speaking population settled in this service area, Texans Can Academies will recruit and encourage participation from this targeted population, specifically, minorities, minority women, and individuals with special needs.

In conclusion, Texans Can Academies currently has policies and procedures in place that promotes equal opportunity practices and has incorporated these policies in the *Project READY-2ExCel* program including teacher recruitment, student enrollment, academics, athletics and extra-curricular activities.

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b> <input style="width: 90%;" type="text" value="Texans Can Academies"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 50px;" type="text" value="Dr."/>	* First Name: <input style="width: 200px;" type="text" value="James"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Ponce"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Superintendent"/>	
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## Abstract

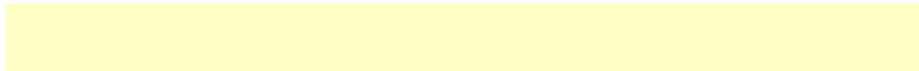
The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate.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

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

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

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*Project READY-2ExCel*  
**ABSTRACT**

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Texans Can, is a network of **11** (soon **13**) charter schools, serving 9<sup>th</sup> – 12<sup>th</sup> grade students in **5** large Texas cities: **Austin, Dallas, Fort Worth, Houston, and San Antonio**. Texans Can is classified as a Local Education Agency (LEA) and is applying as a single eligible applicant. All **11** Texans Can schools are **high-need** charter **schools**. **10** participating campuses are categorized as Priority schools. All are receiving Title I funding to serve the following students of which **3,941** are categorized as low-income and **90.2%** are Free and Reduced Lunch. Texan Can will leverage lessons learned (2 year - State grant) implementation.

**Project READY-2ExCel** will establish an effective human capital (HCMS) and educator evaluation (PBCS) system at each target school to: ensure highly effective educators are apparent and retained, foster development of educators who are eager to advance; and recruit and retain high-quality educators eager to learn and teach. **Goal:** Create a 9<sup>th</sup>-12<sup>th</sup> grade pipeline of highly-effective teachers, leaders and educators to increase ALL students' academic achievement, graduation and post-secondary outcomes. **Objectives:** Increase all students, academic achievement through creating highly-effective teachers and educators, and Establish an effective HCMS and PBCS at each target school to ensure highly-effective educators are apparent and retained. **Activities:** Create an Advisory Committee to plan, implement, and monitor; Implement/enhance an HCMS and PBCS evaluation appraisal system; Review, develop and modify transparent policies and procedures; Hire effective staff; Appoint trained Master/Mentor Teachers to guide teachers; Offer value-added performance competitive differentiated compensation, incentives, bonuses, and salary augmentation; Implement professional development; Offer career pathways, promotions, retention and hiring opportunities, Implement PLCs at all schools; Execute a formal value-added and rigorous quasi-experimental evaluation with multiple measures performance such as student growth, classroom observation, teacher self-assessment, and student evaluations. **Priorities:** Texans Can has designed a quality program that addresses Competitive Priority 2 and the Invitational Priority and meet the needs and the intent of TIF in 13 high-need schools (Appendix F10).

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

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

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**(a) Significance**

**Introduction:** Texans Can operates a unique network of eleven charter schools serving the most at-risk 9<sup>th</sup> – 12<sup>th</sup> grade students in the five largest cities in Texas: **Austin, Dallas, Fort Worth, Houston, and San**



**Antonio.**<sup>1</sup> Responding to an unmet need of troubled youth that traditional schools commonly rejected, Texans Can began providing a learning environment for minority at-risk youth whose experiences include: low academic achievement, poverty, high dropout rates and violence. With the passing of the Texas charter school legislation in 1995, Texans Can (one of the first 20 charters) opened its first high school. Texans Can’s vision is simple, yet challenging – create systemic changes in education so ALL students receive an equitable and excellent education. Geographically located across the expansive state of Texas (Austin, Dallas, Fort Worth, etc.), Texans Can has since its inception (1995) utilized a variety of traditional paper/print and electronic systems and procedures to inform key human capital decisions. The **Human Capital Management System (HCMS)** as implemented within the last 2 years, addresses the most important element in a school—human capital—by continually working with teachers and principals to systematically increase their skills and thereby increase student achievement.

Aligned to **Absolute Priority 1**, Texans Can is committed to the current implementation of a **HCMS** with modifications/enhancement. Texans Can, current HCMS process which begins with recruiting, hiring, developing and retaining effective educators, has engaged in large scale systemic efforts to improve teacher effectiveness. In 2014, Texans Can, in a State competitive application process, was awarded a demonstration grant to pilot a teacher, educator and administrator performance-based compensation system (PBCS). Texans Can has transformed their traditional HCMS by implementing comprehensive research-based strategies incorporating



best practices in the areas of teacher ***recruitment, mentoring, induction, development, retention, and strategic compensation***. Texans Can is measuring teacher effectiveness using validated intuitive evaluation software (e.g. TalentEd) to improve operational efficiencies, minimize risk and oversee management processes. This includes a PBCS for incentive pay to reward and retain highly effective educators. Comprehensive efforts to improve, measure educator effectiveness are described in the project design and management sections, respectively. The commitment of all charter schools (Appendix E – MOU) along with educators using data from evaluation systems, will enhance HCMS. State and local level policies, also facilitate the expansion of HCMS aligned to a vision of creating effective educators and instructional improvement.

**Prior Experience:** In 2014, **Texans Can** was 1 of only 17 state-wide systems awarded a four year grant by the Texas Education Agency (TEA) to pilot a teacher, educator and administrator evaluation project-based compensation system known as the Educator Excellence Innovation Program (EEIP). Through EEIP, Texans Can implemented ***Project READY (Rewarding Educators for Academically Developing Youth)*** in all **11 high-need charter schools** (Appendix F2 – Student Profile). With the solicitation of TIF 2016, Texans Can proposes to leverage lessons learned, experiences gained, and local capacity to move forward with ***Project READY-2ExCel (PR-2ExCel)***. ***PR-2ExCel*** key human capital decisions include enhanced: recruitment, hiring, placement, retention, compensation, professional development, tenure and promotion. The HCMS and PBCS will ensure that high-need schools attract, retain, train, promote, and compensate effective educators (Appendix F3 – HCMS/PBCS Model).

Texans Can currently serves **4,158** high-need students and employs **35** School Leaders (Principals and Assistant Principals), **212** Teachers, and **154 other** educators in its schools and will add 2 new campuses (2016-2017 school year) to the original 11 for a total of **13** schools



employing an estimated **50** additional educators (total **451**) (Appendix F4 – Educator Profile).

Texans Can educators for **all existing campuses** are depicted below, *See table 1:*

<b>Table 1: Texans Can High-Need Schools</b>	<b>School Leaders</b>	<b>Teachers</b>	<b>Other Educators</b>
<b>Total</b>	<b>35</b>	<b>212</b>	<b>154</b>

**Source: Texas Education Agency – Texas Academic Performance Report (TAPR) 2015-16**

Since inception, Texans Can has served over **145,000** low-income underrepresented minority students and their parents. Texans Can’s target population is high-need, at-risk and underserved youth and includes a high percentage of Hispanic, African-American, limited English proficient, low-income, and some of the most undereducated students in Texas.<sup>2</sup> Texans Can and its exclusive growing statewide network of 11 (soon 13) charter schools have become a platform for quality education and community empowerment where underrepresented students, parents, teachers and administrators are engaged in leadership training, academic preparation, technology integration, college and career readiness, enrichment and social programming. Without Texans Can these students would have been abandoned without an education or a desire to succeed.

Texans Can serves **4,158** of the hardest to serve minority at-risk, low-income student populations in the state in its **11** (soon 13) high-need charter schools of which all are receiving Title I funding. Of these, **2,713** are Hispanic, **1,280** are African American, **3,967** are at-risk, **81** are special needs students and **3,941** are categorized as low-income which translates to 90.2% eligible for Free and Reduced Lunch (Appendix F5 – Free Reduced List).<sup>3</sup> **10** of the **11** campuses are categorized as Priority schools (Appendix F6 – Priority List). Additionally, prior to ESEA waiver, 9 schools missed Federal Standards (AYP) for 2 consecutive years (2011-2013).<sup>4</sup>

**Academic Assessment:** 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 12<sup>th</sup> grade. The STAAR scores of students in



these schools were well below the state average. The STAAR scores (core subjects) for these schools demonstrated a significant under-achievement of **57%** when compared to the state at **77%**.<sup>5</sup> Reading results only showed **54%** of the students met state standards compared to **77%** of students statewide. Students demonstrating competency in Math were also at-risk with only **49%** of students meeting STAAR standards compared to **81%** for the state. Texans Can’s 11 (soon 13) high-need charter schools are extremely economically disadvantaged (aggregate **93%**), and all possess ongoing low student academic achievement and school ratings. Texans Can’s schools face unique challenges in increasing academic performance, college readiness (15.8%), graduation rates (54.5%) and college enrollment (18.2%). Texans Can target population is categorized as some of the *hardest to serve* in *Texas*. See table 2 below:

Table 2: Schools	Enrollment	Hispanic	African American	Low-Income	At-Risk
<b>Total</b>	<b>4,158</b>	<b>2,713</b>	<b>1,280</b>	<b>3,941</b>	<b>3,967</b>

**Source: Texas Education Agency – Texas Academic Performance Report (TAPR) 2015-16**

**Aligned to Requirement 1:** Texans Can has taken the challenges of low academic scores, non-effective teachers and principals, high turnover, an absence of formal mentoring, limited professional development, a deficiency of an educator appraisal system, and initiated a vision of advancing current PBCS and institutionalizing a highly effective HCMS to impact 13 high-need schools across the Texans Can state network of charter schools. Texans Can has been rewarding teacher effectiveness through a transformative effort that moved from traditional salary means to compensate educators – to a PBCS based on educator effectiveness. Texans Can continues to be committed to overcoming numerous challenges, namely ineffective teaching that leads to low-academic scores. In fact, Texans Can, in a continuous improvement process, reviewed several data sources including district and campus improvement plans, state assessment (STAAR) test scores, demographic data, federal and state accountability ratings, teacher and administrator data



including previous appraisal data, proven research, and policies. This process led to major decisions such as: piloting the current EEIP grant and PBCS. Both were approved, supported and developed with the input of teachers and school leaders (Appendix F7 – Educator Survey).

Focus groups continue to be held frequently with the superintendent, teachers, principals, and non-classroom staff, etc. A current School Advisory Council (will be maintained with TIF), on an on-going basis, identifies areas of gaps and challenges as well as strengths and opportunities related to infrastructure, resources, practices, policies, budgetary, compensation, curriculum, instruction, capacity building and support mechanisms that led to the expansion of services and implementation of effective PBCS and HCMS. Other data elements reviewed continuously in order to compare to desired outcomes are that of achievement ratings such as campus ratings, tenure and qualifications, hiring practices, policies, career pathways, etc. Thus, in review of the 2016 TIF Solicitation, Texans Can schools demonstrated a **high-need** as well as **high-support** for a program aligned to TIF. As noted, *PR-2ExCel* is highly endorsed from the entire charter school faculty with over **97%** demonstrating support. Receiving EEIP funding from the State of Texas in 2014, allowed Texans Can and 11 charter schools to engage in rigorous evaluation of current its traditional HCMS and implement a PBCS in 11 charter schools.

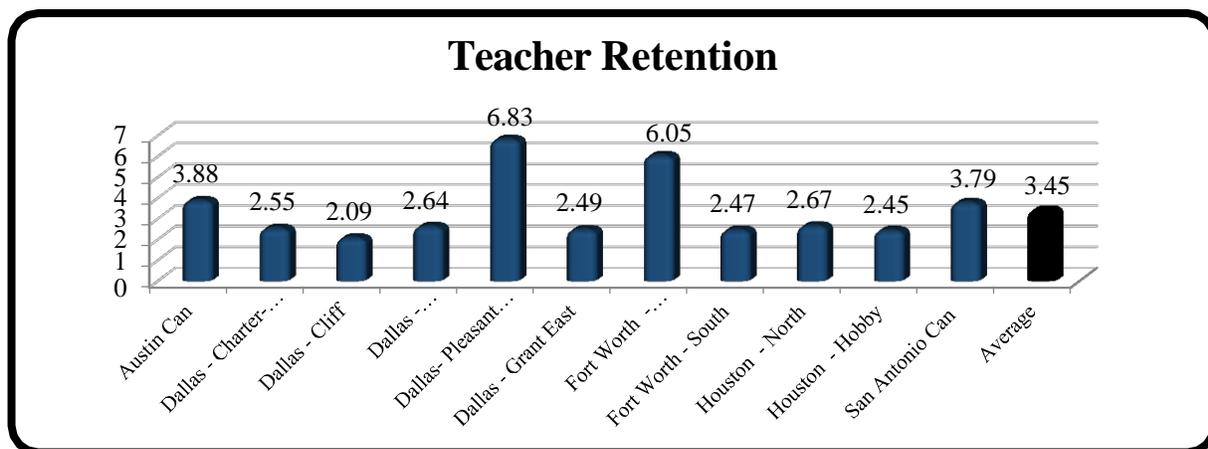
Furthermore, with the EEIP grant being a district wide initiative, it serves to be in direct alignment to the goals of the TIF grant. However, the state grant (seed money) is modest in terms of financial resources needed to fully expand and reach the desired number of educators and principals that will have a **broader scale impact** upon the target population. Therefore, the foundation is laid – of a uniquely designed HCMS/PBCS plan to support and improve Texans Can educators’ effectiveness to increase student achievement. Texans Can has made substantial progress, yet realizes additional work is needed to ensure that the educator evaluation and



support systems are robust, relevant, reliable in producing authentic information, and seamlessly integrated into school- and district-level human capital processes. With piloting the state EEIP (HCMS and PBCS), as part of comprehensive reform strategies, Texans Can is poised to make more informed human capital decisions that support educators and improve student outcomes. *PR-2ExCel* will meet the needs of their high-need target population by enhancing and sustaining mechanisms and strategies that ensure high-need schools obtain and retain effective educators.

Texans Can will sustain *PR-2ExCel*, with an overarching **goal** of: **Creating a 9<sup>th</sup>-12<sup>th</sup> grade pipeline of highly-effective teachers, leaders and educators to increase ALL students' academic achievement, graduation and post-secondary outcomes.** This system will use valid and reliable measures aimed at increasing the competencies, skills, and knowledge of school teachers, administrators, and other educators (Appendix F3 – HCMS/PBCS Model). The system also intends to create, retain and reward highly effective leaders of learning for increasing the academic performance and college readiness outcomes of ALL students (grades 9-12), particularly at-risk, minority, low-income, and under-represented students to compete in 21<sup>st</sup> century careers. Texans can realizes high poverty and low-achieving schools have difficulty attracting high- quality applicants.<sup>6</sup> Once hired – educators at Texans Can face many challenging circumstances surrounding their schools such as poor nutrition, criminal activity, high illiteracy, etc. These challenges are compounded with immense pressure to turnaround low-achieving schools that have historically low student achievement. Texans Can understands the critical importance of ensuring that educators are as effective as possible for their underserved high-need students. Realizing effective teachers are the most critical in-school factor in improving student outcomes,<sup>7</sup> *PR-2ExCel* will: 1) foster development of educators who are eager to advance; 2) recruit and retain high-quality educators eager to learn and teach (Appendix F8 – On-Boarding).

National and state research confirms that the single most important variable in student achievement is the quality of the individual teacher in the classroom (Loeb, et. al., 2005).<sup>8</sup> Highly effective teachers are critical in supporting students to meet their highest academic potential. The challenge of ensuring quality teaching is often magnified by high teacher turnover and a shortage of qualified, credentialed, and experienced teachers (Educate Texas, 2012).<sup>9</sup> Texans Can, just in the past year, retained highly-effective teachers at a higher rate – many of whom would have likely left the system in the absence of pay for performance. *See graph below:*



Overall, teachers on average have remained with the system well over 3 years, where in the past many would have left after only 1 year. Prior to (EEIP) pay for performance, the most common cited reason from departing teachers was not feeling properly compensated for their extremely hard work and their effective performance with high-need struggling students.

**Approach and Significance:** Given the above-mentioned challenges, Texans Can agrees on performance-based and value-added incentives as a tool to not only recruit and retain more teachers, but also to complement current observational measures, student academic performance, and personal reflections on teaching that will drive significant and lasting improvement to overall student achievement.<sup>10</sup> Fryer (2013) found that these 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 (Appendix F9 – Incentives Graph).<sup>11</sup>



The proposed HCMS/PBCS addresses the most important element in a school: human capital, educators working to systematically increase skills and thereby increase student achievement. *PR-2ExCel* will approach educator effectiveness with a multifaceted, aligned approach for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only effectiveness, but also job satisfaction and collegiality, which directly impacts recruitment and retention of effective teachers in high-need schools.<sup>12</sup> The significance of *PR-2ExCel* is many fold. The ability to earn PBCS incentives, with the criteria to earn an incentive dependent upon student achievement gains, could clearly impact teachers' attitudes toward their school, alter their teaching practices, and increase effectiveness, retention and productivity.

*PR-2ExCel* will build local capacity to provide services that address the needs of the target population by developing the talent of teachers, administrators, and educators across 11 (soon 13) high-need charter schools. This will be accomplished through: hiring quality staff, appointing Master/Mentor Teachers (added duties/compensation) to coach less experienced teachers, offering incentive awards and salary increases for highly-effective performance, proposing bonuses, recruitment and retention payments to retain and attract quality educators and professional development opportunities, and systems that support educators in high quality learning and teaching to ensure student success. PBCS, based on schoolwide student achievement gains, will encourage teacher collaboration and increase educator productivity. Educators rewarded for student achievement gains may allocate more time to instructional practices intended to improve student achievement levels.<sup>13</sup> Significant to *PR-2ExCel* is the gained experience (2 years) of the integration of classroom observation and student achievement with effective assessment measures of teachers and principals. Prior to piloting EEIP, principals evaluated the performance of individual teachers using procedures that were fairly unstructured.



The previous approach to evaluation was antiquated as well as implied few, if any, direct and meaningful outcomes/feedback for teachers.<sup>14</sup> Texans Can’s goal by piloting an educator evaluation and support system was to have robust, relevant, reliable authentic information, and a seamless system integrated into human capital (HCMS) processes. In fact, as aligned to research, Texans Can continues to make progress toward improving the validity and reliability of teacher and principal assessments.<sup>15</sup> *PR-2ExCel*, will assess educator effectiveness by employing valued-added measures assessed by student achievement gains (classroom/ schoolwide) and rigorous classroom observations.<sup>16</sup> *PR-2ExCel*, to accomplish the end goal of providing effective teaching to every child whereby overall student performance improves, will focus on:

- 1) Enhancing effective HCMS and PBCS systems;
- 2) Increasing student academic performance by creating highly-effective teachers;
- 3) Establishing effective recruitment, hiring and induction practices;
- 4) Establishing effective, mentoring, coaching, retention and evaluation practices;<sup>17</sup>
- 5) Increasing career growth/pathways through effective recognition and rewards;
- and 6) Increasing effective professional development via alignment to data, needs and evaluation plan.

**(b) Quality of the project design**

***(1) The extent to which the proposed project is part of a comprehensive effort...***

In concert with Absolute Priority 1 and Requirements 1 and 2 as well as Competitive Priority 2 and the Invitational Priority (Appendix F10 – Priority Narrative), Texans Can has designed a quality program that addresses the needs and the intent of TIF in 13 high-need schools. *PR-2ExCel* will be integrated to enhance Texans Can’s current (state) EEIP evaluation **PBCS and HCMS** design systems and its strategic plan of **instructional improvement** to overall increase **student achievement**. *PR-2ExCel* will also be an integral part of Texans Can’s policies and procedures that drive effective professional development (as noted in Section C) and support effective teaching and learning strategies. *PR-2ExCel* will serve as a method for educators to



individually and collaboratively refine their instruction through data analysis, professional learning communities (PLC) – common planning time (CPT) and ongoing dialogue and support to effectively improve student outcomes and school ratings (Appendix F11 – TEA Rating).

With the implementation of PBCS (state EEIP) over the past two years and overall enhancing the HCMS, Texans Can is poised to be increasingly successful. As aligned to Absolute Priority 1, and the vision of Texans Cans’ Instructional Improvement, systemic and comprehensive efforts will continue to enhance the **HCMS/PBCS**, provide opportunities to support educators in high need schools, and make informed human capital decisions. *PR-2ExCel* will create collaborative campus cultures that support the development of **highly-effective teachers**, leadership and encourage all school personnel to seek and attain **professional growth** within their field while **promoting** career advancement and **rewards** through (PBCS) compensation.

**Proposed Strategies:** *PR-2ExCel* will sustain a HCMS/PBCS along with differentiated compensation plan adapted from proven models such as the Texas Appraisal Performance (TAP) system. This will be accomplished by: supporting recruitment, development, and the retention of highly-effective teachers, school leaders and other educators; promoting career advancement; and 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. The HCMS/PBCS strategies consist of effective: (1) Recruiting and Hiring; (2) Induction; (3) Coaching and Mentoring; (4) Career Pathways; (5) Value-added system; (6) Differentiated Compensation; and (7) Retention (Appendix F3 – HCMS/PBCS Model).

**Recruiting and Hiring:** Texans Can 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/educators. Texans Can will use AppliTrack,<sup>18</sup> the leading recruiting/hiring solution for schools, to enhance recruiting and hiring efforts. 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 difficult-to-fill schools with historically high minority populations and low-student achievement.<sup>19</sup> Accordingly, target schools 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/educators.<sup>20</sup> Details below serve as a description of the HCMS with modifications for TIF implementation (Appendix F3 – HCMS/PBCS Model):

**Induction:** *PR-2ExCel* will enhance the implementation of a comprehensive induction system at 13 campuses that will provide all first year, new (3 years or less), and struggling teachers with the knowledge and skills necessary to be successful and effective in their classrooms and throughout their teaching careers. The induction system will include: summer orientation training for all first year and new teachers;<sup>21</sup> opportunities for new teachers to observe or co-teach with skilled teachers; follow-up discussions of classroom observation results; and ongoing professional development and formative review of first year/new teacher performance.

**Coaching and Mentoring:** Texans Can will formalize a comprehensive coaching/mentoring component to ensure all teachers (first year, new, tenured, veteran, struggling, etc. ) are linked to an experienced educator and provided ongoing guidance.<sup>22</sup> The Project Director and 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.



Prior to a Master and Mentor Teacher being matched with a mentee, they will participate in a three-day comprehensive training program. The Master and Mentor teachers will provide support through modeling lessons, assistance with lesson planning, classroom management, and observation/formative feedback of lessons. The mentees/teachers will receive feedback in the form of a qualitative coaching conversation that will delve much deeper into effective instructional and student engagement strategies, technology integration, and lesson alignment

**Career Pathways:** A formal career pathways element with salary augmentation and incentives is currently being implemented that offers educators opportunities for career advancement. Texas Can will provide multiple career pathways (Campus Master and Mentor Teachers) 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. Texas Can will provide opportunities to support educators in high need schools and academic areas, increase teachers’ pedagogical growth and student academic achievement, and increase recognition, retention and promotion of highly-effective educators by promoting the pursuit of advanced degrees, multiple certifications, and the cultivation of a district-wide plan of growing its own teachers and leaders.

**Embedded with Comprehensive Efforts:** A **value-added system** has been piloted as a comprehensive effort and is ideally suited to meet the needs of campuses by providing opportunities to support educators in high-need academic areas, increase teachers’ pedagogical growth and student academic achievement, increase recruitment and retention of highly qualified educators, and create an environment for educators to pursue advanced degrees and multiple certifications. Utilizing and adapting a proven value-added model (e.g. TalentEd), Texas Can **PR-2ExCel** will provide incentives for teachers based on the **three** following components: (1)



**Educator Performance** - This is an annual average of the scores based on a 5 point scale on the proven Skills and Knowledge Standards received by the teacher from classroom observations during the year (Appendix F12 – Performance Scale). It is also an average of the 15 instructional rubric domains and seven responsibility indicators in the 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. **Value Added Scores:** Teachers 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, teachers 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.

**Teachers who teach Value-Added Classes-State Assessed core-subjects:** Teacher Classroom Performance (**50%**); Student Classroom value-added scores (**30%**); and School-wide value-added scores (**20%**). **Teachers without Value-Added Classes-State Assessed core-subjects:** Teacher Classroom Performance (**50%**); and School-wide value-added scores (**50%**). **Principal and Assistant Principal(s) performance pay system includes two measures:** School-wide value-added scores (**50%**); and Performance based evaluation scores (VAL-ED) (**50%**). **Other administrative and supportive staff:** Individual performance targets (e.g. 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 differentiated compensation, the following weighted



scores will be used: **Classroom Performance Standard Score:** For teachers a minimum score of 3 (max. score = 5.0) will be required and 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 and 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 (VAL-ED), and a school-wide value-added score of 3.0 is required to be eligible to receive a bonus (Sass, 2010).<sup>23</sup> (Appendix F13 – TalentEd/VAL-ED).

**Differentiated Compensation:** Texans Can believes hard-work and dedication to students deserves career advancement, promotional growth, and greater compensation. *PR-2ExCel* (PBCS) has allotted sufficient resources (noted in budget) to offer salary augmentation and incentives to retain, reward and recognize highly-effective educators. 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 performance bonuses for teachers, Master and Mentor Teachers, non-classroom teachers without state STAAR scores (librarian, P.E. etc.), principals, other administrators, etc. The value-added, performance-based incentive pay for teachers will be up to **\$3,000** per year and up to **\$1,500** per year for non-classroom teachers, educators, principals and assistant principals. In addition, teachers and other educators (principals and assistant principals) performing at and beyond expectations will also be eligible to receive potential salary increases (4% annually).

**Retention:** As a means to retain highly effective educators, TIF funds will support *PR-2ExCel* to recognize the skills, knowledge and professional achievement and mastery of content knowledge as well as superior teaching and leadership skills of an increase number of teachers, principals, and other educators. A key example of such recognition and reward is appointing



Master and Mentor Teachers. These educators are recognized for demonstrating successful fulfillment job functions and taking on additional responsibilities such as but not limited to: classroom observation, training, etc. As a result, Master Teachers receive an additional **\$8,000** annually and Mentor Teachers receive **\$5,000** annually. (Detailed in Budget Narrative)

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

Texans Can has long standing collaborations with: (1) The State of Texas (Texas Education Agency) and Education Service Centers as an award recipient of one of seventeen to pilot EEIP (Appendix F14 – NOGA), and (2) Institutions of Higher Education, (e.g. University of North Texas and Texas A&M University). These partnerships and numerous other well established collaborations have proven to be well aligned to Texans Can’s overall vision, mission and goal. Partnerships have been instrumental in shaping the HCMS/PBCS, with the input of teachers and school leaders from all of the high need schools. Collaboration with partners has better prepared Texans Can to immediately take on the complex work. Partnerships have become a platform for which Texans Can was able to regularly meet – seeking feedback of internal and external voices of stakeholders and educators on initiatives that impact schools (Appendix F15 – ESC Letters)

**Internal Collaborative Partnerships:** Campus Leadership Teams (**CLT**) serves as an internal system that is in place for seeking feedback in order to understand of the critical role educators’ voices play in successful human capital transformation. These collaborative teams of internal partners bring together teachers and principals and elicit the input from all partners to tackle specific issues. Issues such as: selecting a rubric for use in evaluations and focus groups that provide feedback on career ladder systems or new compensation, etc. Purposeful collaboration with appropriate internal and external partners will maximize the effectiveness of *PR-2ExCel* services moving systemic transformative efforts forward to sustaining effective education.

**Collaboration with State and Region:** Through the state partnership to pilot the EEIP program,



Texas Can has piloted a HCMS by implementing comprehensive research-based strategies. The partnership with TEA and Education Service Centers 10 and 20 has aided Texas Can to incorporate best practices in the areas of teacher capacity building as well as recruitment, mentoring, induction, development, retention, and strategic compensation. Over the last 2 years of piloting a state-wide educator evaluation system, Texas Can has measured teacher effectiveness using validated intuitive evaluation software to improve operational efficiencies, minimize risk and oversee management processes. This includes piloting a PBCS for incentive pay for highly effective teachers, educators and administrators.

**Collaboration with IHEs:** Texas Can has a history of partnering with Institutions of Higher Education (IHE) in order to tap into new recruiting opportunities as well as to inform and strengthen pre-service programming and to shape the curricula and pedagogy of training activities and anchor simulation and internship activities that focus on real-world problems for educators. Through IHEs, each campus will receive ongoing technical assistance and research-based high-quality, job-embedded professional development that supports the school's comprehensive instructional program efforts and aligned with state academic standards. Educators will be trained on how to utilize student data to inform and differentiate instructional practices in order to meet the academic high-need students. Professional development efforts are further described in Section C and a list of topics can be found in Appendix F16 (PD List).

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

The theoretical concept of *PR-2ExCel* draws from best practices that provide for enhanced sustainable HCMS/PBCS for teachers and other educators. It builds on current theory of *Human Capital*, whereby incentives vary according to the amount of investment in human capital; that is, the education and training undertaken by workers and widespread investment in human capital will optimally create the desired skill-base and work-force. According to USDOE,<sup>24</sup>



reshaping current human capital policies and practices can fundamentally impact district budgets. Salaries and benefits are the biggest budget line item for school districts, on average, accounting for more than 70 percent of expenditures. Rethinking three key components of human capital organization of the teaching workforce, teacher professional/career development, and teacher compensation, can increase productivity dramatically (Appendix F17 – Human Capital).

Placed in the context of education, Texans Can understands teachers are the most critical “human capital” element in each high-need school. “Teachers influence students’ learning more than any other school-based factor (Chetty, R., Friedman, J. N., & Rockoff, J. E. (2011);<sup>25</sup> Briggs, D., & Domingue, B. (2011);<sup>26</sup> Rutledge, S. Harris, D.H., and Ingle, W. (2010);<sup>27</sup> Viadero, D. (2009).<sup>28</sup> Unfortunately, those who are most effective, may leave the schools that need them most. To counter balance turnover, systems must be developed to sustain effective systems to retain effective educators (Skiba, G., Noguera, P. (2010).<sup>29</sup> On average, teachers with strong academic backgrounds seek out higher-income schools with better student achievement—proactive measures to attract, recruit and retain effective teachers in high need schools must be put in place.(Alliance for Excellent Education, 2008<sup>30</sup>; Deangelis & Presley, 2007<sup>31</sup>; Goldhaber, Choi, & Cramer, 2007).<sup>32</sup> In schools that retain teachers, principals think about their teachers as learners and commit to helping them improve continuously (Borman & Dowling, 2008; Cochran-Smith et al., 2012).<sup>33</sup> They can enable teachers to work collaboratively on instruction. Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013),<sup>34</sup> explains, norms of collaboration “do not spring spontaneously out of teachers’ mutual respect and concern for each other.” Rather, they are deliberately constructed, in large part, by effective systems and leaders/principals. Strong leaders/principals intentionally develop and maintain an “integrated professional culture” in their schools where novices benefit from guidance and support from more experienced teachers, while



veterans enjoy the challenges of mentoring their new colleagues (Pearson, 2012)<sup>35</sup>.

Therefore, ***PR-2ExCel*** will continually take from the extensive theory and research of sustainable comprehensive HCMS/PBCS for teachers, principals, and other personnel in high-need Schools, as they employ diverse teacher performance management policies. Teachers should be evaluated based on their ability to fulfill their core responsibility as professionals—delivering instruction that helps students learn and succeed.<sup>36</sup> This demands clear performance standards, multiple rating options, regular monitoring of administrator judgments, and frequent feedback to teachers. It requires professional development that is tightly linked to performance standards and differentiated instruction based on individual teacher needs. Texas Can will implement an effective evaluation system that is fully integrated with theory of action and will utilize the evaluation standards as a primary factor in decision-making. With sustained effective PBCS and HCMS systems tightly tied to evaluation outcomes - all teachers and educators will be seen as a critical investment in human capital that impact increased academic performance and college readiness outcomes of ALL students.<sup>37</sup> (Appendix F3 – HCMS/PBCS Model).

***PR-2ExCel*** evaluation methodologies will assist in understanding the effectiveness and context of project services in accomplishing the anticipated impacts, 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, Mentoring, Coaching, 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 a foundation for evaluators, staff and educators in moving ***PR-2ExCel*** forward.

***(4) The extent to which the proposed project will integrate with or build on similar effort...***

***PR-2ExCel*** will be well integrated into and build upon numerous efforts in place that align to



TIF’s purpose and priorities. As a catalyst for higher expectations in public education and as a successful network of charter schools serving the needs of the traditionally extremely underserved youth, Texans Can knows it has the power to break the cycle of poverty student’s face every day with innovative efforts such as *PR-2ExCel*. Texans Can’s priority is to synchronize and align all funding streams with *PR-2ExCel* from programs and policies that are supported by community, State and Federal resources. Texans Can is committed to provide complete support to students, staff, and leaders of the 13 campuses while focusing on specific initiatives that have a broad impact on the quality of every student’s education. Texans Can established an Education Foundation that recognizes a need to support low-income communities to overcome the challenges facing children with learning differences and deficiencies. Texans Can chose to highlight the following two existing funding streams from other programs also aligned and integrated into the vision of *PR-2ExCel* (Appendix F14 – NOGA ).

**Educator Excellence Innovation Program (EEIP)**– The **EEIP** (as noted prior) grant was awarded to Texans Can in the spring of 2014 and provides state revenue from the Texas Education Agency to improve educator effectiveness in Texas public schools through funding innovative practices that focuses on differentiated compensation for teacher performance and effectiveness based on student performance. Texan Can, one of seventeen state-wide awardees is expected to improve student performance by fostering open, supportive and collaborative campus cultures that allow teachers to seek and attain growth within their fields. These models of recruitment, hiring, preparation, induction, professional development, evaluation, compensation, career pathways and retention will be evaluated for their effectiveness in teaching and improving student performance, especially among students attending Title I-funded schools with high levels of economically disadvantaged enrollment, so that best practices can be scaled across the state.



***Cars for Kids*** – To further support its mission through a diversification of funds, Texans Can created Cars for Kids, a social entrepreneurship venture. Initiated 15 years ago, the Cars for Kids vehicle donation program is one of Texans Can’s premier fundraising initiatives, providing much needed financial support for educator and student programming. Cars for Kids accepts vehicle donations that include cars, vans, sports utilities vehicles, trucks, boats, jet skis, snowmobiles, trailers, motorcycles, motor homes, RVs, forklifts, tractors, and heavy equipment machinery. In turn, Texans Can auctions the vehicles for a profit. One hundred percent (100%) of the proceeds goes toward school for teacher/educator initiatives and to educational, college career readiness programs for all students in the 13 charter schools (Appendix F18 – Cars For Kids).

Cars for Kids has proven highly successful in raising funds for Texans Can’s various programs and initiatives. In FY14 and FY15, Cars for Kids generated **\$1,534,499** and **\$1,916,943** in external funding, respectively to support ongoing programming and services. To date, in the first few months of FY16 Cars for Kids has generated **\$567,000** in external funding. Operating this initiative for over 15 years, Texans Can is confident in its abilities to continue generating revenue through Cars for Kids which will be utilized to leverage funding for ***PR-2ExCel***.

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

An integral part of ***PR-2ExCel***’s comprehensive Professional Development (PD) Plan will be ongoing high-quality support and training tailored for teachers, principals and other staff in a manner that promotes a more effective educator workforce. ***PR-2ExCel*** plan has been developed to ensure that all educators across Texans Can’s high need schools have the opportunity to improve their effectiveness and is aimed at fully supporting the needs of teachers, principals and other personnel identified through the evaluation process. Each educator’s evaluation will directly inform the requirements of their professional improvement and performance plan (time,



duration, topic, and modality) and be tied to expectations of Student Growth. Training and targeted capacity building will be provided year round aligned to the needs of teachers, administrators and other educators on topics that include but not limited to: effective classroom design, delivery, instruction, pedagogy, management, communication, leadership skills, and new teacher development. Texans Can will utilize the information generated by both the HCMS and educator Evaluation/Support System, which will provide a multi-faceted high-quality plan for professional development (up to 40 hours annually) including: 1) **Job-embedded coaching**; 2) **Support System** of Master Teachers, principals, assistant principals, and other school leaders conducting classroom evaluation and assisting in identifying needs; 3) **Educator development**, core content and technology integration training to teachers; 4) Implementation of effective **Professional Learning Communities (PLCs)**; and 5) Use of **evaluation and disaggregated data** (*formative/summative, instructional improvement, teacher, principal and other personnel evaluation appraisal system and external evaluation*) generated by the Evaluation and HCMS.

**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 plan 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.<sup>38</sup> 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 master/mentor teachers receive recognition and incentives<sup>39</sup> (Appendix F19 – Employee Education Program (TEEP)).

**Support System:** 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 services received, Mentees will participate in simulation (incubator setting) exercises, in a live classroom setting and video-based modalities demonstrating effective instructional and coaching strategies through observation of actual tenured teachers teaching. 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, guiding the utilization of data to improve teaching and learning, and leading the instructional planning period. **Master Teachers** will play a key role and receive an annual **\$8,000** incentive. Master Teachers will collaborate with principals to ensure all students are learning from effective teachers that demonstrate mastery in their professional content. Teachers selected at this capacity will engage in 8 hours of relevant training first and then work with 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 colleagues, demonstrating model lessons and helping implement curriculum; 5) Observing and providing peer coaching toward meeting teachers' IPGIP goals; and 6) Observing teacher classroom practices and performance using the evaluation appraisal rubrics (Appendix F13 – TalentEd/



VAL-ED) 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, skills, competencies and attitude towards becoming a highly effective teacher. Emphasis will be to train Master Teachers, principals and assistant principals (10/hrs. annually) on how to conduct formative review of teacher performance through classroom observations, reviews of lesson plans, and feedback using proven rigorous classroom evaluation standards from a proven model.

In addition and based on the **IPGIP**, Content Coaches and College/Career Coaches will provide targeted customized training to teachers on differentiated instruction and post-secondary preparedness that will involve more individualized instruction tailored to the unique needs of the individual student. Texans Can will provide year-round assistance to teachers and administrators on ways to incorporate effective common planning time (90 minutes a week) methods in instruction including opportunities for teachers to practice skills necessary to build professional learning communities and collaborate with parents and other stakeholders.

Furthermore, as part of the instructional improvement plan, district administrators, principals, assistant principals, and Master Teachers will receive ongoing technical assistance from the Instructional Specialists and Content 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 prepares students to think critically (video streaming, 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).<sup>40</sup> Teachers will also receive individualized capacity building support in their classrooms from Master and Mentor Teachers. This support will be based on the needs of the teacher and their students and will include ongoing professional development,



assistance, and guidance on lesson planning and instruction strategy modeling in the classroom.

To support principals' professional growth as they take on the challenges associated with their role, each principal will receive professional development opportunities that include: 1) An annual two-day summer retreat which will feature planning and simulation activities that train principals to establish/maintain a performance based culture within their campus;<sup>41</sup> 2) A retired principal and/or superintendent coach who will provide monthly coaching driven by professional goals; 3) Professional development courses that will support development in specific areas related to instructional improvement and leadership – aligned with TEKS, STAAR-EOC, Interstate School Leaders Licensure Consortium (ISLLC) standards; 4) Monthly videoconference 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; Formative Assessment; and 5) Monthly sessions between project staff, school leaders and Master/Mentor Teachers related to operational topics at each campus.

**Educator Development:** A summer professional learning Institute will attribute to the total 40 hours of professional development for new, existing, mentor and master teachers. The Summer Institute will kick off each series of annual trainings on various topics such as: adult learning theories, classroom instruction, effective pedagogy, and management strategies. This professional development training will prepare educators to effectively participate in collaborative group professional growth activities and also be directed to introduce and train new and first year teachers, tenured teachers, Master and Mentor Teachers, administrators, and other non-teaching school leaders on: the components of Performance-Based Compensation; Instructionally Focused Accountability Systems; and Teacher and Other Personnel Evaluation System Standards (e.g. TalentEd). Summer learning includes areas of leadership, team-building



skills, test analysis, establishing standards-based classrooms, etc.

As aforementioned, each educator will be required to engage in 40 hours of targeted professional development (PD) training. Through this PD, educators will be linked to sessions and resources that will help them to understand the research and implications 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)<sup>42</sup> 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 individual educator's conference (one hour each - 8 times a year) teachers and observers will engage in high-quality professional conversations to reflect on their professional practice with more depth and clarity. Information derived from observations will be discussed and suggestions will be provided by the observers on individualized professional development for each teacher. With this timely, actionable data, the teachers can identify problems and opportunities, differentiate instruction and professional development, evaluate instructional impact and program effectiveness, provide feedback and share best practices. In order to support the unique needs of first year, new, tenured, Master and Mentor Teachers and administrators at each campus, ongoing access to high quality learning and assessment resources will be accessible via an on-line Training Cloud. The Training Cloud is an interactive Web tool that provides individualized feedback, training and support. All educators will have real-time access to the



latest online cloud trainings to download, review and utilize to improve instruction.

**Professional Learning Communities (PLCs):** Instructional planning periods (known as common planning time - CPT) for grade level or subject content teams has increasingly been considered a crucial part of school improvement.<sup>43</sup> PLCs 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.<sup>44</sup> To enhance collaboration among teachers, each campus will offer 90-minutes of CPT per week imbedded within a school day and grouped by grade level and/or core subject areas. PLCs that meet in regularly scheduled CPT allow teachers time to discuss and resolve curricular issues, coordinate lessons, review data and locate common “problem spots” (e.g. areas/curriculum that tend to cause problems). DuFour (2004) characterizes collaborative PLCs 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.”<sup>45</sup>

**Evaluation/Disaggregated information:** A multitude of disaggregated information is generated by the proposed educator Evaluation and Support System. This information is accessed and utilized to identify and drive professional development needs of individual educators and schools. Critical to the overall evaluation processes are: external evaluation, formative and summative, instructional improvement, teacher and principal and educator appraisal systems.

**External Evaluation:** An independent evaluator with at least 20 years of experience conducting numerous federal and state education evaluations will work closely with the Project Director in implementing an equitable, transparent, and rigorous formative and summative evaluation process. Schools will provide program data on the progress of the performance indicators and professional development data will be collected ongoing and maintained by the external



evaluator. The evaluator will develop a secured web-based data management system which will link all aspects of *PR-2ExCel's* programmatic and evaluation data to teacher and principal payroll and human resources systems to appropriately allocate differentiated compensation for all educators. Reports on average total score and on each performance standard will be available to the Campus Leadership Team by cluster, grade-level, subject-level, teacher type, and individual teacher to assist with identification of particular strengths and weaknesses that need development within a school's faculty. The evaluator will regularly assist the Project Director and Campus Leadership Team at each campus to review the summative evaluation data and analyze critical issues encountered by teachers and students, impact of activities on leadership capacities, instructional improvement, student academic growth, and school-wide performance. The evaluator will also meet regularly with the Project Director, staff, and educators as well as conduct quarterly reviews and produce summative semi-annual and annual reports. The Project Director and the evaluator will review evaluation (formative and summative) data quarterly and, based on the results, provide recommendations for continuous improvement.

**Formative/Summative:** To seek programmatic, implementation and fidelity two methods of evaluation will be implemented– Formative and Summative (using a quasi-experimental design– QED). The integrated and effective system for teacher evaluation and support is adapted from the State of Texas Teacher Appraisal and Performance (TAP) system for Teacher and Student Advancement. Information derived from classroom observations and other disaggregated information will allow teachers to identify problems and opportunities, evaluate instructional effectiveness, and identify and share best practices to improve student performance. An ongoing formative evaluation will focus on assessing project progress as well as address whether or not proposed objectives are being met and strategies are being implemented as planned at each



partner campus. Driven by the Logic Model (Appendix C), ongoing findings will be compared to objectives, outcome measures (pgs.36-38), project timeline, and adjustments will be made, as needed. Baseline data will be collected immediately 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 in year one. Similarly, a total of **2,000** (K-12) non-treatment students with like characteristics will also be selected and assigned to the control group. A computerized lottery process will be used to randomly select both treatment and non-treatment groups. The quasi-experimental evaluation (QED) and sampling design will meet the What Works Clearinghouse evidence standards.

***Instructional Improvement:*** All teachers will be evaluated through multiple classroom observations by trained and certified observers and through the teachers' contributions to student achievement growth. This includes four elements of success: ***I. Multiple Career Pathways; II. Year-Round Intense Professional Growth; III. Focused Accountability; and, IV.***

***Performance-Based Compensation.*** Accountability is embedded into each of the four components and includes multiple classroom observations each year by trained and certified observers using research-based instructional quality rubrics, as defined by the System Standards. The observation data will be integrated with the Teacher and Other Personnel Evaluation System Teacher Responsibility survey data to develop a Skills and Knowledge score on a 5-point scale, with 3 representing proficient performance that still has room for improvement. A score of 4.0 or above represents being highly effective. The scores will be averaged over the year for an annual score for each teacher at the end of each year – cumulatively leading up to the school-wide value



added data. To continually assess the professional development needs of each educator an observation rubric will be utilized that illustrates a weighted score. This score takes into account disaggregated information such as: (1) **Content**: This will address instructional procedures observed during the lesson under observation and will also contain a summary of what was discussed at the observation conferences. (2) **Format**: This section will contain an overview and a brief description of the lesson and its objective. (3) **Domains**: Comments and rating under each domain will be addressed and areas of concern will necessitate immediate plans for further capacity building improvement. Overall, based on disaggregated information generated by the proposed educator Evaluation System such as classroom observations data, student academic data, survey feedback, and teacher reflections, **PR-2Excel** will continually identify the professional development needs of individual educators and schools.

**Teacher and other personnel evaluation appraisal system: PR-2ExCel**, will utilize the Evaluation System that includes a rubric with four domains; (1) **Instruction**: Standards and Objectives, Motivating Students, Presenting Instructional Content, Lesson Structure and Pacing, Activities and Materials, Questioning, Academic Feedback, Grouping Students, Teacher Content Knowledge, Teacher Knowledge of Students, Thinking, and Problem Solving. (2) **Learning Environment**: Expectations, Managing Student Behavior, Environment, and Respectful Culture; (3) **Designing and Planning Instruction**: Instructional Plans, Student Work, and Assessment; and (4) **Responsibilities**: Staff Development, Instructional Supervision, Mentoring, Community Involvement, School Responsibilities, Developing Professionally, and Reflecting on Teaching. The value-added assessment data will provide each teacher with both a classroom and school-wide value added scores showing the teacher's and the school's average student gain in a year.

**Principal evaluation appraisal system (VAL-ED)**: In order to ensure quality teaching and



learning, principals and assistant principals will be evaluated annually by the Superintendent and teachers using a 360 degree evaluation in which principals are anonymously evaluated by all the teachers in their school and their supervisor. Principals will 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. The instrument is directly influenced by principles of universal design and time-tested practices of item and test development (Downing, 2006).<sup>46</sup> The Evaluation System will be used to measure the effectiveness of school leadership behaviors that influence teacher performance and student learning. The following components are included: High Standards for Student Learning, Rigorous Curriculum (content), Quality Instruction (pedagogy), Culture of Learning & Professional Behavior, Connections to External Communities, and Performance Accountability. When the principal receives the annual report with the results of the assessment, the report will allow the principal and assistant principals to compare their own ratings against the ratings given by teachers and supervisors.

#### **(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. Serving as the lead and fiscal agent, *PR-2ExCel* will be located in Texas Can Leadership and Instruction Division. Through this division, Texas Can pledges their commitment, facilities, personnel, resources and active participation to ensure *PR-2ExCel* is an essential part of the divisions' operations (Appendix E – MOU). As a recipient of numerous federal, state and private grants (\$60 million budget annually), Texas Can 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. Texans Can will use its knowledge in the management of the *PR-2ExCel* to ensure the delivery of effective, timely, accessible, quality, and culturally relevant services. Texans Can is successfully administering numerous grants which support the learning of teachers, educators, students and parents including EEIP, 21<sup>st</sup> Century Community Learning Centers, etc., which have met and/or exceeded all its performance outcomes with excellent financial audit reviews. Texans Can will use this extensive management experience to ensure *PR-2ExCel's* service delivery design meets all the proposed objectives and outcomes on-time and within budget. Texans Can will also use this experience to integrate the following elements for effective program implementation.

**TIF Advisory Council (TAC):** The management plan will include the current **TAC** to assist with planning, implementation, guidance, monitoring and feedback in program operations for continuous improvement. To support collaboration in the implementation of the *PR-2ExCel*, the **TAC** will meet quarterly to review program objectives, activities, recruitment and hiring plans, policies, HCMS/PBCS systems, incentive payments and evaluation outcomes. The **TAC** is comprised of educators who will represent the lead agency and schools (Superintendent, Project Director, Principals, Assistant Principals, teachers, evaluator and other personnel) and is a vital element of the *PR-2ExCel* continuous improvement and feedback component.

**Management Structure:** Successful management requires efficient procedures for making decisions, feedback, instructional alignment, and monitoring which have been established by Texans Can. *PR-2ExCel* will be placed within the Division of Leadership 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:** Texans Can recognizes that effective management requires strong leadership skills, management experience and academic training. Given these aptitudes, Dr. James J. Ponce, Superintendent will act as the Principal Investigator (.10 FTE) and supervise the Project Director at no-cost. Dr. Ponce has over 23 years of managing federal/state educational programs. Dr. Ponce holds Doctorate and Masters in Educational Administration and has earned numerous national accolades (e.g. National 2015 Blue Ribbon Award) (Appendix D – Resumes).

Mr. Mendel Weiss, as Cognitive Development Coordinator, will be the Project Director. Mr. Weiss with over 19 years of relevant training, education, academic and management experience (5 years required) in federal/state programs will oversee the daily operations with guidance from the TIF Advisory Council to ensure compliance with objectives. Mr. Weiss has a Masters in Educational Leadership and Policy and demonstrated experience in working with disadvantaged schools, communities and students for the past 19 years (3 years required). Mr. Weiss is an experienced leader who will devote 100% of his time to the project. Mr. Weiss will supervise staff, coordinate services, oversee daily operations and work with the evaluator to ensure compliance with scope of work. Mr. Weiss will ensure all USDOE reports are completed on-time and will act as the liaison to Texans Can and USDOE TIF Office (Appendix D – Resume).

To maintain accountability and ensure high-quality products and services are delivered (on-time and within budget), the Project Director will utilize the Logic Model (Appendix C) as a guide and work closely with the HCMS/PBCS Coordinator, Instructional Specialist, 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 **PR-2ExCel** team will meet weekly to review program progress, student development, educator progress, cost efficiencies and areas needing improvement. The program staff, Master/Mentor teachers and partners will provide monthly reports to the Project Director detailing status, pre/post-results, and progress towards objectives.

**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 **TAC** 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 Texas Can finance department to track and oversee project expenditures. This will include monthly meetings with the finance department and quarterly meetings with the **TAC** 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 Coord.-HPC; Instructional Specialist-IS; Content Coaches-CC;		
ACTIVITIES/MILESTONES	PERSON	TIMELINE
Engage <b>TAC</b> and <b>13</b> Schools	PD, HPC	O – 2016*



*Project READY-2ExCel*

Hire <b>ALL</b> Staff	PD, HPC	O – N 2016
Appoint and Engage Master and Mentor Teachers	PD, PA	O – N 2016*
Engage Content and College/Career Coaches	PD, PA	O – N 2016 *
Develop Year Activities and Master Calendar	PD, HPC, IS, EV	O – N 2016*
Engage Evaluator to develop tools and collect baseline	PD, HPC, EV	N – 2016
Review policies and disseminate educator surveys	PD, HPC, IS, EV	N – 2016
Involve the partners to assess capacity building needs	PD, HPC, IS, CC	N – 2016*
Begin capacity building for educators and develop <b>IPGIP</b>	ALL	N – D 2016*
School teachers and educators engage students	IS, CC,CCC, MT	N – 2017*
Review, modify and integrate curriculum	PD, HPC, IS, CC	N – J 2017*
Introduce and implement HCMS/PBCS to educators	PD, HPC, IS, EV	J – M 2017*
Train and conduct quarterly classroom observations	PD, MT, PA, EV	J – M 2017*
Collect classroom and schoolwide data	PD, EV, MT, PA	A – M 2017*
Administer surveys; teacher, educators, student, partners	PD, HPC, EV, PA	A – M 2017*
Evaluate, compile, review data for program improvement	PD, HPC, EV	M – J 2017*
Start Summer Institute program, activities and strategies	ALL	J – A 2017*
Collect, clean and analyze all PBCS data for payout	PD, HPC, EV	J – A 2017*
First Incentive Payment is disseminated	PD, HPC, EV	S – 2017*
Plan, incorporate lessons learned and best practices	PD, HPC, EV, PA	S – 2017*
Implement Year Two with program adjustments	PD, HPC, EV, PA	S – 2017
Compose and submit annual USDOE performance report	PD, EV	O – 2017*
<b>Replicate model in Years 3 – 5</b>	<b>ALL</b>	<b>S – 2018</b>
<b>Sustain PR-2ExCel after Year 5</b>	<b>ALL</b>	<b>S – 2021</b>



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

**Other Key Personnel:** Guided by its non-discrimination policy, Texans Can will ensure all persons regardless of race, color, national origin, gender, age or disability have equal access to all employment and program opportunities. Based on years of managing similar programs, the following staff (to-be hired –TBH) has been allocated sufficient time to fulfill their duties (Appendix F20 – Organizational Chart). Job descriptions are included in Appendix F21.

**HCMS/PBCS Coordinator (1 FTE):** The Coordinator will work with staff and educators to ensure all recruiting and hiring activities including incentive strategies are all 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 (3 FTEs):** Coaches (1-Math, 1-Reading, and 1-College/Career Coaches) will be hired to work with staff, administrators, teachers, and partners to ensure pedagogical 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 Master’s in related field, Texas Teaching Certificate and 3+ years of experience as a teacher in K-12<sup>th</sup> grade school setting.

**Lead Master Instructional Specialist (1 FTE):** The Instructional Specialist will work with all school educators to increase effectiveness of onsite programs and improve utilization of instructional materials. Additionally, the Specialist will promote development, implementation, and coordination of the school’s instructional TIF goal, objectives and outcomes. The Specialist will monitor lesson planning and delivery to ensure the use of differentiation, best practices, pacing, and curricular alignment. Qualifications: a Bachelor’s in related field, Master’s preferred, Texas Teaching Certificate and 3+ years of experience as a teacher in a school setting.

**Master/Mentor Teachers (20 and 25 Appointed, respectively):** Master Teachers will be



paired with new (three years or less), or 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 Texans Can 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. In no case will a single Mentor be paired with more than 5 mentees.

**Objectives:** In concert with the Absolute Priority, Competitive Priorities 2, and Invitational Priority (both described in Appendix F10), Texans Can has designed a quality program that addresses the needs and the intent of the TIF grant. Working together in a TIF strategic focused initiative, Texans Can has designed an ambitious, but attainable 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, Texans Can with the help of an evaluator developed a Logic Model (Appendix C). The Logic Model provides a synopsis of the project meets the evidence standard of a “strong theory” and will serve as a guide for staff.

Texans Can developed the following goal and several **ambitious**, yet **attainable** objectives and outcomes based on the needs, proposed services and allocated resources.

**Goal: Create a 9<sup>th</sup>-12<sup>th</sup> grade pipeline of highly-effective teachers, leaders and educators to increase ALL students’ academic achievement, graduation and post-secondary outcomes.**

**\* Upon award, baseline will be created from the 2015-2016 data for the objectives below.**

**Objective 1:** Increase all students, academic interest, achievement, and college enrollment and persistence through creating highly- effective teachers and educators.



**Outcome 1.1:** Each year, % of students (9<sup>th</sup> – 12<sup>th</sup>) meeting/exceeding state standards in Reading and Math will increase by **6% - 8%**, respectively from baseline, as measured by STAAR-EOC.

**Outcome 1.2:** Each year, % of students (9<sup>th</sup> - 12<sup>th</sup>) enrolled in advanced placement, 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 1.3:** Each year, % of students passing a college entrance placement examination (TSI, SAT or ACT etc.) will increase by **10%** from baseline, as measured by college entrance exams.

**Outcome 1.4:** Each year, % of high school students graduating on-time will increase by **10%** from baseline, as measured by Texas accountability system. (**Baseline 54.5%**).

**Outcome 1.5:** Each year, % of graduating students enrolling in college will increase by **12%** from baseline, as measured by postsecondary enrollment data. (**Baseline 18.2%**).

**Outcome 1.6:** Each year, % of college students enrolling in Year 2 of college will increase by **7%** from baseline, as measured by postsecondary enrollment data.

**Outcome 1.7:** Each year, % 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 2.** 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 2.1:** Each year, % of highly-effective teachers and educators in high-need schools will increase by **10%**, from baseline, as measured by PBCS. (**GPRA A & B**).

**Outcome 2.2:** Each year, % of retention rates of highly-effective teachers and educators in high-need schools will increase by **8%**, from baseline, as measured by HCMS. (**GPRA C**).

**Outcome 2.3:** Each year, % of vacancies occupied by highly-effective teachers and educators in high-need schools will increase by **7%** from baseline, as measured by HCMS.



**Outcome 2.4:** Each year, # of target 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 **15%**, from baseline or until **100%** report such use, as measured by HCMS and external evaluation school data. **(GPRA D).**

**Outcome 2.5:** Each year, % of highly-effective teachers and educators in high-need schools receiving compensation pay from State, local, or other non-TIF Federal Resources will increase by **5%**, from baseline, as measured by HCMS. **(GPRA E).**

**Outcome 2.6:** Each year, % of highly-effective teachers and educators in high-need schools receiving the highest effectiveness ratings will increase by **10%** from baseline, as measured by HCMS, PBCS and evaluation data. **(GPRA F & G).**

**Outcome 2.7:** Each year, % of target schools that improve system-wide cost efficiency, productivity, use of time, staff, and funds by leveraging/matching funds will increase **15%** or more, as measured by in-kind/cash documents and operating budgets collected by evaluator.

**Outcome 2.8:** After Year 5 and beyond, **100%** of schools will sustain the evaluation system and offer incentive payments to highly-effective teachers and educators, as measured by evaluator.

**(e) Adequacy of resources**

**(1) Applicant demonstrates PBCS is developed with the input of teachers and schoolleaders...**

Texans Can is convinced the success of *PR-2ExCel* efforts will be further enhanced by the quality of personnel involvement which has already been undertaken. In fact, it was initiated two years ago with the EEIP program in which over **95%** of educators supported the program and continue to embrace this successful initiative. Engagement efforts will continue to be ongoing and genuine with *PR-2ExCel* as well. Texans Can will continue to prioritize the needs and assets of personnel for planning and implementation of *PR-2ExCel*. The process of developing *PR-2ExCel* was a collaborative effort in which substantial input from each school was considered



and which “buy-in” from all critical personnel was obtained. To ensure the inclusion of diverse perspectives during the development of this initiative, Texans Can prior and after the release of this RFP hosted various focus groups and working sessions (four times) with administrators, teachers, and 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 as well as the restrictions each would be required to 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, Texans Can 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, Texans Can, in collaboration with all 11 schools, disseminated a digital survey to assess the level of teachers, administrators, and educators support and “buy-in.” Of the total **401** educators, over **384 (97%)** responded favorably in support and “buy-in” of *PR-2ExCel* (Appendix F7 – Survey).

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

*PR-2ExCel* will be integrated and enhanced with the effective EEIP and other related Texans Can resources, programs and partners described earlier. With these resources, Texans Can’s Year One federal budget (**\$2,578,880**) and non-federal and non-TIF federal budget (**\$650,000**) adequately supports proposed scope of work, objectives, activities and performance outcomes. Texans Can’s practices has 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 Texans Can have already started as is evident with the leveraged support (**\$650,000** annually). Although the current in-kind/cash budget represents a five year commitment, Texans



Can and all school leaders have agreed to re-evaluate each of their budgets annually to determine if additional resources can be generated. Since inception, Texans Can has established a strong organizational base (e.g. procedures, systems, and educators know their roles and strongly support the initiative). *PR-2ExCel* will be housed at its corporate office in Dallas under the division of Leadership and Instruction as is EEIP, Cars for Kids and the 21<sup>st</sup> Century After-School program. This division strongly advocates and has access to an array of resources that will be leveraged for *PR-2ExCel* which ultimately will lead to sustainability. All these elements ensures a broad diversity of perspectives is brought to Texans Can to ensure schools institutionalize these practices, strategies, programs, and seek other resources. *PR-2ExCel* is endorsed from the leadership of Texans Can and from the entire school faculty with over **97%** supporting the program. The professional development will strengthen commitment, reinforce learning processes, 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 teachers and educators will further enhance morale and ensure commitment to the project. Texans Can is dedicated to sustaining the project and thus, will continue to allocate over **35% (FY15 total profit \$1,916,943)** of its Cars for Kids proceeds during and after the program ends to fully sustain HCMS/PBCS systems and compensation for educators to provide the best venue in which educators are satisfied, 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)

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\* Mandatory Other Attachment Filename:

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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>1-6, 11-15, and 138</u></p> <p>(1) <u>2, 8,9,10-15, 20-29 and 138</u></p> <p>(2) <u>10-15, 20-29</u></p> <p>(3) <u>1, 10-15, 20-29</u></p> <p>(4) <u>1, 10-15, 20-29</u></p>	<p><b>Absolute Priority: An LEA-wide Human Capital Management System (HCMS) with Educator Evaluation and Support Systems at the Center.</b></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>4, 6-9, 10-15</u></p> <p>(1) <u>1, 4-10,12-14, 20-24, 28, 40</u></p> <p>(2) <u>5, 29, 39, 151</u></p>	<p><b><u>Requirement 1: Implementation of Performance-based Compensation Systems:</u></b></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- NEED SCHOOL ELIGIBILITY CHECKLIST**

Requirement 2--Documentation of High-Need Schools: Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded Performance-based Compensation Systems are High-Need Schools (as defined in this notice), including High-Poverty Schools, Priority Schools, or Persistently Lowest-Achieving Schools.

<p align="center"><input checked="" type="checkbox"/></p> <p>(pg.) <u>139</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 align="center">AND</p>
<p align="center"><input checked="" type="checkbox"/></p> <p>(pg.) <u>144</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</p> <p align="center">(20</p>
<p align="center"><input checked="" type="checkbox"/></p> <p>(pg.) <u>145-150</u></p>	<p>U.S.C. 6313(a)(5)). Data provided to demonstrate eligibility as a High-Poverty School must be school-level data; the Department will not accept LEA- or State-level data for purposes of documenting whether a school is a High-Poverty School;</p> <p align="center">AND</p> <p>(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</p>



Focus	Inputs	Activities	Outcomes	Impact
<ul style="list-style-type: none"> <li>•13 High Need Schools with Low: income and academic performance</li> <li>•Target population is high-need, at-risk and underserved youth and includes a high percentage of Hispanic, African-American, limited English proficient, low-income, and some of the most undereducated students</li> <li>•Ten of the target/participating campuses are categorized as Priority schools</li> <li>•Need for enhanced HCMS (key human capital decisions including: recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure and promotion)</li> <li>•Modifications needed to evaluation in order to enhance and inform the design and delivery of professional development and the award of compensation</li> <li>•Lack of a Secondary 9<sup>th</sup>-12<sup>th</sup> grade pipeline of highly-effective teachers, leaders and educators to increase ALL students' academic achievement, graduation and post-secondary outcomes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff, teachers and parents committed to improving school community and are informed and energized around efforts to improve education for local children</li> <li><input type="checkbox"/> Support from Texan Can Charter System, and Leaders including the Texans Can Foundation leveraged resources</li> <li><input type="checkbox"/> Expertise and collaboration on PBCS/HCMS from Texans Can and partners (e.g. UNT, TalentEd, etc.)</li> <li><input type="checkbox"/> PBCS/HCMS were approved, supported and developed with the input of teachers and school leaders</li> <li><input type="checkbox"/> Provide capacity building and professional development and growth of teachers and educators who are eager to</li> <li><input type="checkbox"/> Observational measures, student academic performance, and personal reflections on teaching that drive significant improvement to overall student achievement</li> <li><input type="checkbox"/> Capacity building and professional development and growth of educators</li> <li><input type="checkbox"/> Evaluation and incentive to effective educators</li> </ul>	<ul style="list-style-type: none"> <li>•Create and introduce an Advisory Committee to help with planning, implementation, monitoring and feedback</li> <li>•Implement and enhance an HCMS and PBCS evaluation appraisal system at all schools</li> <li>•Review, develop and modify transparent administrative and programmatic policies and procedures</li> <li>•Hire qualified and highly effective TIF staff</li> <li>•Appoint trained Master and Mentor Teachers to guide first year, new, tenured and veteran teachers</li> <li>•Offer value-added performance competitive differentiated compensation, incentives, bonuses, and salary augmentation</li> <li>•Implement ongoing professional development training to administrators, teachers and educators</li> <li>•Offer career pathways, promotions, retention and hiring opportunities and incentives</li> <li>•Implement Professional Learning Communities (PLC) and Common Planning Time (CPT) at all schools</li> <li>•Execute a formal value-added and rigorous quasi-experimental design evaluation</li> </ul>	<ul style="list-style-type: none"> <li>•% of students (9<sup>th</sup> – 12<sup>th</sup>) meeting/exceeding state standards in Reading and Math will increase by <b>6% - 8%</b>, respectively.</li> <li>•% of students (9<sup>th</sup> - 12<sup>th</sup>) enrolled in advanced placement, dual enrollment, etc. (ELA, Math, science, etc.) courses will increase by <b>8%</b>.</li> <li>•% of students passing a college entrance placement examination (TSI, SAT or ACT etc.) will increase by <b>10%</b>.</li> <li>•% of high school students graduating on-time will increase by <b>10%</b> % of graduating students enrolling in college will increase by <b>12%</b>.</li> <li>•% of college students enrolling in Year 2 of college will increase by <b>7%</b>.</li> <li>•% of target schools categorized as priority will decrease by <b>5%</b> or until <b>100%</b> are no longer in jeopardy.</li> <li>•% of highly-effective teachers and educators in high-need schools will increase by <b>10%</b>, (<b>GPRA A &amp; B</b>).</li> <li>•% of retention rates of highly-effective teachers and educators in high-need schools will increase by <b>8%</b>, (<b>GPRA C</b>).</li> <li>•% of vacancies occupied by highly-effective teachers and educators in high-need schools will increase by <b>7%</b>.</li> <li>•# of target schools that use an educator evaluation system to inform human capital decisions will increase by <b>15%</b>, (<b>GPRA D</b>).</li> <li>•% of highly-effective teachers and educators receiving compensation pay will increase by <b>5%</b>, (<b>GPRA E</b>).</li> <li>•% of highly-effective teachers and educators in high-need schools receiving the highest effectiveness ratings will increase by <b>10%</b> (<b>GPRA F &amp; G</b>).</li> <li>•% of target schools that improve system-wide cost efficiency, productivity, use of time, staff, and funds by leveraging/matching funds will increase <b>15%</b>.</li> <li>•After Year 5, <b>100%</b> of schools will sustain the evaluation system and offer incentive payments to highly-effective teachers and educators.</li> </ul>	<ul style="list-style-type: none"> <li>•Increased academic performance and college readiness outcomes of ALL secondary school students (grades 9-12)</li> <li>•Increased on-time graduation rates of ALL secondary school students (grades 9-12)</li> <li>•A sustained 9<sup>th</sup>-12<sup>th</sup> grade pipeline of highly-effective teachers, leaders and educators to increase ALL students' academic achievement, graduation and post-secondary outcomes</li> <li>•Effective career growth/pathways, promotion and recognition</li> <li>•High retention rates of highly-effective teachers and educators in high-need schools</li> <li>•Fidelity of implementation of highly effective HCMS and PBCS with valid and reliable measures</li> <li>•Overall effective educators with increased competencies, skills, and knowledge</li> <li>•Full staff and community support for retained and rewarded highly effective leaders of learning</li> <li>•Fully sustained effective evaluation appraisal systems to offer competitive incentive payments to highly effective teachers and educators</li> </ul>



**External Evaluator**

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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.

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 James J. Ponce, Ed.D.
 

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**ACCOMPLISHMENTS:**

- U.S. Department of Education National Blue Ribbon School-Achieve Early College High School, 2015.
- *The Washington Post* “America’s Most Challenging”-McAllen High School, McAllen Memorial High School, James “Nikki” Rowe High School and Achieve Early College High School, 2015.
- *U.S. News and World Report* “Best Schools in the Nation” High School Ranking- Lamar Academy (9<sup>th</sup> in the nation), Gold category; Achieve Early College High School, Bronze category, 2015.
- Alliance for a Healthier Generation- National Healthy Bronze Award (All 32 schools), 2015.
- Superintendent Panelist: 1 of 4 Superintendents “Top 10 Practices of Best Superintendents” hosted by TASB Summer Leadership Institute, June 11-12, 2015 in San Antonio.
- Panelist: Innovation in teaching and learning Think Tank hosted by Dell in conjunction with TASA, March 4, 2014 in Austin.
- Member of Pearson Education’s Hispanic Leadership Council (HLC) 2013.
- Served on committee to review TASA’s Vision, Mission and Goals, August 2013.
- Apple Distinguished Program Designation, September 2013.
- Airwatch Excellence in Education Award, September 2013.
- Member of the *Scholastic Administrator’s* Editorial Advisory Board, August 2013.
- Top 5 State Finalist, TASA Superintendent of the Year, August 2013.
- Region One Superintendent of the Year, July 2013.
- National 1<sup>st</sup> place, 2013 Magna Award, American School Board Association, honoring Best Practices and Innovative Programs that Advance Student Learning, March 2013.
- State Finalist, 2013 H-E-B Excellence in Education District Award, February 2013.
- Texas 2012 Outstanding Board of the Year, state’s highest honor, Texas Association of School Administrators/Texas Association of School Boards, September 29, 2012.
- National 2013 Best Community for Music Education, NAMM, April 2013.
- Developed TLC<sup>3</sup> - Transforming Learning in the Classroom, Campus, and Community – teaching and learning framework utilizing mobile-devices on a one-to-one basis for all

McAllen students, preparing them to become college and career ready.

- Selected for League of Innovative Schools, one of 32 Districts in Nation, through Digital Promise—bipartisan national center advancing educational excellence, 2011.
- Selected for Texas High Performing Schools (THPS) Consortium, Texas Education Agency, one of 23 Districts in State, September 2012.
- Testified before Texas House Committee regarding House Bill 2824, Legislation written by THPS Consortium, State Capitol, Austin, April 2013.
- Developed iTunes U account – one of first few districts nationwide on education site.
- Increased McAllen ISD unassigned Fund Balance in four years – \$9.1 million in 2009 to \$40.4 in 2012.
- Achieved 16 years of educational experience in Dallas Independent School District.
- Developed “Dallas After School All-Stars” James Bowie after-school collaboration.
- Selected as first school in Texas for Parent Institute for Quality Education (PIQE).

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**NOTABLE:**

- School District TLC<sup>3</sup> framework subject of case studies from software companies: Cisco, Airwatch, F5, and Apple Inc.
- Speaker at the Mexican-American School Board Members Association 16<sup>th</sup> Annual Conference, February 2014.
- McAllen Chamber of Commerce Board of Trustees, member, 2011-2014.
- National Hispanic Leadership Council on Education, member, 2013.
- United Way of South Texas Board, Board of Directors, 2013-present.
- March of Dimes Regional Financial Committee, member 2013.
- Featured invited speaker, Texas Early Learning Innovative Summit, April 2013.
- Assistant Scout Master, Troop 7-McAllen, 2012-present.
- Featured in *Texas School Business* magazine “Spotlight on Excellence,” Jan. 2012.
- Program featured in TASB magazine, *Texas Lone Star*, March 2012.
- Published articles on TLC<sup>3</sup> in *San Antonio Express-News*, *Governing*, *Parent & Child*, *Texas Monthly*, *Education Executive*, *Education Week*, *Texas Teacher*, Associated Press.
- Presenter, 2012 Summit on College Readiness, South Texas College, 2012.
- Program featured on National Public Radio affiliates in RGV/San Antonio, 2011-2012.
- Monthly column published in McAllen Chamber of Commerce magazine, *McNews*.
- Organized Demo Tours and Transforming Learning Conference, March 2012.

- Presenter to Texas House Committee on Technology at State Capitol, March 2012.
- Lamar University Superintendents' Academy, Center for Executive Leadership, 2012.
- RGV Linking Economic /Academic Development, Board of Directors, 2012.
- Presenter at Summit on Career Readiness at South Texas College, McAllen, 2010.
- TASA Technology and Communications and Legislative committee member

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***PROFESSIONAL WORK EXPERIENCE:***

May 2009 - present                      ***McAllen Independent School District***                      McAllen, TX  
*Superintendent of Schools*

- Adhere with fidelity to the guiding principles within the “Team of 8” leadership structure.
- Model personal, professional, fiscal and operational integrity/responsibility.
- Maintain a rigorous student centered inquiry based teaching and learning framework.
- Promote a culture of confidence through classroom and campus based support networks.
- Collaborate with classroom and central staff, business and community leaders, and international giants in business and higher education to promote a college and career culture.
- Facilitate “McAllen ISD’s-Prenatal to PreK” innovative collaborative between area hospitals, social services, city, county and nonprofits in order to address psycho-social and medical needs of students and their families.
- Utilize team building and global thinking to promote innovation throughout the district.
- Strengthen staff leadership capacity through extensive instructional and leadership training, including development of Institute for Aspiring Principals and Assistant Principals and the Principal Instructional Leadership Seminar (ILS).
- Foster parent outreach efforts, parent leadership development, Superintendent’s Parent Advisory, Annual Parent Engagement Conferences, and specialized informative presentations for parents at every campus.

- July 2008 – April 2009      ***Dallas Independent School District***      Dallas, TX  
*Deputy Chief of Staff*
- Primary oversight for Transformation Management Office, Parental Services, Athletics, Police, and Security and Emergency Management Departments.
  - Secondary oversight and operational support for Chief of Staff Division.
  - Project Management for *Dallas Achieves!* and support for district Dashboards, Scorecards, and Data Warehouse.
  - Operational support for Fiscal Transformation.
- July 2007 – June 2008      ***Dallas Independent School District***      Dallas, TX  
*Executive Director – Transformation Management Office*
- Operational oversight for Transformation Management Office.
  - Actualized *Dallas Achieves!* Project plans.
  - Project support for design/development of district Dashboards, Scoreboards and Data Warehouse.
  - Direct support for Performance Management and Accountability Department.
- July 2004 – June 2007      ***Dallas Independent School District***      Dallas, TX  
*Area Superintendent – Area 6 (Oak Cliff/West Dallas)*
- Planned, executed, and monitored systems/structures that supported instructional/operational needs of 36 schools.
  - Built/developed leadership capacity amongst area staff, principals and assistant principals.
- March 2004 – June 2004      ***Dallas Independent School District***      Dallas, TX  
*Director – Reading First*
- Initiated systems for successful grant implementation.
  - Developed Reading First Coaching model structures.
  - Assured operational and fiscal compliance.
  - Collaborated with state and local technical assistance providers.
- June 2000 – March 2004      ***Dallas Independent School District***      Dallas, TX  
*Principal – James Bowie Elementary*
- Provided instructional leadership for pre-school through sixth grade campus.
  - Modeled personal, professional, and fiscal/operational integrity.
  - Maintained safe, accessible, and productive educational environment for all stakeholders.

- Instituted and developed parental educational development programs.

July 1998 – June 2000      ***Dallas Independent School District***      Dallas, TX  
*Assistant Principal – Adamson High School*

- Provided instructional support to all ninth-twelfth grade programs.
- Supported a safe and welcoming learning environment.

January 1993 – May 1998      ***Dallas Independent School District***      Dallas, TX  
*Kindergarten/Second Grade Teacher – L.O. Donald Elementary*

- Developed reading, reading comprehension, analytical, verbal, and listening skills across all content areas.
- Facilitated second language acquisition.
- Provided small and whole group instruction.
- Modeled and incorporated positive character traits in daily routines.

***EDUCATION: University of Texas at Austin***

May 2009      Ed.D. (Cooperative Superintendency Program)  
 May 1998      M.ED. (Principal Preparation Program)  
 Dec. 1990      B.B.A. (Management/Finance)

**MENDEL WEISS**

In the past seventeen years, I have had the opportunity to work in many environments and areas of education. That experience has given me a rare perspective on the educational system, both specifically and globally. As a classroom and school leader, mentor, creative collaborator, researcher and developer I have made significant changes in students' lives.

**Education:**

University of North Texas - Bachelors – Sociology / Communication	1996
University of Texas at Arlington – M.E. – Educational Leadership & Policy	2010
Feuerstein Instrumental Enrichment - Certified Mediator - Level 1, 2, & 3	2014

**Experience:**

Texans Can Academy	2012-Present
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As Cognitive Development Coordinator for Texans Can Academy, I provide organizational leadership for the implementation of our cognitive development foundation. I have helped develop systematic mediated solutions which are used to disseminate learning challenges and educational deficiencies for children. Some of those mediated solutions include Cognitive Development through Reading Across the Curriculum, developed by Richard Marquez; Feuerstein's Instrumental Enrichment, developed by the late Professor Reuven Feuerstein; and Intelligence Integration, developed by Moshe Elbaum.

Molina High School, Dallas, TX	2008 – 2012
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In my four years at Molina High School in Dallas, I was the math department chair, lead teacher, and mentor to fifteen math teachers serving 2,000 students. When I arrived at Molina, the school was AU (academically unacceptable) Level 4 and in the span of nine months improved student assessment outcomes to the point where Molina was the only Comprehensive High School in Dallas to be "Recognized". We created Houses for our students to have common Core teachers, set up a mediated learning environment so students would think about and be responsible for their own learning. Math and science teachers collaborated and overlapped concepts to mediate skills and improve cross-curricular understanding.

North Dallas High School, Dallas, TX	2006 – 2008
Castleberry High School, Fort Worth, TX	2004 – 2006
Fossil Ridge High School, Keller, TX	2002 – 2004
Newman Smith High School, Carrollton, TX	1999 – 2002
Denton High School – Sign Language Interpreter, Denton, TX	1997 – 1998

I spent a decade prior to Molina learning how to teach, and coach both students and adults. I have been a high school mathematics teacher, a high school head coach, a mentor, an academic and athletic trainer (giving presentations and leading conferences), and a mediator of cognitive skills. I dedicated my adult life to listening and learning. The better I could communicate and create successful situations and outcomes for all involved, the more I felt students would be able to be successful. As a coach of athletics, academics, and life, I worked with a multitude of people in many communities; all with singular focuses. That focus was what was best for those children, then and there. This taught me that every person, every situation was different and approaching them must be thoughtful and deliberate. This was especially present at the beginning of my career when, knowing sign language; I was a sign language interpreter for Denton High School's athletic department. It was an especially learned time when I learned a very basic lesson; "just because you taught it, doesn't mean they learned it." I have taken this attitude with me my entire career.

## Texans Can Academies

Project **READY** (*Rewarding Educators for Academically Developing Youth*) **2 Excel**

Teacher Incentive Fund (TIF)

### Memorandum of Understanding (MOU)

#### I. Introduction

This Memorandum of Understanding (MOU) is entered into by Texans Can Academies, a Local Education Agency and the cooperating school campuses. Austin Can Academy, Dallas Can Academy-Carrollton/Farmers, Dallas Can Academy Charter- Ross Ave., Dallas Can Academy-Grant East, Dallas Can Academy-Oak Cliff, Dallas Can Academy at Pleasant Grove, Fort Worth Can Academy-Campus Drive, Fort Worth Can Academy-South, Houston Can Academy-Hobby, Houston Can Academy-North, San Antonio Can Academy. Texans Can Academies are applying to the U.S. Department of Education (ED) 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

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

#### III. If Funded, Texans Can Understands That It Will Be a Grantee of the US Department of Education

As such, 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

Texans Can will serve as the lead applicant. As the lead applicant, Texans Can will apply for the grant and will serve as the fiscal in the event a grant is awarded. As fiscal agent, Texans Can 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. Texans Can will contribute matching/leverage/in-kind funds as delineated in the matching budget narrative.

#### V. Use of Funds

Under this MOU agreement, each Campus agrees to use the funds it will receive from Texans Can (Lead) in the event the grant is awarded. All funds will be used in accordance with all Federal requirements that apply to the TIF grant, including any restrictions on the use of TIF funds set forth in the Notice of Inviting Applications (NIA), including provisions of the EDGAR.

## **Texans Can Academies**

Project **READY** (*Rewarding Educators for Academically Developing Youth*) **2 Excel**  
Teacher Incentive Fund (TIF)

### **VI. Performance Measures**

Pursuant to the Government Performance and Results Act (GEPRA) 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: Texans Can will gather data and require each participating campus 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. LEA and Eligible Campus Responsibilities**

Each participating LEA agrees to-

- 1) Implement the human capital management system (HCMS), evaluation systems, performance-based compensation system (PBCS), and other project components described in the approved application.
- 2) Participate, as requested, in any evaluations of this grant conducted by US DoE or by evaluators working at the request of the lead; and
- 3) Meet all other requirements outlined in the grant application.

### **VIII. Responsibilities for Communications and Development of Timelines**

**Each campus agrees to the following joint responsibilities-**

- 1) Each campus will appoint a key contact person for TIF grant. (The Principal is the preferred contact).
- 2) The key contact will maintain frequent communication to facilitate cooperation under this MOU.
- 3) These key contacts will work together to determine appropriate timelines for the project updates and status reports throughout the whole grant project period.

## **Texans Can Academies**

Project **READY** (*Rewarding **Educators** for Academically Developing Youth*) **2 Excel**  
Teacher Incentive Fund (TIF)

### **IX. Working Relationship**

A Texans Can TIF management team will take the lead on managing all initiatives related to this work. Campuses will be responsible for implementing the PBCS and HCMS designed by the team.

### **X. 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.

### **XI. Amendments**

Any change to this MOU shall be preceded by a written amendment signed by all 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.

### **XII. 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.

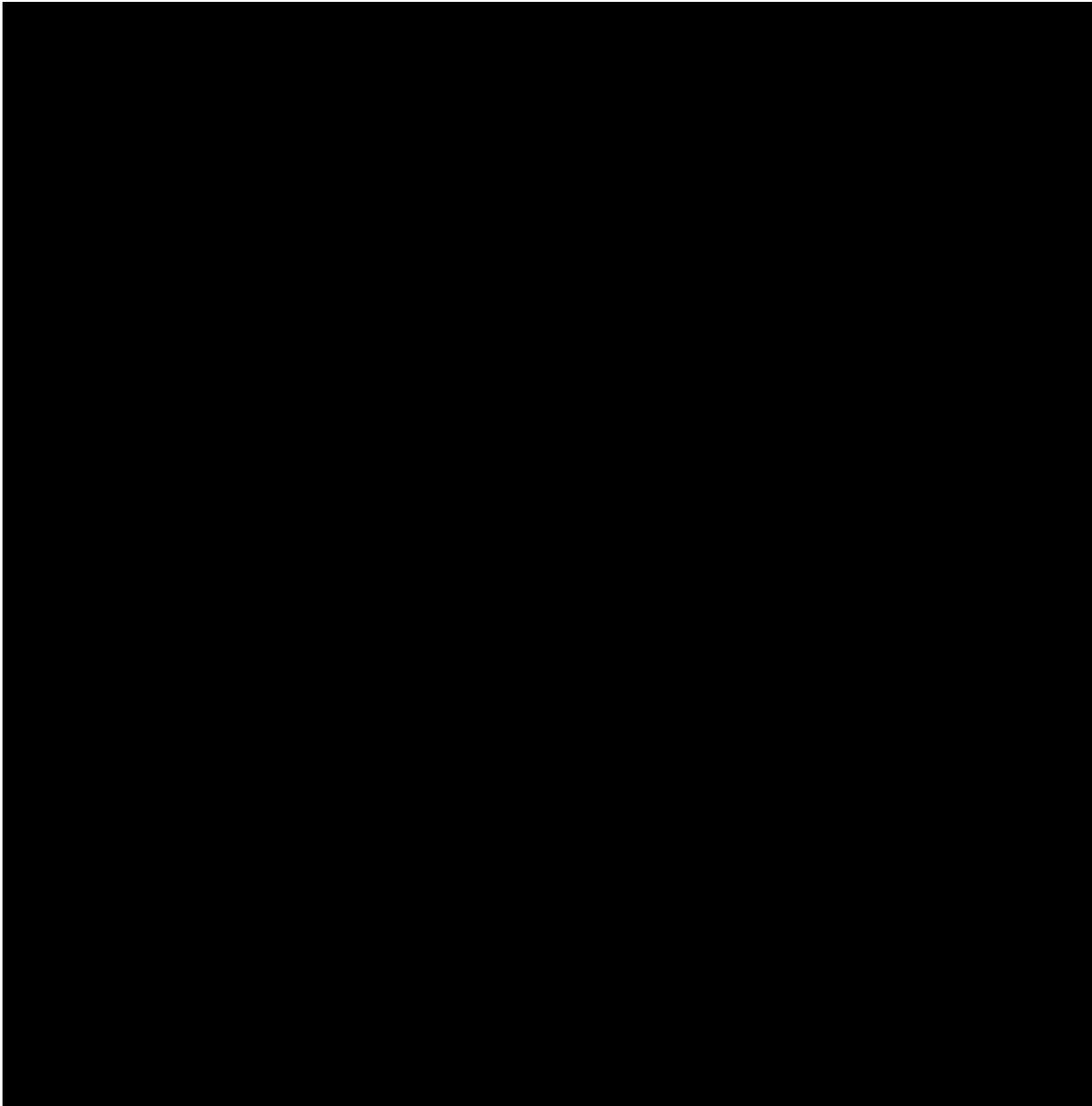
This MOU shall be effective beginning with that date, and, if the TIF grant is received, ending upon the expiration of the grant project period. Because any award of TIF funds by Ed to support that group application is contingent upon the execution of this MOU by each party in the application, the below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

**Texans Can Academies**

Project **READY** (*Rewarding Educators for Academically Developing Youth*) **2 Excel**  
Teacher Incentive Fund (TIF)

**XIII. Certifying Signatures**

The following representatives for the **TIF grant** designated lead and fiscal, Texans Can along with eligible campus principals, agree to all conditions in said MOU and by signing, are acting as the certifying representative of their organization. Therefore, certifies district and campus



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Principal

Date

Principal

Date

- <sup>1</sup> United States Census American Fact Finder and American Community Survey 2013.
- <sup>2</sup> Texas Education Agency, State School Report Card, (SRC) (2014-2015)
- <sup>3</sup> Texas Education Agency: Texas Academic Performance Report (TAPR) data 2014-2015.
- <sup>4</sup> Adequate Yearly Progress (AYP) report (2001-2012) retrieved from <https://rptsvr1.tea.texas.gov/ayp/2012/aypref.html>
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- <sup>6</sup> Ingersoll, R. M., & Merrill, L. (2012). Seven trends: The transformation of the teaching force. The Consortium for Policy Research in Education.
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- <sup>9</sup> Educate Texas. *Texas Teaching Commission: Recommendations for the Next Generation of Teaching Policy in Texas*. 2012. retrieved from <http://www.edtx.org/human-capital-strategies/effective-teaching/teaching-commission/>.
- <sup>10</sup> Dee, Thomas, and James Wyckoff. "Incentives, selection, and teacher performance: Evidence from IMPACT." *National Bureau of Economic Research Working Paper* No. w19529 (2013).
- <sup>11</sup> Fryer, Roland G. "Teacher Incentives and Student Achievement: Evidence from New York City Public Schools." *Journal of Labor Economics* 31.2 (2013): 373-407.
- <sup>12</sup> Goodman, Sarena F., and Lesley J. Turner. "The Design of Teacher Incentive Pay and Educational Outcomes: Evidence from the New York City bonus program." *Journal of Labor Economics* 31.2 (2013): 409-420.

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- <sup>14</sup> Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009). The widget effect. *Brooklyn, NY: The New Teacher Project*.
- <sup>15</sup> Goe, Laura. and Andrew Croft. (2009). Methods of evaluating teacher effectiveness. Washington, DC: National Comprehensive Center for Teacher Quality.
- <sup>16</sup> Measures of Effective Teaching (MET) Project (2013). Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project's Three-Year Study. The Bill and Melinda Gates Foundation, January 2013.
- <sup>17</sup> Podgursky, Michael J., and Matthew G. Springer. "Teacher performance pay: A review." *Journal of Policy Analysis and Management* 26.4 (2007): 909-950.
- <sup>18</sup> AppliTrack, retrieved from <http://www.frontlinek12.com/Products/AppliTrack.html>
- <sup>19</sup> Podgursky, Michael J., and Matthew G. Springer. "Teacher performance pay: A review." *Journal of Policy Analysis and Management* 26.4 (2007): 909-950.
- <sup>20</sup> Monk, D. H. (2007). Recruiting and retaining high-quality teachers in rural areas. *The Future of Children*, 17(1), 155-174.
- <sup>21</sup> Glazerman, S., E. Isenberg, S. Dolfen, M. Bleeker, A. Johnson, M. Grider, and M. Jacobus. (2010). *Impacts of Comprehensive Teacher Induction: Final Results From a Randomized Controlled Study* (NCEE 2010-4028). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- <sup>22</sup> Hanushek, E.A. & Rivkin, S.G. (2007). Pay, working conditions, and teacher quality. *The Future of Children*, 17, 69-86.

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## Texans Can Student Profile

Texans Can High Need School	Total	Hispanic	African	Eco.	English	Special	At-Risk
<b>Austin Can Academy</b>	303	250	39	290	93	37	287
<b>Dallas Can Academy Charter- Ross Ave.</b>	517	281 54.4%	206 39.8%	746 92.1%	107 20.7%	41 7.9%	515 99.6%
<b>Dallas Can Academy-Oak Cliff</b>	631	463	152	616	153	15	585
<b>Dallas Can Academy-Carrollton/Farmers</b>	257	205 79.8%	31 12.1%	234 91.1%	61 23.7%	23 8.9%	246 95.7%
<b>Dallas Can Academy at Pleasant</b>	537	312	202	517	57	20	512
<b>Dallas Can Academy-Grant East</b>	148	34 23%	113 76.4%	141 95.3%	4 2.7%	7 4.7%	143 96.6%
<b>Fort Worth Can Academy-Campus</b>	392	231	144	369	8	23	345
<b>Fort Worth Can Academy-South</b>	240	166 69.2%	55 22.9%	216 90%	25 10.4%	24 10%	232 96.7%
<b>Houston Can Academy-North</b>	432	187	237	417	29	36	413
<b>Houston Can Academy-Hobby</b>	354	254 71.8%	93 26.3%	334 94.4%	58 16.4%	23 6.5%	348 98.3%
<b>San Antonio Can Academy</b>	347	330	8	331	45	29	341
<b>Total</b>	4,158	2,713 64.5%	1,280 31.5%	4,211 94.4%	640 14.6%	278 7.2%	3,967 95.6%

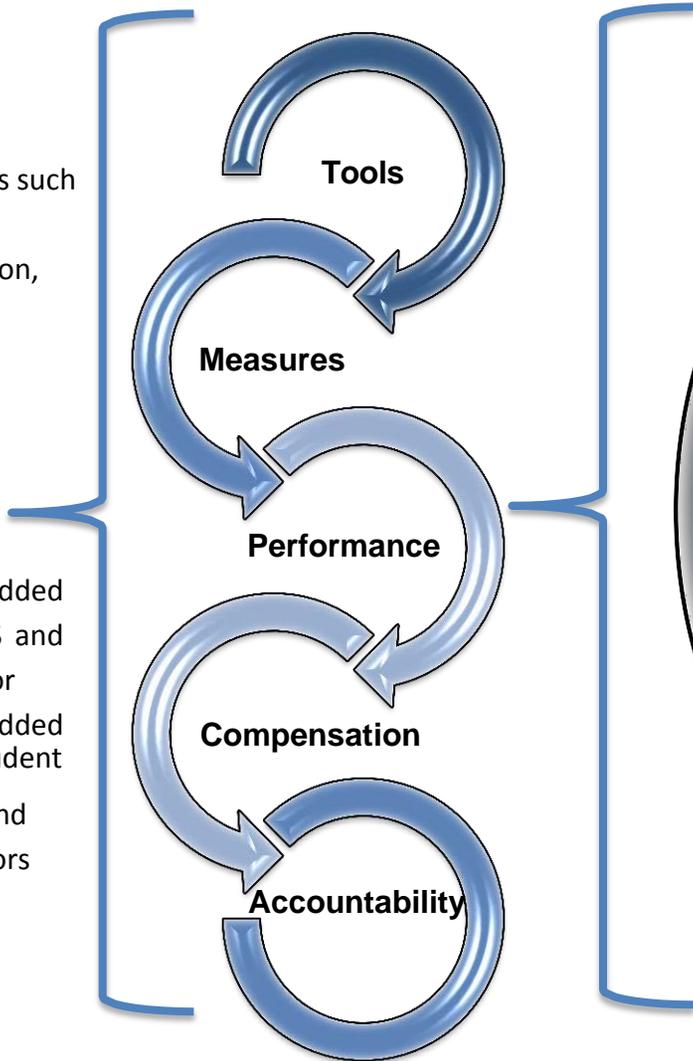


# Project *READY-2ExCEL*

## Human Capital Management System and Performance Based Compensation System

**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





## Texans Can Educator Profile

Schools	Principals	Assistant	Not	Total	NOT	Alternative
<b>Dallas</b>	<b>6</b>	<b>11</b>	<b>45</b>	<b>132</b>	<b>0</b>	<b>45</b>
Dallas Can Academy Charter- Ross Ave.	1	2	4	24	0	4
Dallas Can Academy-Oak Cliff	1	2	14	32	0	14
Dallas Can Academy-Carrollton/ Farmers	1	2	6	18	0	6
Dallas Can Academy at Pleasant Grove	1	2	13	24	0	13
Dallas Can Academy-Grant East	1	2	5	18	0	5
Dallas Can Academy-Garland	1	1	3	16	0	3
<b>Fort Worth</b>	<b>2</b>	<b>4</b>	<b>12</b>	<b>38</b>	<b>0</b>	<b>12</b>
Fort Worth Can Academy-Campus Drive	1	2	3	18	0	3
	1	2	9	20	0	9
<b>Houston</b>	<b>3</b>	<b>5</b>	<b>17</b>	<b>49</b>	<b>0</b>	<b>17</b>
	1	2	11	19	0	11
Houston Can Academy-Hobby	1	2	4	18	0	4
Houston Can Academy-Southwest	1	1	2	12	0	2
<b>San Antonio</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>16</b>	<b>0</b>	<b>6</b>
San Antonio Can Academy	1	2	6	16	0	6
<b>Austin</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>19</b>	<b>0</b>	<b>5</b>
Austin Can Academy	1	2	5	19	0	5
<b>Total</b>	<b>12</b>	<b>24</b>	<b>85</b>	<b>254</b>	<b>11</b>	<b>85</b>



## Texans Can Educator Profile Educator Retention Rate

School	Total Students	Principals/ Asst Principals	Other Educators	Total Teachers	Doctorate	Masters	Bachelors	Alter Cert.	Retention Rate	Free/Reduced Lunch	Priority School
<b>Austin Can Academy</b>	303	4	11	18	0	3	15	0		95.0%	Yes
<b>Teacher</b>									3.88 Yrs.		
<b>Principal</b>									5.24 Yrs.		
<b>Assistant Principal</b>									4.4 Yrs.		
<b>Dallas Can Academy Charter-Ross Ave.</b>	517	3	20	24	0	7	17	0		96.5%	Yes
<b>Teacher</b>									2.55 Yrs.		
<b>Principal</b>									7.98 Yrs.		
<b>Assistant Principal</b>									2.52 Yrs.		
<b>Dallas Can Academy-Oak Cliff</b>	631	2	20	31	0	7	24	0		95.5%	Yes
<b>Teacher</b>									2.09 Yrs.		
<b>Principal</b>									2.09 Yrs.		
<b>Assistant Principal</b>									5.12 Yrs.		
<b>Dallas Can Academy-Carrollton/Farmers</b>	257	3	13	16	0	4	12	0		90.1%	Yes
<b>Teacher</b>									2.64 Yrs.		
<b>Principal</b>									1 Yr.		140



### Texans Can Educator Profile

<b>Assistant Principal</b>									6.86 Yrs.		
<b>Dallas Can Academy at Pleasant Grove</b>	537	3	13	25	0	3	22	0		95.1%	Yes
<b>Teacher</b>									6.83 Yrs.		
<b>Principal</b>									11.98 Yrs.		
<b>Assistant Principal</b>									11.90 Yrs.		
<b>Dallas Can Academy-Grant East</b>	148	3	9	15	0	5	10	0		97.0%	No
<b>Teacher</b>									2.49 Yrs.		
<b>Principal</b>									12.75 Yrs.		
<b>Assistant Principal</b>									7.10 Yrs.		
<b>Fort Worth Can Academy-Campus Drive</b>	392	4	12	17	0	4	13	0		91.7%	Yes
<b>Teacher</b>									6.05 Yrs.		
<b>Principal</b>									13.84 Yrs.		
<b>Assistant Principal</b>									8.77 Yrs.		
<b>Fort Worth Can Academy-South</b>	240	2	11	13	0	2	11	0		94.3%	Yes
<b>Teacher</b>									2.47 Yrs.		
<b>Principal</b>									1 Yr.		141



### Texans Can Educator Profile

<b>Assistant Principal</b>									4.54 Yrs.		
<b>Houston Can Academy-North</b>	432	2	17	18	0	1	17	0		93.3%	Yes
<b>Teacher</b>									2.67 Yrs.		
<b>Principal</b>									3.82 Yrs.		
<b>Assistant Principal</b>									5.13 Yrs.		
<b>Houston Can Academy-Hobby</b>	354	4	14	17	0	3	14	0		89.75%	Yes
<b>Teacher</b>									2.45 Yrs.		
<b>Principal</b>									3.07 Yrs.		
<b>Assistant Principal</b>									4.01 Yrs.		
<b>San Antonio Can Academy</b>	347	5	14	18	0	4	14	0		93.04%	Yes
<b>Teacher</b>									3.79 Yrs.		
<b>Principal</b>									6.92 Yrs.		
<b>Assistant Principal</b>									3.33 Yrs.		
<b>Total</b>	<b>4,158</b>	<b>35</b>	<b>154</b>	<b>212</b>	<b>0</b>	<b>43</b>	<b>169</b>	<b>0</b>		<b>94.0%</b>	<b>10</b>

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

**Parameters:**

Format: Campus  
Filter: Effective  
Effective Date: 10/30/2015  
Schedule: All... | All...  
Schedule Track: All....

Campus:

Economic Disadvantage Indicator	Count	Percentage
<b>001-Dallas Can Charter - 057804001</b>		
00 - Not identified as economically disadvantaged	1	0.19 %
01 - Eligible for free meals under the National School Lunch and Child Nutrition Program	443	86.19 %
02 - Eligible for reduced-price meals under the National School Lunch and Child Nutrition Program	36	7.00 %
04 - Denied	17	3.31 %
05 - Verification Denied	0	0.00 %
08 - Direct Certification	17	3.31 %
<b>002-Dallas Can Charter-Oak Cliff - 057804002</b>		
00 - Not identified as economically disadvantaged	0	0.00 %
01 - Eligible for free meals under the National School Lunch and Child Nutrition Program	578	86.79 %
02 - Eligible for reduced-price meals under the National School Lunch and Child Nutrition Program	35	5.26 %
04 - Denied	30	4.50 %
05 - Verification Denied	0	0.00 %
08 - Direct Certification	23	3.45 %
<b>003-Dallas Can At Carrollton-Farmers Branch - 057804003</b>		
00 - Not identified as economically disadvantaged	3	0.89 %
01 - Eligible for free meals under the National School Lunch and Child Nutrition Program	236	70.24 %
02 - Eligible for reduced-price meals under the National School Lunch and Child Nutrition Program	61	18.15 %
04 - Denied	30	8.93 %
05 - Verification Denied	0	0.00 %
08 - Direct Certification	6	1.79 %
<b>004-Dallas Can At Pleasant Grove - 057804004</b>		
00 - Not identified as economically disadvantaged	19	3.73 %
01 - Eligible for free meals under the National School Lunch and Child Nutrition Program	445	87.25 %
02 - Eligible for reduced-price meals under the National School Lunch and Child Nutrition Program	16	3.14 %
04 - Denied	6	1.18 %
05 - Verification Denied	0	0.00 %
08 - Direct Certification	24	4.71 %
<b>005-Dallas Can-Grant East - 057804005</b>		
00 - Not identified as economically disadvantaged	1	0.33 %
01 - Eligible for free meals under the National School Lunch and Child Nutrition Program	277	92.33 %
02 - Eligible for reduced-price meals under the National School Lunch and Child Nutrition Program	8	2.67 %
04 - Denied	8	2.67 %
05 - Verification Denied	0	0.00 %
08 - Direct Certification	6	2.00 %
<b>006-Austin Can - 057804006</b>		
00 - Not identified as economically disadvantaged	0	0.00 %
01 - Eligible for free meals under the National School Lunch and Child Nutrition Program	333	82.84 %
02 - Eligible for reduced-price meals under the National School Lunch and Child Nutrition Program	41	10.20 %
04 - Denied	20	4.98 %
05 - Verification Denied		
08 - Direct Certification	1438	0.00 %
		1.99 %

## Economic Disadvantage Summary

Economic Disadvantage Indicator	Count	Percentage
<b>007-Fort Worth Can-Campus Drive - 057804007</b>		
00 - Not identified as economically disadvantaged	21	5.98 %
01 - Eligible for free meals under the National School Lunch and Child Nutrition Program	290	82.62 %
02 - Eligible for reduced-price meals under the National School Lunch and Child Nutrition Program	23	6.55 %
04 - Denied	8	2.28 %
05 - Verification Denied	0	0.00 %
08 - Direct Certification	9	2.56 %
<b>008-Fort Worth Can Lancaster Ave - 057804008</b>		
00 - Not identified as economically disadvantaged	1	0.43 %
01 - Eligible for free meals under the National School Lunch and Child Nutrition Program	192	83.48 %
02 - Eligible for reduced-price meals under the National School Lunch and Child Nutrition Program	17	7.39 %
04 - Denied	12	5.22 %
05 - Verification Denied	0	0.00 %
08 - Direct Certification	8	3.48 %
<b>009-Houston Can-North - 057804009</b>		
00 - Not identified as economically disadvantaged	3	0.71 %
01 - Eligible for free meals under the National School Lunch and Child Nutrition Program	341	81.00 %
02 - Eligible for reduced-price meals under the National School Lunch and Child Nutrition Program	24	5.70 %
04 - Denied	25	5.94 %
05 - Verification Denied	0	0.00 %
08 - Direct Certification	28	6.65 %
<b>010-Houston Can-Hobby - 057804010</b>		
00 - Not identified as economically disadvantaged	7	1.99 %
01 - Eligible for free meals under the National School Lunch and Child Nutrition Program	267	76.07 %
02 - Eligible for reduced-price meals under the National School Lunch and Child Nutrition Program	30	8.55 %
04 - Denied	29	8.26 %
05 - Verification Denied	0	0.00 %
08 - Direct Certification	18	5.13 %
<b>011-San Antonio Can - 057804011</b>		
00 - Not identified as economically disadvantaged	19	4.73 %
01 - Eligible for free meals under the National School Lunch and Child Nutrition Program	332	82.59 %
02 - Eligible for reduced-price meals under the National School Lunch and Child Nutrition Program	20	4.98 %
04 - Denied	9	2.24 %
05 - Verification Denied	0	0.00 %
08 - Direct Certification	22	5.47 %
<b>Grand Totals</b>		
00 - Not identified as economically disadvantaged	75	1.67 %
01 - Eligible for free meals under the National School Lunch and Child Nutrition Program	3734	83.29 %
02 - Eligible for reduced-price meals under the National School Lunch and Child Nutrition Program	311	6.94 %
04 - Denied	194	4.33 %
05 - Verification Denied	0	0.00 %
08 - Direct Certification	169	3.77 %

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Region Number	District Number	District Name	Campus Number	Campus Name	Priority Reason	Priority Staging	Closed Campus
02	205904	MATHIS ISD	205904041	MATHIS MIDDLE	TTIPS	Priority (Progress)	
02	205904	MATHIS ISD	205904102	MATHIS INT	Math/Reading Performance	Priority	
03	235901	BLOOMINGTON ISD	235901101	BLOOMINGTON EL	Math/Reading Performance	Priority (Progress)	
03	235902	VICTORIA ISD	235902006	LIBERTY ACADEMY	TTIPS	Priority (Progress)	
03	235902	VICTORIA ISD	235902042	PATTI WELDER MAGNET MIDDLE	TTIPS	Priority (Progress)	
03	235902	VICTORIA ISD	235902106	CRAIN EL	Math/Reading Performance	Priority	
03	235902	VICTORIA ISD	235902110	ROWLAND EL MAGNET	Math/Reading Performance	Priority	
03	235902	VICTORIA ISD	235902111	SHIELDS EL MAGNET SCHOOL	Math/Reading Performance	Priority	
04	020905	BRAZOSPORT ISD	020905110	VELASCO EL	Math/Reading Performance	Priority	
04	057804	TEXANS CAN ACADEMIES (FORMERLY HOUSTON CAN ACADEMY CHARTER SCHOOL #101812)	057804009	HOUSTON CAN ACADEMY-- NORTH (FORMERLY HOUSTON CAN ACADEMY CHARTER SCHOOL #101812001)	Grad Rate, Math/Reading Performance	Priority	
04	057804	TEXANS CAN ACADEMIES (FORMERLY HOUSTON CAN ACADEMY CHARTER SCHOOL #101812)	057804010	HOUSTON CAN ACADEMY -- HOBBY (FORMERLY HOUSTON CAN ACADEMY HOBBY #101812002)	Grad Rate, Math/Reading Performance	Priority	
04	084805	PREMIER LEARNING ACADEMY	084805001	PREMIER LEARNING ACADEMY	Math/Reading Performance	Priority (Progress)	
04	084902	GALVESTON ISD	084902007	AIM COLLEGE & CAREER PREP	Math/Reading Performance	Priority	
04	084902	GALVESTON ISD	084902044	WEIS MIDDLE	Math/Reading Performance	Priority	
04	084904	LA MARQUE ISD	084904041	LA MARQUE MIDDLE	Math/Reading Performance	Priority (Progress)	*
04	084904	LA MARQUE ISD	084904105	SIMMS EL	Math/Reading Performance	Priority (Progress)	*
04	101805	GIRLS & BOYS PREPARATORY ACADEMY	101805001	GIRLS & BOYS PREP ACADEMY H S	Math/Reading Performance	Priority	*
04	101805	GIRLS & BOYS PREPARATORY ACADEMY	101805041	GIRLS & BOYS PREP ACADEMY MIDDLE	Math/Reading Performance	Priority (Progress)	*
04	101813	KIPP INC CHARTER	101813043	KIPP POLARIS ACADEMY FOR BOYS	TTIPS	Priority (Progress)	
04	101822	JAMIE'S HOUSE CHARTER SCHOOL	101822001	JAMIE'S HOUSE CHARTER SCHOOL	TTIPS, Grad Rate	Priority	*
04	101838	SOUTHWEST SCHOOL	101838104	SOUTHWEST SCHOOLS MANGUM EL CAMPUS	Math/Reading Performance	Priority	
04	101848	NORTHWEST PREPARATORY	101848101	NORTHWEST PREPARATORY	Math/Reading Performance	Priority (Progress)	*
04	101850	ZOE LEARNING ACADEMY	101850101	ZOE LEARNING ACADEMY	Math/Reading Performance	Priority (Progress)	
04	101850	ZOE LEARNING ACADEMY	101850102	ZOE LEARNING ACAD - AMBASSADOR CAM	Math/Reading Performance	Priority (Progress)	
04	101853	PROMISE COMMUNITY SCHOOL	101853105	HARBACH-RIPLY CHARTER SCHOOL	Math/Reading Performance	Priority (Progress)	*
04	101854	RICHARD MILBURN ACADEMY (SUBURBAN)	101854001	RICHARD MILBURN ACADEMY - SUBURBAN	Grad Rate, Math/Reading Performance	Priority	*
04	101863	KOINONIA COMMUNITY LEARNING ACADEM	101863001	KOINONIA COMMUNITY LEARNING ACADEM	Math/Reading Performance	Priority	*
04	101865	VICTORY PREP	101865001	VICTORY PREP	Math/Reading Performance	Priority	
04	101865	VICTORY PREP	101865002	VICTORY PREP	Math/Reading Performance	Priority	
04	101902	ALDINE ISD	101902013	HALL EDUCATION CENTER	Math/Reading Performance	Priority	
04	101902	ALDINE ISD	101902102	BETHUNE ACADEMY	Math/Reading Performance	Priority (Progress)	
04	101902	ALDINE ISD	101902105	FRANCIS EL	Math/Reading Performance	Priority (Progress)	
04	101902	ALDINE ISD	101902108	LANE SCHOOL	Grad Rate	Priority (Progress)	
04	101902	ALDINE ISD	101902114	SMITH ACADEMY	Math/Reading Performance	Priority	
04	101903	ALIEF ISD	101903118	BEST EL	Math/Reading Performance	Priority	
04	101909	NORTH FOREST ISD	101909104	LAKEWOOD EL	Math/Reading Performance	Priority (Progress)	*
04	101912	HOUSTON ISD	101912006	JONES H S	TTIPS	Priority	
04	101912	HOUSTON ISD	101912007	KASHMERE H S	TTIPS, Math/Reading Performance	Priority	
04	101912	HOUSTON ISD	101912009	LEE H S	TTIPS	Priority	
04	101912	HOUSTON ISD	101912018	WHEATLEY H S	Math/Reading Performance	Priority	
04	101912	HOUSTON ISD	101912019	WORTHING H S	Math/Reading Performance	Priority	
04	101912	HOUSTON ISD	101912094	HARPER ALTERNATIVE SCHOOL	Grad Rate, Math/Reading Performance	Priority	
04	101912	HOUSTON ISD	101912102	ALC	Math/Reading Performance	Priority	
04	101912	HOUSTON ISD	101912110	BLACKSHEAR EL	Math/Reading Performance	Priority	145

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07	174904	NACOGDOCHES ISD	174904110	THOMAS J RUSK ACADEMY OF FINE ARTS	Math/Reading Performance	Priority (Progress)	
08	019907	TEXARKANA ISD	019907108	WESTLAWN EL	Math/Reading Performance	Priority	
08	034901	ATLANTA ISD	034901001	ATLANTA H S	TTIPS	Priority (Progress)	
08	060914	FANNINDEL ISD	060914102	FANNINDEL EL	Math/Reading Performance	Priority (Progress)	
08	225902	MOUNT PLEASANT ISD	225902101	FRANCES CORPREW EL	Math/Reading Performance	Priority	
10	057804	DALLAS CAN ACADEMY CHARTER	057804001	DALLAS CAN ACADEMY CHARTER	Grad Rate, Math/Reading Performance	Priority	
10	057804	DALLAS CAN ACADEMY CHARTER	057804002	DALLAS CAN ACADEMY CHARTER-OAK CLI	Math/Reading Performance	Priority	
10	057804	DALLAS CAN ACADEMY CHARTER	057804003	DALLAS CAN ACAD AT CARROLLTON-FARM	Grad Rate	Priority	
10	057804	DALLAS CAN ACADEMY CHARTER	057804004	DALLAS CAN ACADEMY AT PLEASANT GRO	Grad Rate, Math/Reading Performance	Priority	
10	057815	FAITH FAMILY ACADEMY OF OAK CLIFF	057815101	FAITH FAMILY ACADEMY OF OAK CLIFF	Math/Reading Performance	Priority	*
10	057819	JEAN MASSIEU ACADEMY	057819001	JEAN MASSIEU ACADEMY	Math/Reading Performance	Priority (Progress)	
10	057832	ALPHA CHARTER SCHOOL	057832001	ALPHA CHARTER SCHOOL	Grad Rate	Priority	
10	057834	EVOLUTION ACADEMY CHARTER SCHOOL	057834001	EVOLUTION ACADEMY CHARTER SCHOOL	Math/Reading Performance	Priority	
10	057905	DALLAS ISD	057905003	A MACEO SMITH NEW TECH H S	TTIPS	Priority (Progress)	
10	057905	DALLAS ISD	057905013	FRANKLIN D ROOSEVELT H S	TTIPS	Priority	
10	057905	DALLAS ISD	057905017	H GRADY SPRUCE H S	TTIPS	Priority	
10	057905	DALLAS ISD	057905024	NORTH DALLAS H S	TTIPS	Priority	
10	057905	DALLAS ISD	057905043	T W BROWNE MIDDLE	Math/Reading Performance	Priority	
10	057905	DALLAS ISD	057905074	THOMAS A EDISON MIDDLE LEARNING	Math/Reading Performance	Priority	
10	057905	DALLAS ISD	057905110	ANNIE WEBB BLANTON EL	Math/Reading Performance	Priority	
10	057905	DALLAS ISD	057905118	W W BUSHMAN ELEMENTARY SCHOOL	Math/Reading Performance	Priority (Progress)	
10	057905	DALLAS ISD	057905124	GEORGE W CARVER CREATIVE ARTS LEAR	Math/Reading Performance	Priority	
10	057905	DALLAS ISD	057905140	AMELIA EARHART LEARNING CENTER	Math/Reading Performance	Priority (Progress)	
10	057905	DALLAS ISD	057905142	J N ERVIN EL SCHOOL	Math/Reading Performance	Priority (Progress)	
10	057905	DALLAS ISD	057905191	EUSHIA M PEASE EL	Math/Reading Performance	Priority	
10	057905	DALLAS ISD	057905216	EDWARD TITCHE EL	Math/Reading Performance	Priority	
10	057905	DALLAS ISD	057905236	NANCY J COCHRAN EL	Math/Reading Performance	Priority (Progress)	
10	057905	DALLAS ISD	057905358	BARBARA M MANN'S EDUCATION CENTER	Math/Reading Performance	Priority	
10	057905	DALLAS ISD	057905389	JOHN LESLIE PATTON JR ACADEMIC CEN	Math/Reading Performance	Priority	
10	057907	DUNCANVILLE ISD	057907101	CENTRAL EL	Math/Reading Performance	Priority (Progress)	
10	057907	DUNCANVILLE ISD	057907103	MERRIFIELD ELEMENTARY	Math/Reading Performance	Priority (Progress)	
10	057910	GRAND PRAIRIE ISD	057910041	ADAMS MIDDLE	TTIPS	Priority (Progress)	
10	116905	GREENVILLE ISD	116905001	NEW HORIZONS LEARNING CENTER	Math/Reading Performance	Priority (Progress)	
11	057804	TEXANS CAN ACADEMIES (FORMERLY FORT WORTH CAN ACADEMY #220804)	057804007	FORT WORTH CAN ACADEMY - CAMPUS DRIVE (FORMERLY FORT WORTH CAN ACADEMY #220804001)	Grad Rate, Math/Reading Performance	Priority	
11	057804	TEXANS CAN ACADEMIES (FORMERLY FORT WORTH CAN ACADEMY #220804)	057804008	FORT WORTH CAN ACADEMY - SOUTH (FORMERLY RIVER OAKS #220804002)	Grad Rate, Math/Reading Performance	Priority	
11	220812	RICHARD MILBURN ACADEMY (FORT WORT	220812001	RICHARD MILBURN ACADEMY - FORT WOR	Grad Rate, Math/Reading Performance	Priority	*
11	220816	UPLIFT EDUCATION-SUMMIT INTERNATIO	220816002	UPLIFT MIGHTY PREP	Math/Reading Performance	Priority (Progress)	*
11	220902	BIRDVILLE ISD	220902043	RICHLAND MIDDLE	TTIPS	Priority (Progress)	
11	220905	FORT WORTH ISD	220905006	EASTERN HILLS H S	TTIPS	Priority	
11	220905	FORT WORTH ISD	220905054	MORNINGSIDE MIDDLE	Math/Reading Performance	Priority (Progress)	
11	220905	FORT WORTH ISD	220905062	INT'L NEWCOMER ACAD	TTIPS	Priority	
11	220905	FORT WORTH ISD	220905105	WEST HANDLEY EL	Math/Reading Performance	Priority (Progress)	
11	220905	FORT WORTH ISD	220905123	S S	Math/Reading Performance	Priority	
11	220905	FORT WORTH ISD	220905124	MAUDE I LOGAN EL	Math/Reading Performance	Priority	146

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11	220905	FORT WORTH ISD	220905127	CHRISTENE C MOSS EL	Math/Reading Performance	Priority	
11	220905	FORT WORTH ISD	220905129	JOHN T WHITE EL	Math/Reading Performance	Priority	
11	220905	FORT WORTH ISD	220905135	VAN ZANDT-GUINN EL	Math/Reading Performance	Priority (Progress)	
11	220905	FORT WORTH ISD	220905153	A M PATE EL	Math/Reading Performance	Priority (Progress)	
11	220905	FORT WORTH ISD	220905169	SUNRISE - MCMILLAN EL	Math/Reading Performance	Priority	
11	220905	FORT WORTH ISD	220905217	I M TERRELL EL	Math/Reading Performance	Priority	
12	014801	RICHARD MILBURN ALTER HIGH SCHOOL	014801001	RICHARD MILBURN ALTER H S (KILLEEN	Math/Reading Performance	Priority (Progress)	
12	014903	BELTON ISD	014903005	BELTON NEW TECH H S AT WASKOW	TTIPS	Priority (Progress)	
12	014909	TEMPLE ISD	014909115	MERIDITH-DUNBAR EL	Math/Reading Performance	Priority (Progress)	*
12	073903	MARLIN ISD	073903045	MARLIN MIDDLE	Math/Reading Performance	Priority	
12	073903	MARLIN ISD	073903102	MARLIN EL	Math/Reading Performance	Priority	
12	073905	ROSEBUD-LOTT ISD	073905041	ROSEBUD-LOTT MIDDLE	TTIPS	Priority (Progress)	
12	147903	MEXIA ISD	147903005	MEXIA SCHOOL OF CHOICE	Grad Rate	Priority (Progress)	*
12	161914	WACO ISD	161914048	G W CARVER MIDDLE	Math/Reading Performance	Priority	
12	161914	WACO ISD	161914050	INDIAN SPRING MIDDLE	Math/Reading Performance	Priority	
12	161914	WACO ISD	161914104	BROOK AVENUE EL	Math/Reading Performance	Priority	
12	161914	WACO ISD	161914110	J H HINES EL	Math/Reading Performance	Priority	
13	027904	MARBLE FALLS ISD	027904001	MARBLE FALLS H S	TTIPS	Priority (Progress)	
13	057804	TEXANS CAN ACADEMIES (FORMERLY AUSTIN CAN ACADEMY CHARTER SCHOOL #227818)	057804006	AUSTIN CAN ACADEMY (FORMERLY AUSTIN CAN ACADEMY CHARTER SCHOOL #227818001)	Grad Rate, Math/Reading Performance	Priority	
13	166905	THORNDALE ISD	166905001	THORNDALE H S	TTIPS	Priority (Progress)	
13	227801	AMERICAN YOUTHWORKS CHARTER SCHOOL	227801002	AMERICAN YOUTHWORKS SERVICE LEARNI	Grad Rate	Priority	*
13	227824	THE EAST AUSTIN COLLEGE PREP ACADE	227824001	THE EAST AUSTIN COLLEGE PREP ACADE	Math/Reading Performance	Priority (Progress)	
13	227901	AUSTIN ISD	227901004	LANIER H S	TTIPS	Priority (Progress)	
13	227901	AUSTIN ISD	227901006	REAGAN H S	TTIPS	Priority (Progress)	
13	227901	AUSTIN ISD	227901046	BURNET M S	TTIPS	Priority (Progress)	
13	227901	AUSTIN ISD	227901048	PEARCE M S	Math/Reading Performance	Priority (Progress)	*
13	227901	AUSTIN ISD	227901051	MARTIN M S	TTIPS	Priority (Progress)	
13	227907	MANOR ISD	227907002	MANOR EXCEL ACADEMY	TTIPS	Priority (Progress)	
13	227907	MANOR ISD	227907104	DECKER EL	Math/Reading Performance	Priority	
15	233901	SAN FELIPE-DEL RIO CISD	233901043	DEL RIO MIDDLE	TTIPS	Priority (Progress)	
16	035902	HART ISD	035902001	HART JR-SR H S	TTIPS	Priority (Progress)	
16	035902	HART ISD	035902101	HART ELEMENTARY	Math/Reading Performance	Priority (Progress)	*
16	056901	DALHART ISD	056901002	X I T SECONDARY SCHOOL	Grad Rate	Priority (Progress)	
16	171901	DUMAS ISD	171901101	CACTUS EL	Math/Reading Performance	Priority	
16	180901	BOYS RANCH ISD	180901003	STARR ACADEMY	TTIPS	Priority (Progress)	
16	188801	RICHARD MILBURN ACADEMY (AMARILLO)	188801001	RICHARD MILBURN ACADEMY (AMARILLO)	Grad Rate	Priority	*
17	058906	LAMESA ISD	058906041	LAMESA MIDDLE	TTIPS	Priority (Progress)	
17	077901	FLOYDADA ISD	077901041	FLOYDADA J H	TTIPS	Priority (Progress)	
17	152803	SOUTH PLAINS ACADEMY CHARTER DISTR	152803001	SOUTH PLAINS ACADEMY CHARTER H S	TTIPS	Priority	
17	152901	LUBBOCK ISD	152901063	DUNBAR COLLEGE PREPARATORY ACADEMY	Math/Reading Performance	Priority	
17	152901	LUBBOCK ISD	152901068	SLATON MIDDLE	Math/Reading Performance	Priority	
17	152901	LUBBOCK ISD	152901155	BAYLESS EL	Math/Reading Performance	Priority (Progress)	
17	152901	LUBBOCK ISD	152901156	BEAN EL	Math/Reading Performance	Priority (Progress)	
17	152901	LUBBOCK ISD	152901161	GUADALUPE EL	Math/Reading Performance	Priority (Progress)	
17	152901	LUBBOCK ISD	152901165	HODGES EL	Math/Reading Performance	Priority	147

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20	015819	SHEKINAH RADIANCE ACADEMY	015819101	SHEKINAH HOPE	TTIPS	Priority (Progress)	*
20	015819	SHEKINAH RADIANCE ACADEMY	015819102	SHEKINAH WALZEM	Math/Reading Performance	Priority	
20	015819	SHEKINAH RADIANCE ACADEMY	015819105	WEST COLUMBIA CHARTER SCH	TTIPS	Priority (Progress)	
20	015819	SHEKINAH RADIANCE ACADEMY	015819108	SHEKINAH RADIANCE ACADEMY (GARLAND)	Math/Reading Performance	Priority (Progress)	
20	015823	SAN ANTONIO TECHNOLOGY ACADEMY	015823001	SAN ANTONIO TECHNOLOGY ACADEMY	Math/Reading Performance	Priority (Progress)	*
20	015905	EDGEWOOD ISD	015905046	GUS GARCIA MIDDLE	TTIPS	Priority (Progress)	
20	015907	SAN ANTONIO ISD	015907004	FOX TECHNICAL H S	TTIPS	Priority (Progress)	
20	015907	SAN ANTONIO ISD	015907006	HOUSTON H S	TTIPS	Priority	
20	015907	SAN ANTONIO ISD	015907014	NAVARRO ACADEMY	TTIPS, Grad Rate, Math/Reading Performance	Priority	
20	015907	SAN ANTONIO ISD	015907043	DAVIS MIDDLE	TTIPS	Priority (Progress)	
20	015907	SAN ANTONIO ISD	015907111	BREWER EL	Math/Reading Performance	Priority (Progress)	*
20	015907	SAN ANTONIO ISD	015907118	DAVID CROCKETT EL	Math/Reading Performance	Priority	
20	015907	SAN ANTONIO ISD	015907119	DOUGLASS EL	Math/Reading Performance	Priority (Progress)	
20	015907	SAN ANTONIO ISD	015907168	P F STEWART EL	Math/Reading Performance	Priority	
20	015907	SAN ANTONIO ISD	015907172	WASHINGTON EL	Math/Reading Performance	Priority (Progress)	
20	015910	NORTH EAST ISD	015910111	OLMOS EL	Math/Reading Performance	Priority (Progress)	
20	015912	SOUTHWEST ISD	015912106	HIDDEN COVE EL	Math/Reading Performance	Priority (Progress)	
20	015912	SOUTHWEST ISD	015912110	SPICEWOOD PARK EL	Math/Reading Performance	Priority (Progress)	
20	057804	TEXANS CAN ACADEMIES (FORMERLY SAN ANTONIO CAN HIGH SCHOOL #015817)	057804011	SAN ANTONIO CAN ACADEMY (FORMERLY SAN ANTONIO CAN H S #015817001)	Grad Rate, Math/Reading Performance	Priority (Progress)	
20	082902	DILLEY ISD	082902041	MARY HARPER MIDDLE	TTIPS	Priority (Progress)	
20	082903	PEARSALL ISD	082903041	PEARSALL J H	TTIPS, Math/Reading Performance	Priority	
20	130801	MEADOWLAND CHARTER SCHOOL	130801001	MEADOWLAND CHARTER SCHOOL	TTIPS, Math/Reading Performance	Priority	
20	232903	UVALDE CISD	232903002	EXCEL ACADEMY	Math/Reading Performance	Priority (Progress)	*
20	254901	CRYSTAL CITY ISD	254901101	DR TOMAS RIVERA-ZAVALA EL	Math/Reading Performance	Priority	
20	254901	CRYSTAL CITY ISD	254901104	BENITO JUAREZ MIDDLE	Math/Reading Performance	Priority (Progress)	
20	254902	LA PRYOR ISD	254902101	LA PRYOR EL	Math/Reading Performance	Priority (Progress)	

## Texans Can- Priority Schools

Campus Name	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Currently a
<b>Dallas Can Academy Charter- Ross Ave. Campus # 057804001</b>	Reading	Reading/Math	Grad	Grad	Grad	Yes
<b>Dallas Can Academy-Oak Cliff Campus # 057804002</b>	Met AYP	Math	Reading/Math	Reading/Math	Reading/Math	Yes
<b>Dallas Can Academy-Carrollton/Farmers Campus # 057804003</b>	Met AYP	Met AYP	Grad	Grad	Grad	Yes
<b>Dallas Can Academy at Pleasant Grove Campus # 057804004</b>	Met AYP	Grad	Grad	Grad	Grad	Yes
<b>Dallas Can Academy-Grant East Campus # 057804005</b>	N/A	N/A	N/A	N/A	N/A	-
<b>Austin Can Academy Campus #057804006</b>	Grad	Reading/Math	Grad	Grad	Grad	Yes
<b>Fort Worth Can Academy-Campus Drive Campus #057804007</b>	Met AYP	Grad	Grad	Grad	Grad	Yes
<b>Fort Worth Can Academy-South (Lancaster Ave.) Campus #057804008</b>	Grad	Met AYP	Grad	Grad	Grad	Yes
<b>Houston Can Academy-North New Campus #057804009</b>	Grad	Reading/Math	Grad	Grad	Grad	Yes
<b>Houston Can Academy-Hobby Campus #057804010</b>	Reading/Math	Reading/Math	Grad	Grad	Grad	Yes
<b>San Antonio Can Academy Campus #057804011</b>	Reading/Math	Math	Grad	Grad	Grad	Yes

\*Priority Schools lists did not exist before 2013-2014; AYP Reports were used to monitor this data

## Texans Can- Priority Schools

### **Campuses which have changed names and/or campus numbers:**

Dallas Can Academy-Carrollton/Farmers; Campus # 057804003

Formerly: [Texans Can at Carrollton-Farmers; same Campus #057804003](#)

Austin Can Academy; Campus #057804006

Formerly: [Austin Can Academy Charter School; Campus #227818001](#)

Fort Worth Can Academy-Campus Drive; Campus #057804007

Formerly: [Fort Worth Can Academy Campus # 220804001](#)

Fort Worth Can Academy-South (Lancaster Avenue); Campus #057804008

Formerly: [Fort Worth Can Academy-River Oaks; Campus # 220804002](#)

Houston Can Academy-North; Campus #057804009

Formerly: [Houston Can Academy Charter School; Campus # 101812001](#)

Houston Can Academy-Hobby; Campus #057804010

Formerly: [Houston Can Academy Charter School- Hobby; Campus # 101812002](#)

San Antonio Can Academy; Campus #057804011

Formerly: [San Antonio Can HS; Campus #015817001](#)

## Texans Can Academies – Teacher Incentive Fund (TIF) Grant Program

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



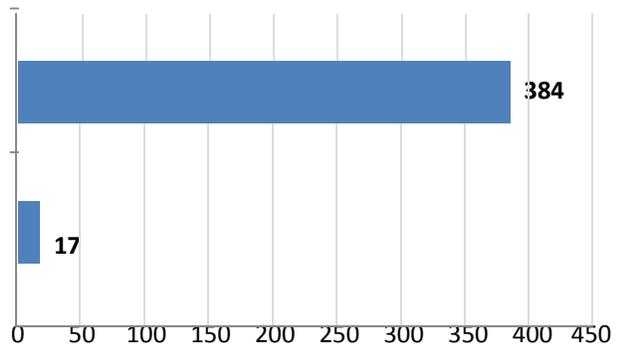
**Respondents**

Austin Can	Dallas-Ross Ave	Dallas - Oak Cliff	Dallas - Carrollton/Farmers	Dallas-Pleasant Grove	Dallas-Grant East	Fort Worth-Campus Drive	Fort Worth-South	Houston-North	Houston-Hobby	San Antonio Can
32	45	51	31	39	26	32	25	35	33	35

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**

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.	384	97%
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.	17	13%

# Texans Can Exact Hire and Applicant Tracking On-Boarding Process


214-944-1985






🔍

[ADMINISTRATION](#) [OUR SCHOOLS](#) [STUDENTS & PARENTS](#) [NEWSROOM](#) [EVENTS](#) [SUPPORT US](#) [JOIN US](#)



## JOIN OUR TEAM

JOIN US

JOIN US

Print Share

Employment Opportunities

Interested in employment opportunities with Texans Can Academies?

Our staff of dedicated teachers, administrators, and support personnel are key to the success of our mission.

If you'd like to join our team, please [search for a position](#) and submit an application.



TAYLOR'S STORY

"The teachers were wonderful! The school places a lot of importance on reading. We do Marquez reading in all our classes."

MORE >


214-944-1985





[OUR STORY](#) [OUR SCHOOLS](#) [STUDENTS & PARENTS](#) [NEWSROOM](#) [EVENTS](#) [SUPPORT US](#) [JOIN US](#)

## Job Listings

Jobs
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Current Job Listings

Below is a list of the current openings with our company. Click on any of the column titles to sort the list based on that field. Click on the job title to learn more about the opening.

Academic Achievement Specialist

Full Time | Hobby | Houston, TX, USA

Admissions Clerk

Full Time | San Antonio | San Antonio, TX, USA

Business Manager

Full Time | Finance - Finance | Dallas, TX, USA

Development Director

Full Time | Development - Development | San Antonio, TX, USA

Development Support Coordinator

Full Time | Development - Development | Dallas, TX, USA

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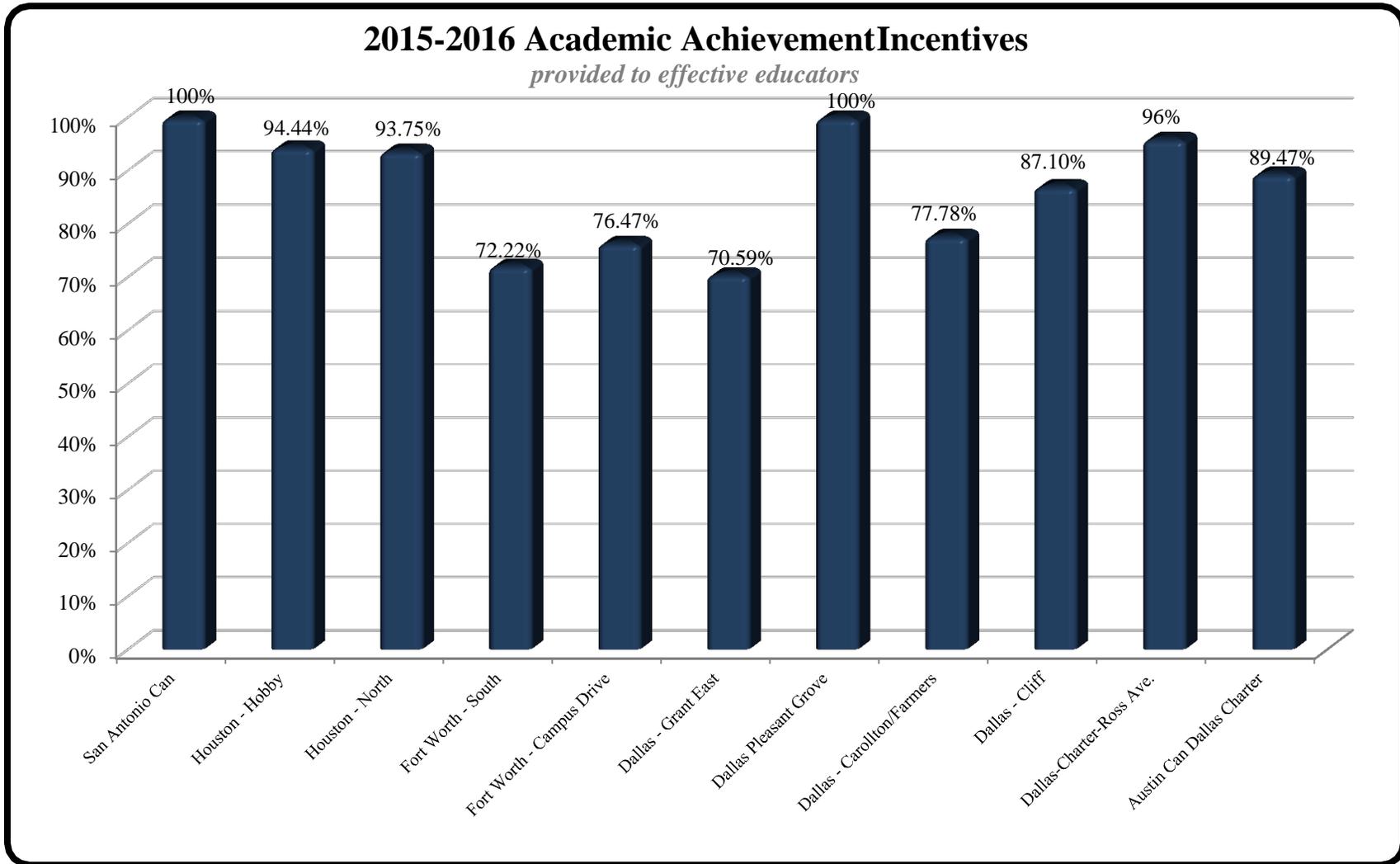








# Project READY-2ExCel



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*Project READY-2ExCel*

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

In response to Competitive Priority 2 (CP2), Texans Can will address overall: (1) Improving Teacher Effectiveness and (2) Promoting Equitable Access to Effective Educators, as described further in *Project READY-2ExCel* sections (a) to (e). Texans Can defines excellent and effective educators to be those who are fully able to support students in being and remaining on track with the skills needed to not only graduate from high school but be ready for college, careers and life. Furthermore, effectiveness is being assessed and measured using validated (e.g. TalentEd, VAL-ED, etc.) evaluation and support system along with a variety of measures of teaching and learning. According to Lemke, et. al. (2012),<sup>i</sup> 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)<sup>ii</sup>, indicates that most teacher compensation systems are “lockstep,” rewarding years of experience and educational attainment while ignoring a teacher’s impact in the classroom. Texan Can is committed to overcoming any barriers and challenges that exist in placing effective teachers with the students who need them the most. This begins with their Human Capital Management System (HCMS): recruitment and hiring process and goes well into the retention through establishing mentoring, induction, development and strategic compensation through implementing a performance-based compensation system. Texans Can has experienced the problem of inequitable access, and as aligned to research, realizes it begins with the supply of teachers and educators including effective leaders, and can compound over time as new teachers and educators develop their knowledge, skills and competencies.<sup>iii</sup> Therefore, through lessons learned, wide range of research and multiple measures of data, Texans Can over the last two years, has developed a plan which

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*Project READY-2ExCel*

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imbeds into the current HCMS a Performance-based Compensation System (PBCS) proven practices that that can; (1) **Improve teacher effectiveness** and, (2) **promote and improve equitable access** for low-come and minority students **to effective educators**.

**Improve teacher effectiveness:** Texans Can, in effort to improve overall recruiting, hiring, developing and retaining effective educators, has engaged in large scale systemic efforts to improve teacher effectiveness. A key example, in the spring of 2014 Texans Can, in a State of Texas (Texas Education Agency – TEA) competitive application process was awarded one of 17 state-wide local education agency (LEA) systems to pilot a teacher, educator and administrator project-based compensation system program known as the Educator Excellence Innovation Program (EEIP). Through the EEIP program, Texans Can has systematically transformed their human capital management systems (HCMS) by implementing comprehensive research-based strategies incorporating best practices in the areas of teacher recruitment, mentoring, induction, development, retention, and strategic compensation. Texans Can is measuring teacher effectiveness using validated intuitive evaluation software to improve operational efficiencies, minimize risk and oversee management process. This includes piloting a PBCS for incentive pay to reward and retain highly effective educators. Comprehensive efforts to improve/measure educator effectiveness are described in the project design and management sections, respectively.

**Promote and improve equitable access of effective educators to high need students:** Texans Can has examined the issue of inequitable access across and within their system, and is working diligently to identify those teachers who consistently demonstrate effectiveness in the classroom. To further address the issue of inequitable access Texans Can makes informed decisions around teacher student equitable placement on the following understandings: (1) impact that initial placement has on a teacher’s career and student learning, (2) the amount of time he or she will

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*Project READY-2ExCel*

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stay in his or her initial placement, and (3) the reasoning behind his or her decision to consider transfer to another school or district or to leave the profession entirely.<sup>iv</sup> Texans Can specifically and purposefully is retaining their most effective teachers at a higher rate, as well as compensating those, accordingly (Appendix F9 – Academic Achievement Incentives). This is being accomplished with a quality HCMS which includes but not limited to: 1) a comprehensive school reform approach that provides opportunities for career advancement, professional growth, instructionally focused accountability, and competitive compensation for educators; leadership analyzed the practices and characteristics in Texans Can schools as the starting point to develop a set of actions for breaking the cycle of low performance and to accelerate the pace of improvement (e. g. staff who do not support/ resist reform must be removed from the school, principals needs the time and authority to reform a school, etc.); and Teacher Cadres where highly effective and experienced teachers become turnaround specialists with the help of a master/mentor teacher, coach, through effective mentoring, feedback, reflection, and places team teachers in the schools where needed.

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

Texans Can 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 F22 – State Equity Plan). The attached state plan denotes a gap regarding inexperienced teachers and therefore, the 2015 Equity Plan was framed around the statewide equity gap. As mentioned above, the deep involvement of Texan Can in the EEIP (state/TEA) program is a major example of how they are and will continue to promote equitable access through a key state plan strategy. The equitable increase of access for students from low-income



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*Project READY-2ExCel*

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and minority families including English Learners, at-risk and students with disabilities will be accomplished by (1) Hiring, preparing and ongoing training of effective new teachers and educators that have a skillset, expertise and will to educate children from 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) Appropriately providing incentives to educators for student performance and classroom observation; and (5) Offering opportunities for promotions, career advancement, professional growth, leadership roles, added responsibilities and competitive compensation.

Texans Can has developed and continues to refine their on-boarding, selection and retention systemic processes. In the last 2 years, Texans Can has analyzed the relationship between educators' effectiveness and student outcomes, and compensates educators accordingly as aligned to the PBCS. The plan was developed using key metrics, analyzing data and measuring the percentage of educators found to be effective. Texans Can utilizes these metrics and data-analysis for retention, recruitment and selection, as well as to ensure highest need students are placed equitably with effective educators. The actions of Texans Can leadership through the EEIP have proven successful from 2014 to present in the recruitment, retention, selection, compensation and equitable access for high-need students to effective teachers and educators.

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*Project READY-2ExCel*

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- <sup>i</sup> Lemke, M., et al., 2012, “Providing Effective Teachers for All Students: Examples from Five Districts,” Washington, DC: U.S. Department of Education.
- <sup>ii</sup> 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>
- <sup>iii</sup> StudentsFirstNY, 2013, “Unsatisfactory: The Distribution of Teacher [http://d3n8a8pro7vhm.cloudfront.net/studentsfirstny/legacy\\_url/176/SFNY-Unsatisfactory-Report.pdf?1414014398](http://d3n8a8pro7vhm.cloudfront.net/studentsfirstny/legacy_url/176/SFNY-Unsatisfactory-Report.pdf?1414014398). 16
- <sup>iv</sup> Goldhaber, Dan, et al., 2009, “Teacher Career Paths, Teacher Quality, and Persistence in the Classroom: Are Public Schools Keeping Their Best?” (Washington, DC: National Center for Analysis of Longitudinal Data in Educational Research).

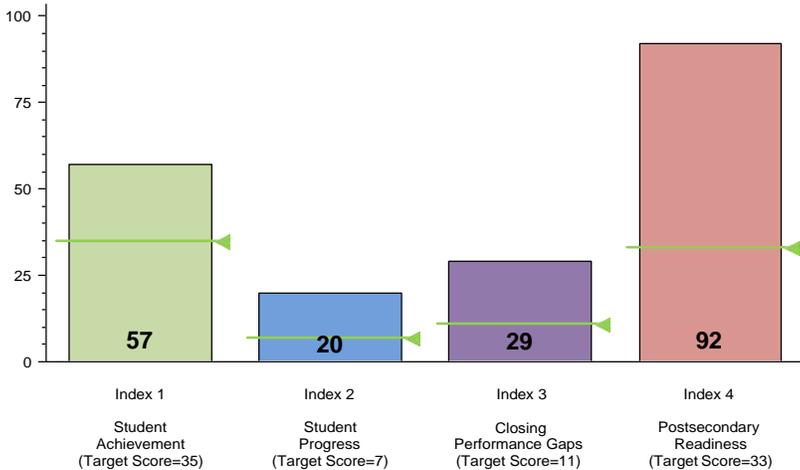
**TEXAS EDUCATION AGENCY  
2015 Accountability Summary  
TEXANS CAN ACADEMIES (057804)**

**Accountability Rating**  
**Met Alternative Standard**

<b>Met Standards on</b> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	<b>Did Not Meet Standards on</b> - NONE
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

**Performance Index Report**

**Distinction Designation**



<b>Postsecondary Readiness</b>
<b>NOT ELIGIBLE</b>

**Performance Index Summary**

**State System Safeguards**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	4,159	7,322	57
2 - Student Progress	203	1,000	20
3 - Closing Performance Gaps	703	2,400	29
4 - Postsecondary Readiness			
STAAR Score	2.7		
Graduation Rate Score	59.3		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		92*

Number and Percent of Indicators Met	
Performance Rates	11 out of 27 = 41%
Participation Rates	14 out of 14 = 100%
Graduation Rates	2 out of 7 = 29%
<b>Total</b>	<b>27 out of 48 = 56%</b>

\* Includes bonus points that may have been added to the Index 4 Score.

**TEXAS EDUCATION AGENCY**  
**2015 Index 1: Student Achievement Calculation Report**  
**TEXANS CAN ACADEMIES (057804)**

Appendix F11

	Reading	Mathematics	Writing	Science	Social Studies	Total	% Phase-in Satisfactory Standard	Index Points
# at Phase-in Satisfactory Standard ‡	2,053	629	0	546	931	4,159		
Total Tests	3,829	1,277	0	818	1,398	7,322	57	57
<b>Index 1 Score (Target = 35)</b>								<b>57</b>

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Index 1: Student Achievement Data Table**  
**TEXANS CAN ACADEMIES (057804)**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2015 STAAR Performance ‡</b>											
<b>All Subjects</b>											
Percent of Tests											
% at Phase-in Satisfactory Standard	57%	51%	59%	68%	50%	62%	-	77%	29%	57%	45%
Number of Tests											
<b>Reading</b>											
Percent of Tests											
% at Phase-in Satisfactory Standard	54%	47%	56%	71%	*	*	-	64%	24%	53%	39%
Number of Tests											
# at Phase-in Satisfactory Standard	2,053	545	1,442	51	*	*	-	7	83	1,894	327
Total Tests	3,829	1,163	2,566	72	*	*	-	11	339	3,555	832
<b>Mathematics</b>											
Percent of Tests											
% at Phase-in Satisfactory Standard	49%	44%	52%	61%	*	*	-	*	26%	49%	44%
Number of Tests											
# at Phase-in Satisfactory Standard	629	182	426	17	*	*	-	*	43	581	115
Total Tests	1,277	417	824	28	*	*	-	*	164	1,184	264
<b>Writing</b>											
Percent of Tests											
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Number of Tests											
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-
<b>Science</b>											
Percent of Tests											
% at Phase-in Satisfactory Standard	67%	68%	65%	87%	*	*	-	*	43%	68%	52%
Number of Tests											
# at Phase-in Satisfactory Standard	546	180	347	13	*	*	-	*	50	517	91
Total Tests	818	263	532	15	*	*	-	*	117	765	176
<b>Social Studies</b>											
Percent of Tests											
% at Phase-in Satisfactory Standard	67%	59%	70%	61%	*	*	-	100%	31%	66%	59%
Number of Tests											
# at Phase-in Satisfactory Standard	931	246	652	19	*	*	-	8	43	861	158
Total Tests	1,398	417	933	31	*	*	-	8	140	1,308	266

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.



# *READY-2ExCel*

## 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.



Cloud- Based K- 12 Teacher Evaluation Software

# A Better Way to Evaluate Your Teachers

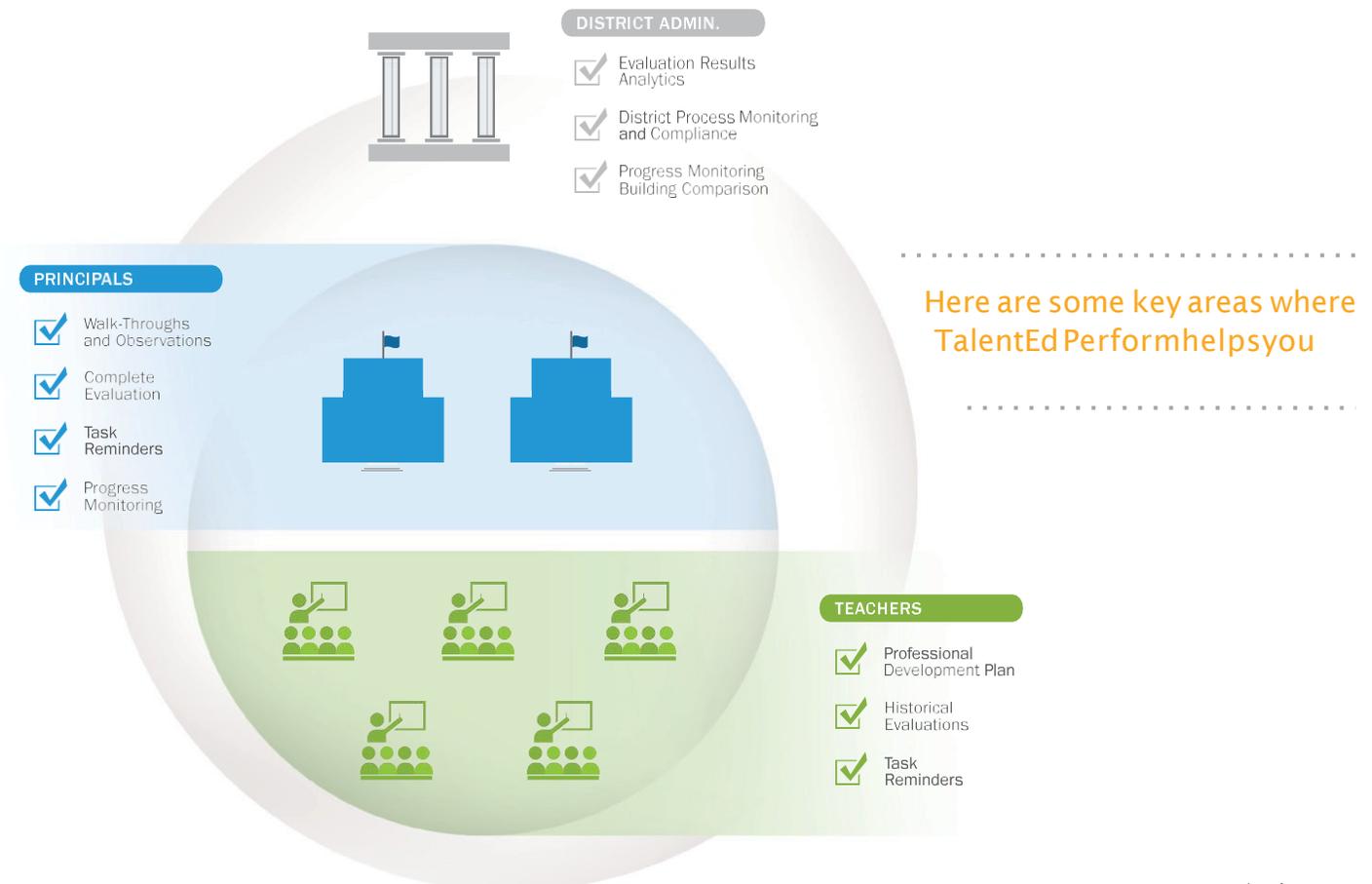




## TalentEd Perform™ Frees You Up to Focus on What's Important — Helping Your Teachers and Staff Grow

**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 any time.



## 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
- PD Content
- 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 MY FOLD

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

1

**Evaluation Summary**

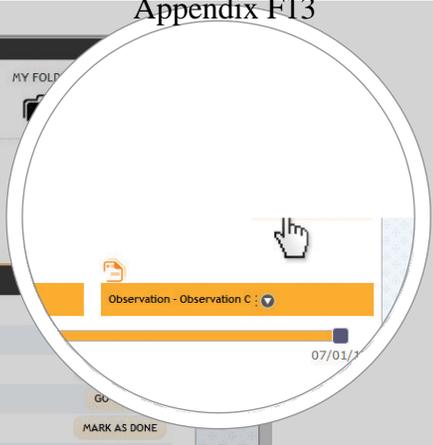
7 Without 6 Incomplete 2 Complete

**Quick Reports**

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

**Action Plan Summary**

15 Without 0 Incomplete 0 Complete



Welcome Collin O'Leary

TalentEd Perform SPRING 2012

Building: Laguna Elementary Marty Brewer

Task: Observation B

### Observation B

Teacher: Marty Brewer

Observer: Collin O'Leary

Date: 02/08/2012

**I. Instructional Techniques:**

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

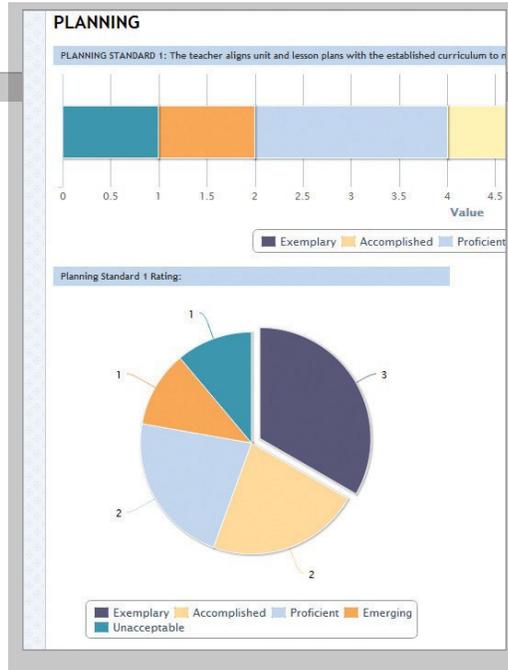
Unsatisfactory Satisfactory Proficient

Comments

The teacher demonstrates appropriate preparation for instruction.

Back Save Progress Form Sharing Save & Submit 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)*  
 across the nation.



**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

Lincoln Public Schools -  
32,000 students  
Lincoln, NE



Monroe Public Schools

Monroe, MI

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for a free online  
demonstration.

[www.TalentEdK12.com](http://www.TalentEdK12.com)

For more information:

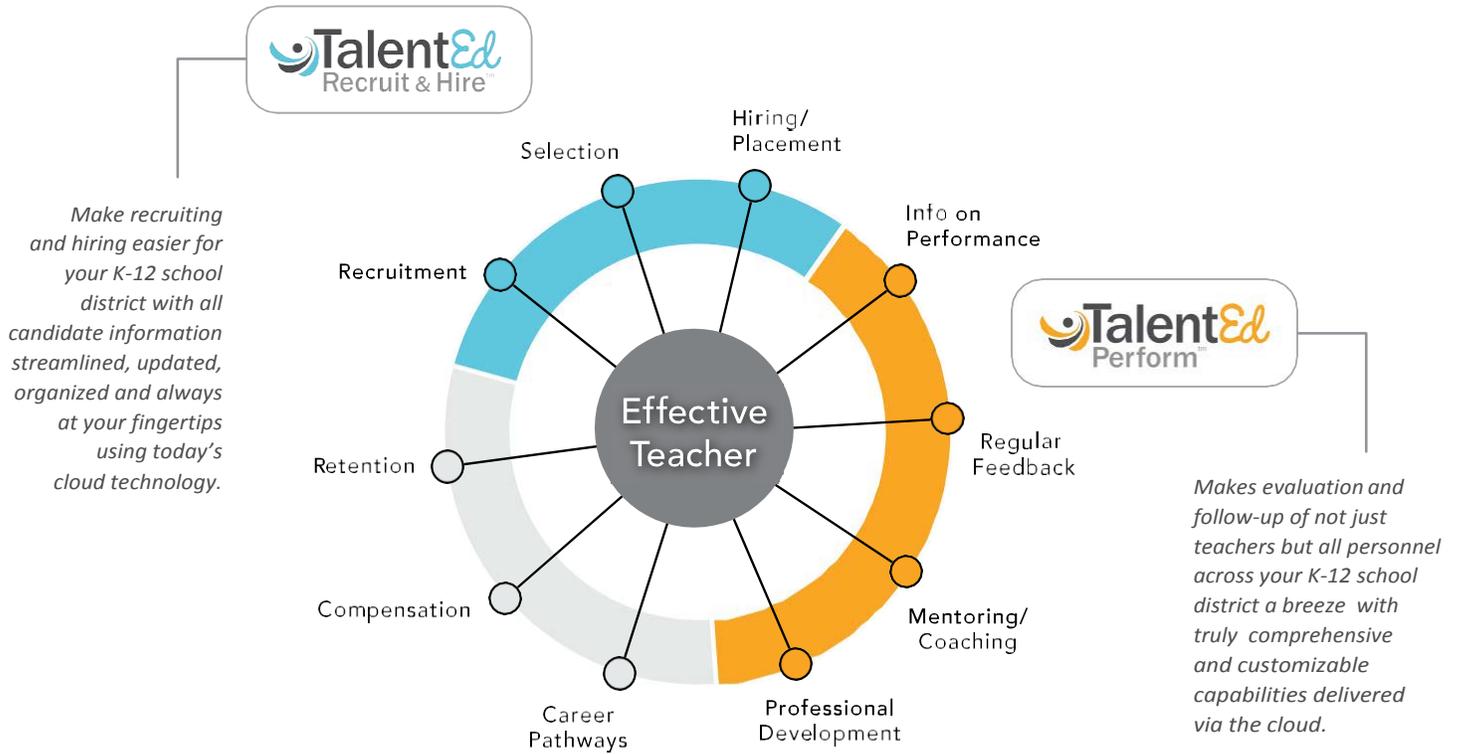
1.800.490.9686

[Mitch.Parker@Netchemia.com](mailto:Mitch.Parker@Netchemia.com)

169

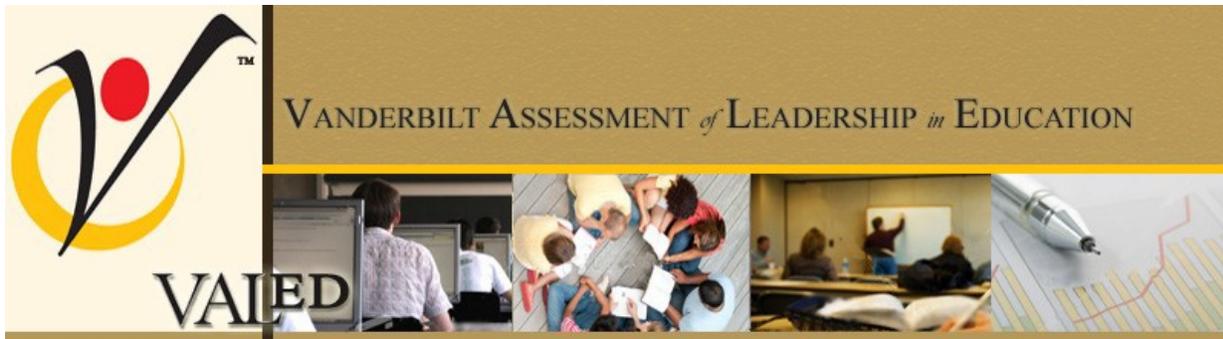
# TalentEd™ | K-12 Strategic Talent Management Suite

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](http://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	<input type="checkbox"/> High standards for student learning <input type="checkbox"/> Systemic performance accountability	<ul style="list-style-type: none"> <li>• Develops a plan for collecting data to review student learning against high standards.</li> <li>• Promotes recognition and rewards for students who achieve high standards of academic learning.</li> </ul>
2. Developing a school culture and instructional program conducive to student learning and staff professional growth	<ul style="list-style-type: none"> <li>• Rigorous curriculum (content)</li> <li>• Quality instruction (pedagogy)</li> <li>• Culture of learning &amp; professional behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Develops procedures for reviewing student work to assess the rigor of the curriculum.</li> <li>• Implements the use of research-based instructional strategies.</li> </ul>
3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment	<ul style="list-style-type: none"> <li>• Culture of learning &amp; professional behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Uses faculty expertise and knowledge in making decisions.</li> <li>• Implements school-wide rules and consequences to manage student behavior.</li> </ul>
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources	<ul style="list-style-type: none"> <li>• Connections to external communities</li> </ul>	<ul style="list-style-type: none"> <li>• Plans with social service agencies for safety nets in support of student learning.</li> <li>• Creates opportunities for parents to work with teachers on their child's instruction.</li> </ul>
5. Acting with integrity, fairness, and in an ethical manner	<input type="checkbox"/> Culture of learning & professional behavior <input type="checkbox"/> Systemic performance accountability	<ul style="list-style-type: none"> <li>• Plans data collection to hold school leaders accountable for student academic and social learning.</li> <li>• Listens to faculty feedback about its accountability programs.</li> </ul>
6. Understanding, responding to, and influencing the political, social, legal, and cultural context	<ul style="list-style-type: none"> <li>• High standards for student learning</li> <li>• Connections to external communities</li> </ul>	<ul style="list-style-type: none"> <li>• Challenges parents to offer quality instructional experiences at home.</li> <li>• Advocates on behalf of families to express their opinions and needs.</li> </ul>

**Alignment Illustration II – ISLLC in the VAL-ED Framework**

VAL-ED Key Processes	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
<b>VAL-ED Core Components</b>						
1. High Standards for Student Learning	1	1	1	1, 6	1	1
2. Rigorous Curriculum	2	2	2	2	2	2
3. Quality Instruction	2	2	2	2	2	2
4. Culture of Learning & Professional Behaviors	2, 3, 5	2, 3, 5	2, 3, 5	2, 3, 5	2,3, 5	2, 3, 5
5. Connections to External Communities	4	4	4	4, 6	4	4
6. Systemic Performance Accountability	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](http://www.valed.com)

Published by the Council of Chief State School Officers, Washington, DC, 2008: [www.ccsso.org](http://www.ccsso.org)



Texas Education Agency

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • S12 46 • 983 • FAX • tea.texas.gov

## Division of Grants Administration

<p><b>NOTICE OF GRANT AWARD ENCLOSED</b></p>
--

May 4, 2016

Mr. Oscar Rodriguez  
Superintendent  
Texans Can Academies  
325 W. 12th, Ste. 200  
Dallas, TX 75208  
County District Number: 057-804

Subject: Notice of Grant Award (NOGA) for 2016-2017 Educator Excellence Innovation Program,  
Year 3  
NOGA ID Number: **160291177110015**

This letter contains important information pertaining to your approved Texas Education Agency (TEA) grant application, expenditure reporting requirements for the above-mentioned grant, and the use of the expenditure reporting (ER) system to request grant payments.

TEA, as the pass-through entity, is the grantee from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities such as local educational agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this NOGA transmittal letter, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

### Notice of Grant Award (NOGA)

The approved application, NOGA, and Supplement to NOGA are enclosed with this letter. All pages of the approved application should be reviewed for any changes made during negotiation to ensure all funds are expended and all activities are conducted according to the terms and conditions of the approved grant.

### Project Period

The project period for the above-mentioned grant is stated on your NOGA. All encumbrances/obligations must occur on or between the beginning and ending dates of the subaward unless pre-award costs are expressly permitted for the individual grant program.

In general, goods or services delivered near the end of the grant period may be viewed by TEA as not necessary to accomplish the objectives of the current grant program; however, TEA will evaluate such expenditures on a case-by-case basis. A TEA monitor or an auditor may disallow those expenditures if the subgrantee is unable to (1) document the need for the expenditures, (2) demonstrate that program beneficiaries receive benefit from the late expenditures, or (3) negate the appearance of "stockpiling" supplies or equipment.

The subrecipient must receive the benefit and liquidate (record as an expenditure) all obligations incurred under the subaward no later than the revised final expenditure report due date. An encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in 2 CFR Part 200 of EDGAR (as applicable) and program rules, regulations, and guidelines contained elsewhere. This provision applies to all grant programs, including state and federal, discretionary and formula.

### **Fingerprinting Requirement**

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a subgrantee or a contractor of the subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#). Fingerprinting Requirement.

### **Amendments**

If the subgrantee needs to amend the application to request authorization for changes that require approval, the subgrantee must obtain approval from TEA by submitting an amendment prior to the date the subgrantee encumbers such funds and/or such services are rendered. Refer to the "When to Amend the Application" document and accompanying training presentation posted in the Amendment Submission Guidance section of the [Administering a Grant](#) page. An amendment is effective on the day it is received by TEA in substantially approvable form yet is subject to negotiation.

The last day to submit an amendment to TEA is stated on the [TEA Grant Opportunities](#) page.

### **25% Budget Variation Cannot Be Exceeded**

A budget amendment is required when cumulative transfers among direct cost categories exceed or are expected to exceed 25% of the *total current approved budget*. A grantee may transfer funds among existing budgeted categories without submitting an amendment as long as the total amount of funds transferred is 25% or less of the total current approved budget. This provision does not allow for the purchase of additional units of equipment, but it does allow for the purchase of previously approved items that cost more than budgeted amounts. The total expenditures for programs budgeted cannot exceed the total amount approved for each program budget.

### **Cash Management Requirements**

The subgrantee must account for and expend federal funds in accordance with federal statute, state laws, and the terms and conditions of the award.

There are two types of methods available to a subgrantee to request payments. These include: reimbursement and cash advances.

**Reimbursement:** In a reimbursement method, a subgrantee draws down federal funds from the expenditure reporting (ER) system after the subgrantee has already paid the funds. In an effort to allow subgrantees with additional flexibility, TEA has defined reimbursement as drawing down funds on, or after, the day the subgrantee has mailed, delivered, or submitted an electronic payment. For audit purposes, the subgrantee must track the date it mailed, delivered, or submitted an electronic payment as proof for reimbursement method. Under the reimbursement method, a subgrantee is not required to deposit funds in an interest bearing account.

**Cash Advance:** Under the cash advance method, a subgrantee draws down federal funds in advance of when the funds will be paid out. The use of this payment method requires the subgrantee to have written procedures that minimizes the time elapsing between when the subgrantee requests a draw down and when the subgrantee will issue the payment for the program purpose.

Advance payments must be limited to the minimum amounts needed and be timed to be in accordance with the actual, immediate cash requirements in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to

the actual disbursements for direct program or project costs and the proportionate share of allowable indirect costs.

Subgrantees must have written procedures and internal controls for cash management to ensure that only the actual amount of cash needed will be requested, and that the cash received will be paid out. Procedures should show that the subgrantee plans carefully for cash flows for grant projects and reviews cash requirements before each request for payment. Cash management procedures are monitored during monitoring visits and during the annual independent audit.

### **Requesting Payment through the Expenditure Reporting (ER) System**

Subgrantees in good standing are required to use the expenditure reporting (ER) system to record expenditures and request payment. Subgrantees may generally enter total expenditures by class/object code into the ER system up to 30 days following the ending date of the grant. The subrecipient is responsible for ensuring the Grantee Manager and/or Grantee Official, or such person using the Grantee Manager or Grantee Official's credentials, has been authorized by the subrecipient organization to enter the organization into legally binding agreements for grant payment purposes prior to the Grantee Manager or Grantee Official certifying and submitting expenditure payment requests in the ER system. This authorized official must certify each request for payment as described in 2 CFR § 200.4 15.

### **Accessing ER**

To access ER, all individuals reporting and certifying expenditures are required to have an individual TEASE username and password. For security purposes, the TEASE username and password are not to be shared with any other user. The ER system is designed to accommodate a segregation of duties between the staff member who enters the drawdown into the ER system and the authorized official who certifies and submits the request. Failure to have such segregation of duties could be a sign of insufficient internal controls indicating risk of inadequate fund management. TEA strongly recommends the segregation of duties and may impose additional specific conditions on subgrant awards when risk is identified.

Each user will have a unique username and password. If you have not yet applied for a TEASE username and password, you can access the [application form and instructions](#). The username and password will be emailed to you.

To access ER, go directly to the [TEASE login page](#).

Enter your TEASE username and password and click the **Continue** button. Then click on **Expenditure Reporting** from the application list.

### **Expenditure Reporting by Class/Object Code in ER**

Expenditures must be reported in the ER system by class/object code. TEA implements this process to demonstrate compliance with federal monitoring expectations/auditing standards and to mitigate the need for subgrantees that are not identified as high-risk by TEA to submit supporting expenditure documentation for payment requests that exceed grant threshold requirements. High-risk subgrantees are required to submit requested supporting documentation to TEA.

### **Documentation of Expenditures**

For any payment request in ER, TEA reserves the right to request additional supporting documentation including but not limited to the general ledger, payroll ledger, and copies of payroll checks, invoices, receipts, and travel vouchers before authorizing payment. TEA may request you to upload any such document to your payment request in ER. Payment will not be approved or processed until the requested documentation is received and determined to be allowable under the grant.

### **Denial of Expenditure Reports**

When reporting expenditures by class/object code, TEA will automatically deny any expenditure report as follows:

- Where the subgrantee is claiming expenditures in a class/object code not budgeted in the approved application
- When the total amount exceeds the total amount of the grant

### **ER Requests Requiring Manual Review and Approval**

Thresholds are established for each grant program to allow for the automatic approval of payments as long as the payments are within the established thresholds. Payments will be approved automatically as long as an individual request does not exceed the established threshold percentage. The ER system will automatically forward any request for payment that exceeds the established thresholds to TEA staff for review and approval. TEA staff will consider each request to exceed the established thresholds on a case-by-case basis.

In addition, the ER system has various system criteria that allow TEA staff to monitor requests for payment. If a draw down request violates an ER system criteria, TEA staff will manually review the draw down request and contact the subgrantee for a narrative payment justification.

### **Due Date of Expenditure Report**

The deadline for reporting total final expenditures by class/object code is stated on the TEA [Grant Opportunities](#) page.

### **Refunds for Excess Payments**

All refunds for excess payments received (*not for interest earned on federal funds*) must be submitted to:

Texas Education Agency-MS  
P. O. Box 13717  
Austin TX 78711-3717

Write the name of the grant program and the NOGA ID number on the refund check. The refund will be credited to the NOGA ID from which the excess funds were drawn down.

### **For Assistance**

With any issues or questions related to the programmatic aspects of the grant, please contact the Division of Educator Leadership and Quality at (512) 463-2395.

For funding information, please visit the TEA Grant Opportunities page. If you have any other questions, submit them through the TEA Help Desk.

Enclosures  
cc: Linda Johnson

**Organization:** AMERICA CAN!

**County-District:** 057804

**Vendor ID:** 1- 752251099

**Campus/School:** Texans Can Academies

**ESC Region:** 10

**School Year:** 2016

**Notice of Grant Award**

**SAS # A181-16**

**Amendment Number:**

Name of Grant Program	FAR Fund Code	FAR Rev Code	Fed Awd # /CFDA #	Federal Aid Agency	TEA USE Only	Begin Date	End Date	Increase (Decrease)	Amount
2016-2017 EDUCATOR EXCELLENCE INNOVATION PRG YR 3	429	5829			02911617	7/1/2016	10/31/2017	\$0.00	\$999,992.00
								<b>NOGA Total:</b>	<b>\$999,992.00</b>

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An amount of \$0.00 has been reserved for the NotL of Grant Award and will not be disbursed to the subgrantee until TEA has received the final expenditure report and/or final documents required under this grant.

Application and any amendment thereto identified above, Received Date/ Document Control Number/ Application ID 4/20/2016 as revised or negotiated by the Texas Education Agency (TEA), is hereby incorporated by reference and, therefore, made a part of this grant award. Also incorporated by reference into this grant award are the Provisions and Assurances contained in the incorporated application, the Request for Application (if applicable), the instructions to completing the Standard Application System (SAS), any guidelines which accompany the application, including program and fiscal guidelines, and any and all attachments or appendices submitted by the applicant or included by TEA. This grant is made contingent upon the availability of funds from the funding entity to the Texas Education Agency for distribution to the subgrantee named above. If funding is not received, TEA assumes no liability for costs incurred by the grant recipient.

**Offer Accepted by Grantee**

**Approval ID of the Commissioner of Education or  
Designee Texas Education Agency**

**Date**

The signature of the applicant's authorized officer contained on the applicant's application or amended application referred to above, is hereby incorporated by reference and made a part of this grant/award.



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## Texas Education Agency

## Supplement to Notice of Grant Award (NOGA)

1	<b>Subrecipient Name</b> AMERICA CAN! 325 W. 12th, Ste. 200 Dallas, TX 75208-5208	2	<b>Subrecipient Unique Entity Identifier</b>  057-804														
3	<b>Subrecipient Information</b> <table border="1"> <tr> <td data-bbox="233 443 834 474">Grant name:</td> <td data-bbox="834 443 1419 474">2016-2017 EDUCATOR EXCELLENCE INNOVATIO</td> </tr> <tr> <td data-bbox="233 474 834 506">Subaward period of performance start and end date:</td> <td data-bbox="834 474 1419 506">See NOGA certificate</td> </tr> <tr> <td data-bbox="233 506 834 537">Amount of federal funds obligated by this action:</td> <td data-bbox="834 506 1419 537">See NOGA certificate</td> </tr> <tr> <td data-bbox="233 537 834 569">Total amount of federal funds awarded:</td> <td data-bbox="834 537 1419 569">See NOGA certificate</td> </tr> <tr> <td data-bbox="233 569 834 600">Indirect cost rate:</td> <td data-bbox="834 569 1419 600">3.275%</td> </tr> <tr> <td data-bbox="233 600 834 632">De minimis indirect cost rate:</td> <td data-bbox="834 600 1419 632">Not applicable</td> </tr> <tr> <td data-bbox="233 632 834 674">Research and development grant:</td> <td data-bbox="834 632 1419 674">Not applicable</td> </tr> </table>			Grant name:	2016-2017 EDUCATOR EXCELLENCE INNOVATIO	Subaward period of performance start and end date:	See NOGA certificate	Amount of federal funds obligated by this action:	See NOGA certificate	Total amount of federal funds awarded:	See NOGA certificate	Indirect cost rate:	3.275%	De minimis indirect cost rate:	Not applicable	Research and development grant:	Not applicable
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Indirect cost rate:	3.275%																
De minimis indirect cost rate:	Not applicable																
Research and development grant:	Not applicable																
4	<b>Subrecipient Terms and Conditions</b> <ul style="list-style-type: none"> <li>(1) New EDGAR including 2 C.F.R. Part 200 applies</li> <li>(2) Grantprogramrequirements           <ul style="list-style-type: none"> <li>(a) Incorporated by reference in General and Fiscal Guidelines</li> <li>(b) Incorporated by reference in Program Guidelines</li> <li>(c) Incorporated by reference in General Provisions and Assurances</li> <li>(d) Incorporated by reference in Program-Specific Provisions and Assurances (if applicable)</li> </ul> </li> <li>(3) Additional requirements Incorporated by reference in the To The Administrator Addressed correspondence sent to grantee as applicable</li> <li>(4) Access to subrecipient records Per 2 CFR §200.331, the subrecipient must permit TEA as the pass-through entity and auditors to have access to the subrecipient's records and financial statements as necessary for TEA to meet the requirements of this section.</li> <li>(5) Closeout of subaward           <ul style="list-style-type: none"> <li>(a) Incorporated by reference in General and Fiscal Guidelines</li> <li>(b) Incorporated by reference in NOGA transmittal letter</li> </ul> </li> </ul>																
5	<b>Name of Pass-Through Entity</b>  Texas Education Agency	6	<b>Contact Information for TEA Awarding Official</b>  See NOGA certificate														
7	<b>Federal Award Information</b> <table border="1"> <tr> <td data-bbox="233 1598 665 1629">Federal awarding agency:</td> <td data-bbox="665 1598 1419 1629">Not Applicable</td> </tr> <tr> <td data-bbox="233 1629 665 1661">Federal award identification number:</td> <td data-bbox="665 1629 1419 1661">Not Applicable</td> </tr> <tr> <td data-bbox="233 1661 665 1692">CFDA number:</td> <td data-bbox="665 1661 1419 1692">Not Applicable</td> </tr> <tr> <td data-bbox="233 1692 665 1724">CFDA name:</td> <td data-bbox="665 1692 1419 1724">Not Applicable</td> </tr> <tr> <td data-bbox="233 1724 665 1755">Federal award date:</td> <td data-bbox="665 1724 1419 1755">Not Applicable</td> </tr> <tr> <td data-bbox="233 1755 665 1787">Total amount of federal award:</td> <td data-bbox="665 1755 1419 1787">Not Applicable</td> </tr> </table>			Federal awarding agency:	Not Applicable	Federal award identification number:	Not Applicable	CFDA number:	Not Applicable	CFDA name:	Not Applicable	Federal award date:	Not Applicable	Total amount of federal award:	Not Applicable		
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CFDA number:	Not Applicable																
CFDA name:	Not Applicable																
Federal award date:	Not Applicable																
Total amount of federal award:	Not Applicable																
8	<b>Federal Award Project Description</b>  Incorporated by reference in program guidelines																

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KENNY MARCHANT  
24TH 01sn11cr, TE XAS

COMMITTEE ON  
WAYS AND MEANS

COMMITTEE ON EDUCATION  
AND THE WORKFORCE

**Congress of the White State**  
**House of Representatives**  
**Washington, DC 20515-4324**

Appendix F15

WASHINGTON OFFICE:  
1110 LONGWORTH HOUSE OFFICE BUILDING  
WASHINGTON, DC 20516  
1202 225-0605

DISTRICT OFFICE:  
9901 EAST VALLEY RANCH PARKWAY  
SUITE 3036  
IRVING, TX 75063  
(972) 656-0162

June 20, 2016

The Honorable John King  
Secretary  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4260

Dear Secretary King:

I am extending my support for the Texans Can Teacher Incentive Fund (TIF) CFDA Number 84.374A. Texans Can Academies have worked to improve student achievement for at-risk youth throughout the State of Texas for many years.

It is clear that with approval and funding of this proposal, Texans Can will have an opportunity to accomplish meaningful innovations and build a capacity of eleven schools with great educators.

I believe the Teacher Incentive Fund grant opportunity will provide Texans Can a chance to be on the leading edge in defining academic effectiveness and aligning policies, practices and programs in order to drive principal and teacher effectiveness, and student achievement throughout the Texans Can academies.

Thank you for your time and consideration. If you have any questions or concerns, please do not hesitate to contact my office at anytime.

Sincerely,



Kenny Marchant  
Member of Congress



June 21, 2016

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

I am writing in reference to Texans Can Academies application for the Teacher Incentive Fund (TIF) grant from the Department of Education (**Funding Opportunity Number: ED- GRANTS-053116-002/CFDA#: 84.734A**) to implement the Texas TIF program.

It is my understanding that Texans Can's proposal will implement the Texas TIF System in five campuses. Specifically, it targets schools that serve high-poverty populations with low student achievement. The Texas TIF system is a comprehensive model that balances student academic achievement with teacher accountability, professional growth, and development.

Texas was introduced to the TIF system more than 10 years ago. It initially started with a pilot program in three schools. Since then, TIF has expanded to more than half of Texas school campuses and is committed to helping students reach their academic potential and providing a positive learning environment for them to do so by recruiting and retaining high quality teachers. The purpose of this Teachers Incentive Fund grant is to support, develop, and implement sustainable performance-based Compensation Systems for teachers, principals, and other personnel in High-Need Schools.

Texans Can Academy has been supported by Region 10 Education Service Center through Special Populations, Teacher Prep Program, Teaching & Learning, and other support offerings through our center. We are happy to refer them to be in consideration as a recipient of this grant to attract and retain qualified and dedicated teachers for their campuses.

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

*[Handwritten signature: } ) Z . • VU - - |]*

Dr. Lizz  
 Director of Administrative Services  
 Region 10 Education Service Center



June 17, 2016

The Honorable John King, Secretary  
Department  
of Education  
400 Maryland  
Avenue, SW  
Washington,  
DC 20202-  
4260

Dear Secretary King:

Education Service Center, Region 20 (ESC-20) is extending its support for the Texans Can Teacher Incentive Fund (TIF) CFDA Number 84.374A - District application and the innovative plans that its educational leaders have designed to support, develop, and implement sustainable Performance-based Compensation Systems for teachers, principals, and other personnel in High-Need Schools.

It is clear that with approval and funding of this proposal, Texans Can will have an opportunity to accomplish meaningful innovations and build a capacity of eleven schools with great educators. We believe the Teacher Incentive Fund grant opportunity will provide Texans Can a chance to be on the leading edge in defining academic effectiveness and aligning policies, practices and programs in order to drive principal and teacher effectiveness, and student achievement throughout the Texans Can academies. Ultimately this aligns with our goals of improving student performance in the ESC-20 service area. ESC-20 is in full support of Texans Can as they pursue this grant opportunity.

1314 Hines Avenue • San Antonio, Texas 78208-1899 • [www.esc20.net](http://www.esc20.net)  
- AN EQUAL OPPORTUNITY EMPLOYER-



## *Project READY-2ExCel* Professional Development

Various modalities of ongoing professional development (as described in Section C) will be an integral part of *Project READY-2ExCel*. Texans Can, in partnership with reputable higher education institutions, community-based organizations, and private firms will provide year-round professional development (40 hours annually as well as just-in-time on-going support) ) 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, and establishing standards-based classrooms.

Target school educators and staff, aided by the expertise of Texans Can Leadership, and partners, will gain competencies around TIF Professional Development offerings and support. Texans Can will also engage all stakeholders to provide highly effective education for each child in 9-12 system. Texans Can and partners will provide professional development to educators and staff to enhance their instruction and will provide expertise, ongoing support, collaboration, organizational foundation, resources, knowledge, experience and leadership in delivering effective instructional improvement programs as well as pedagogical skills in a way that increases academic achievement levels of students. 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 modalities.

### **Ongoing professional development will include instruction and support for:**

1. **Job-embedded coaching;**
2. **Support System** of Master Teachers, principals, assistant principals, and other school leaders conducting classroom evaluation and assisting in identifying needs;
3. **Educator development**, core content and technology integration training to teachers;
4. Implementation of effective **Professional Learning Communities (PLCs)**; and
5. Use of **evaluation and disaggregated data** (formative/summative, instructional improvement, teacher, principal and other personnel evaluation appraisal system and external evaluation) generated by the Evaluation System and Human Capital Management/Support Systems.



**Project READY-2ExCel  
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><u>Effective pedagogy</u>: 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><u>New teacher development</u>: 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><u>Leadership and team-building skills</u>: Effective (CPT) planning time to foster communication and collaboration among teachers, principals education professionals, family, and community for</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"> <li>• On-going coaching with feedback to enhance instruction and support high-need students;</li> <li>• Needs based intensive and purposeful instructional interventions to accelerate learning;</li> <li>• Effective implementation of the Response to Intervention (RtI) model;</li> <li>• Explicit instruction to support English Learners to enhance cognitive, and language;</li> <li>• Effective use of student outcome data to drive classroom decision-making and student</li> <li>• Training and support for state instructional standards and associated requirements,</li> </ul>

Retrieved from <http://www.ed.gov/oii-news/improving-human-capital>



U.S. Department of Education

[Student Loans](#) | [Grants](#) | [Laws](#)

## Improving Human Capital

Reshaping current human capital policies and practices can fundamentally impact state and district budgets. Staff salaries and benefits are the biggest budget line item for school districts, on average, accounting for more than 70 percent of district expenditures. Rethinking three key components of human capital—the organization of the teaching workforce, teacher professional and career development, and teacher compensation—can serve to increase educational productivity in a dramatic way. In pursuing alternative human capital strategies, it is critical that all stakeholders—from elected officials at all levels to school administrators, school boards, and teacher leaders—are continuously engaged and that their input informs decision-making. Working together in a collaborative manner will increase the likelihood of successful and sustained implementation of new approaches.

- [Organization of the teaching workforce](#)
- [Teacher professional and career development](#)
- [Teacher compensation](#)

[< Back to the \*Increasing Educational Productivity\* index](#)

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## CARS FOR KIDS CAR DONATION CHARITY

Changing lives and helping kids graduate since 1992, **Cars for Kids** is a 501 (c) (3) Non-Profit Organization benefiting the Texans Can Academies of Dallas, Fort Worth, Houston, Austin, and San Antonio. All vehicle and **car donations** help change the lives of at risk youth by providing them the highest quality high school education in an environment where they can flourish and graduate. Our **car donation** program spans all 50 states with our knowledgeable and friendly donation specialists available 24/7. We offer free towing and accept cars, trucks, vans, boats, motorcycles, RVs, campers, jet skis, forklifts, trailers, or almost any type of vehicle whether it is running or not.



Cars for Kids began in Dallas in 1992. We are located at 7100 Marvin D. Love Fwy, Dallas, TX 75237. Cars for Kids was established as the funding arm for Texans Can Academies. We are an IRS approved Tax Exempt, 501(c)(3) charity (Tax ID #46-2077931). We are the only charity owned and operated car donation program that 100 percent of the NET proceeds go directly to support the Charity. We only support Texans Can Academies.

**MANAGEMENT** [Click here for Board of Directors](#)



Richard Marquez – CEO



Malcolm Wentworth – COO

**QUICK DONATE!**

First Name\*

Last Name\*

Email\*

Zip\*

Phone\*

Where did you hear about us?

Year of Car\*

Car Make\*

Vehicle Type:  Car  Boat  Misc

### WHY DONATE TO CARS FOR KIDS?

- **Help change the lives of thousands of local kids with your donation.**
- **Give kids a second chance to earn their high school diploma.**
- **100% of the net proceeds go to the kids.**
- **Receive the highest possible TAX Deduction for your donation.**
- **The donation process is fast and easy.**
- **We provide FREE TOWING and convenient pick up options.**
- **Our friendly staff will assist you with all the paperwork.**
- **We are a Tax Exempt; IRS Approved 501 (c) 3, non-profit charity.**

When you donate a car or vehicle to **Cars for Kids**, you can take comfort in knowing that our charity **car donation** program is the only one of its kind where 100% of the net proceeds go to the kids. In addition to supporting a great cause, you will receive the highest possible TAX deduction.

We are committed to building a brighter future for these kids by giving them a second chance to earn their high school diploma. If you have an old car or boat that you no longer need or want to get rid of then **Write off the car, not the kid** and support **Cars for Kids**. Your tax deductible donation or financial contribution will benefit the Texans Can Academies of Dallas, Fort Worth, Houston, Austin, and San Antonio and help change lives. The donation process is quick and hassle-free, so fill out our contact form or call to speak to one of our donation specialists 24/7.

### Donate Your Car or Vehicle Today!

Cars for Kids is an IRS approved Tax Exempt, 501 (c) (3) charity and non-profit organization (TAX ID #46-2077931). Our car donation program operates in all 50 states including, **TX (Dallas, Fort Worth, Houston, Austin, San Antonio), CA, AZ, FL, MD, and VA**. Donations support Texans Can! Academies and helps educate and provide items such as food, housing, clothing, child care, and other basic necessities for at risk youth as they work toward their high school diploma.



## **Texans Can Employee Education Program (TEEP)** **(for current teachers or others already holding a degree)**



**Texans Can Academies encourages its staff members in furthering their education and professional credentials.** To that end, tuition assistance is available to help staff obtain teacher certification. This program is designed to assist with educational guidance and financial support for employees of Texans Can Academies who wish to obtain additional education and training to become certified teachers.

Administered by Texans Can Academies, this program allows eligible employees to achieve professional growth and greater job satisfaction by enrolling in a teacher certification program to pursue certification, or for assistance in passing the state certification exam. Courses may be taken at Mountain View College, or in some instances, any approved Texas Alternative Certification Program, or degree granting accredited colleges or universities approved by Texans Can and recognized by the Department of Education.

The Texans Can Employee Education Program (TEEP) is specially designed for:

- Employees who are degreed and would like to become a certified core area teacher on one of our campuses
- Current Highly-Qualified, NON-certified teachers
- Current teachers in AC programs in core subject areas or areas deemed to be critical
- Texans Can Certified Teachers who wish to obtain tuition assistance towards advanced degrees in core subject areas such as math, science, social studies and English



## **Texans Can Employee Education Program (TEEP)** **(for current teachers or others already holding a degree)**

### **Eligibility**

Texans Can staff must:

- Be a full time employee or substitute in a long term position and in goodstanding.
- Have been a teacher for Texans Can Academies for at least 1 year to participate in the area of test preparation.
- Commit to 3 years of working at Texans Can Academy as a teacher after completion of the program.

### **Application Process**

The Texans Can Employee Education Program application process is as follows:

1. **Request and submit the application by Friday, June 17, 2016.** Choose the area of certification desired. Indicate whether you need the full program or assistance in passing one or more parts of the state certification exams, or if you are currently in a program.
2. A Supervisor's written recommendation and the completed application must be forwarded to: Human Resource Services Department, Attention: Judith Aguilar.
3. A committee that consists of 1 principal, 1 subject area specialist, 2 Educator Excellence Innovation Program (EEIP) Grant members and 1 member from Human Resource Services will meet to review credentials.
4. Once the application is approved, the employee will receive notification and then the enrollment process in the approved certification program may begin.

***See Course Selection Chart for courses covered under this program.***

***The deadline to submit an application is Friday, June 17, 2016***



**Texans Can Employee Education Program (TEEP)**  
**(for current teachers or others already holding a degree)**

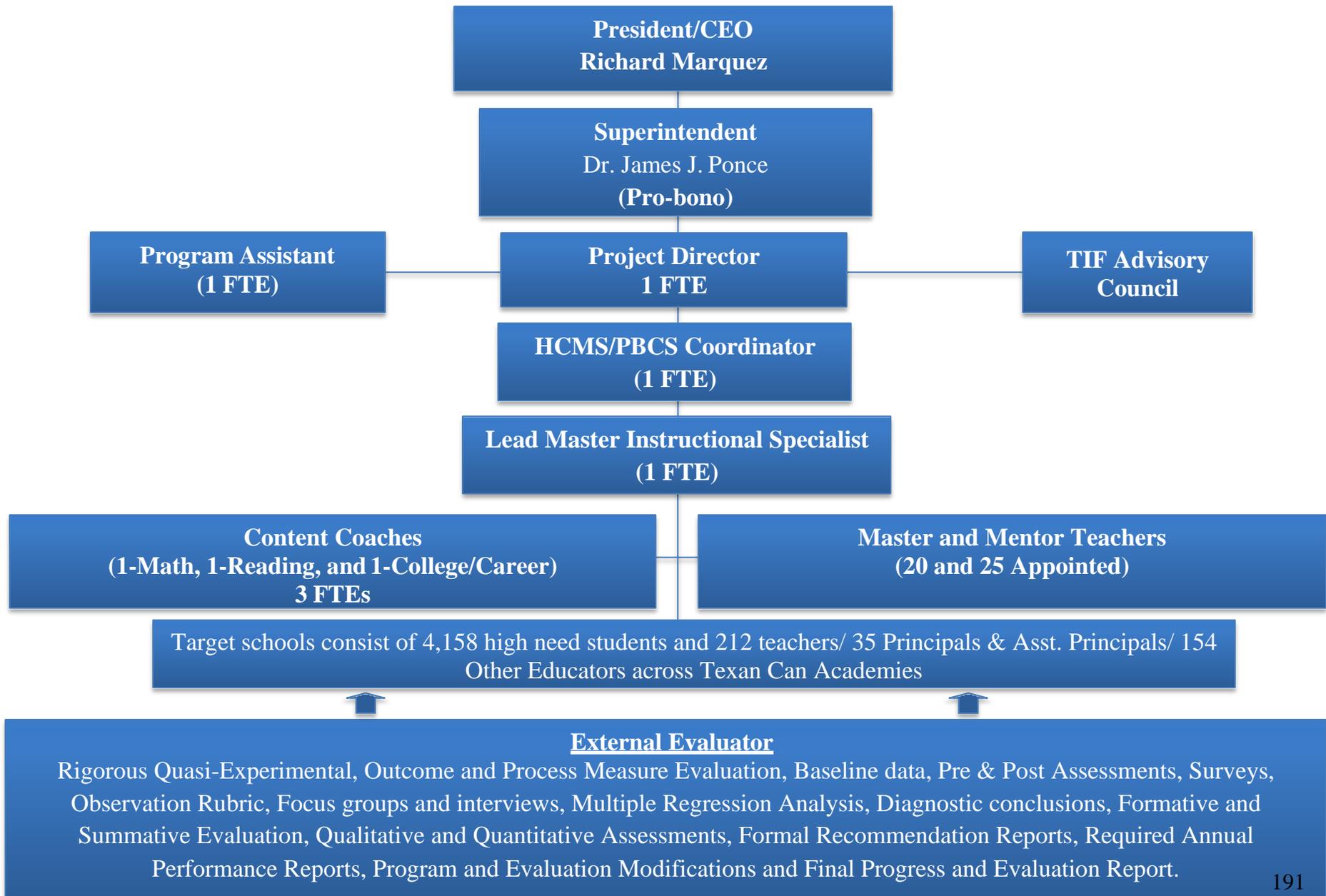
**COURSE SELECTION CHART**

APPLICANT	BENEFITS	AMOUNT
<b>Degreed Employees Desiring to Become Certified Teachers</b>	Enroll in Mountain View College Alternative Certification Program or an approved alternative certification program. Certification Areas Covered: 7-12 Mathematics 7-12 Science 7-12 History 7-12 Social Studies 7-12 English & Language Arts EC-12 Special Education (with core content area) EC-12 Technology App.	<b>The total amount of the program is worth approximately \$3,650 funded by Texans Can Academies through the EEIP Grant</b>
<b>Highly Qualified Teachers</b>	Enroll in Mountain View College Alternative Certification Program designed to assist with tutorials for tested areas. The Certification Areas Covered: 7-12 Mathematics 7-12 Science 7-12 History 7-12 Social Studies 7-12 English & Language Arts EC-12 Special Education EC-12 Technology App.	<b>The total amount of the program is worth approximately \$3,650 funded by Texans Can Academies through the EEIP Grant</b>

***\*Any currently certified teacher who is interested in obtaining an ESL Endorsement may also complete an application***



# *Project READY-2ExCel* ORGANIZATIONAL CHART





## Texans Can Academies Job Description

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**Job Title:** Project Director

**Reports to:** Superintendent

**Dept/School:** Texans Can Academies

**Revision Date:** 6/21/2016

**Primary Purpose:**

Reporting to the superintendent, the individual will work to develop, implement and monitor the READY-2ExCel program in schools. Position develops college awareness programs, coordinates efforts with all partners, provides staff development, monitors the budget, and evaluates the effectiveness of HCMS and PBCS and the READY-2ExCel program. This is a full-time position

**Qualifications:**

**Education/Certification:**

Master's degree in Educational Leadership and Policy required  
Texas principal or other appropriate Texas Certificate

**Special Knowledge/Skills:**

Knowledge of Curriculum and Instruction

**Experience:**

Five years of experience in successfully administering and managing federal programs required  
Experience working with diverse partnerships and managing in-kind resources required  
Three years of demonstrated experience in working with disadvantaged schools, communities and students  
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 READY-2ExCel 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 READY-2ExCel associated programs in support of effective instructional practices, communication and operation efficiency in all of the Texans Can Academies. 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.



## Texans Can Academies Job Description

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- 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.



## Texans Can Academies Job Description

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### **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 READY-2ExCel staff.

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Texans Can Academies 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 \_\_\_\_\_



## Texans Can Academies Job Description

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**Job Title:** HCMS/PBCS Coordinator

**Reports to:** Project Director/Principal

**Dept/School:** Texans Can Academies

**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



## Texans Can Academies Job Description

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- 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 Texans Can Academies 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

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## Texans Can Academies Job Description

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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 \_\_\_\_\_



## Texans Can Academies Job Description

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**Job Title:** College/Career Coach

**Reports to:** Project Director/Principal

**Dept/School:** Texans Can Academies

**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:

Master's Degree in related field  
Texas Teaching Certificate

#### Special Knowledge/Skills:

Knowledge of Texas Essential Knowledge and Skills (TEKS);

#### Experience:

Three years of teaching experience in a K-12<sup>th</sup> grade 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
- Strong knowledge of career development and job search processes



## Texans Can Academies Job Description

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- 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

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Approved by \_\_\_\_\_ Date \_\_\_\_\_

Reviewed by \_\_\_\_\_ Date \_\_\_\_\_



## Texans Can Academies Job Description

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**Job Title:** Math Coach

**Reports to:** Project Director/Principal

**Dept/School:** Texans Can Academies

**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:

Master's Degree in related field  
Texas Teaching Certificate

#### Special Knowledge/Skills:

Knowledge of Texas Essential Knowledge and Skills (TEKS);

#### Experience:

Three years of teaching experience in a K-12<sup>th</sup> grade 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.



## Texans Can Academies Job Description

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- 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 \_\_\_\_\_



## Texans Can Academies Job Description

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**Job Title:** Reading Coach

**Reports to:** Project Director/Principal

**Dept/School:** Texans Can Academies

**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:

Master's Degree in related field  
Texas Teaching Certificate

#### Special Knowledge/Skills:

Knowledge of Texas Essential Knowledge and Skills (TEKS);

#### Experience:

Three years of teaching experience in a K-12<sup>th</sup> grade school setting

### Description of duties:

- Assist Texans Can Academies' 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.



## Texans Can Academies Job Description

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### 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 \_\_\_\_\_



## Texans Can Academies Job Description

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**Job Title:** Lead Master Instructional Specialist

**Reports to:** Project Director/Principal

**Dept/School:** Texans Can Academies

**Revision Date:** 6/21/2016

### Primary Purpose:

The instructional facilitator performs as an instructional specialist in selected schools to increase effectiveness of onsite programs and improve utilization of instructional materials. Additionally, the instructional facilitator promotes development, implementation, and coordination of the school's instructional goals.

### 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 years of teaching experience in a school setting

### Description of duties:

- Assist with data collection and analysis to determine strengths and weaknesses in the school's instructional program
- Develop strategies to address and monitor areas of weakness in the instructional program
- Assist teachers in planning, executing and evaluating student learning experiences
- Identifies, plans, organizes and conducts professional development relevant to school needs
- Model effective instructional strategies through demonstration lessons, mini lessons, video-taped lessons, staff development, etc.
- Monitor lesson planning and delivery to ensure the use of differentiation, best practices, pacing and curricular alignment
- Monitor benchmark or interim assessment efforts, data use, re-teaching, and end of grade testing
- Plans, organizes and conducts parental involvement activities to ensure increased student achievement
- Works as part of the leadership team with the building administrators
- Conducts walkthroughs in conjunction with building administrators
- Execute other duties as assigned and agreed upon by supervisors

### Knowledge, Skills, and Abilities:

- Possess proven leadership in classroom teaching and management skills
- Possess knowledge of effective instructional and assessment strategies designed to serve all students
- Lead and provide training to interpret and enhance the school curriculum modeling instructional best practices



## Texans Can Academies Job Description

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- Develop and maintain positive working relationships with teachers, students, parents, and administrators at all levels
- Manage multiple tasks simultaneously
- Exercise good judgment, take initiative, and work with minimal supervision
- Provide encouragement as well as constructive criticism in an appropriate and professional manner
- Respect confidentiality of personnel and student matters

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Approved by \_\_\_\_\_ Date \_\_\_\_\_

Reviewed by \_\_\_\_\_ Date \_\_\_\_\_



## Texans Can Academies Job Description

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**Job Title:** Master/Mentor Teachers

**Reports to:** Project Director/Principal

**Dept/School:** Texans Can Academies

**Revision Date:** 6/21/2016

### Primary Purpose:

Master Teachers will be paired with new (three years or less), or struggling 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 Texans Can 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
- Ability to work well in a team environment



## Texans Can Academies Job Description

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- 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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## Texans Can Academies Job Description

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Approved by \_\_\_\_\_ Date \_\_\_\_\_

Reviewed by \_\_\_\_\_ Date \_\_\_\_\_



## Texans Can Academies Job Description

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**Job Title:** Program Assistant

**Reports to:** Project Director

**Dept/School:** Texans Can Academies

**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.



## Texans Can Academies Job Description

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- Read, apply, and explain rules, regulations, policies, and procedures

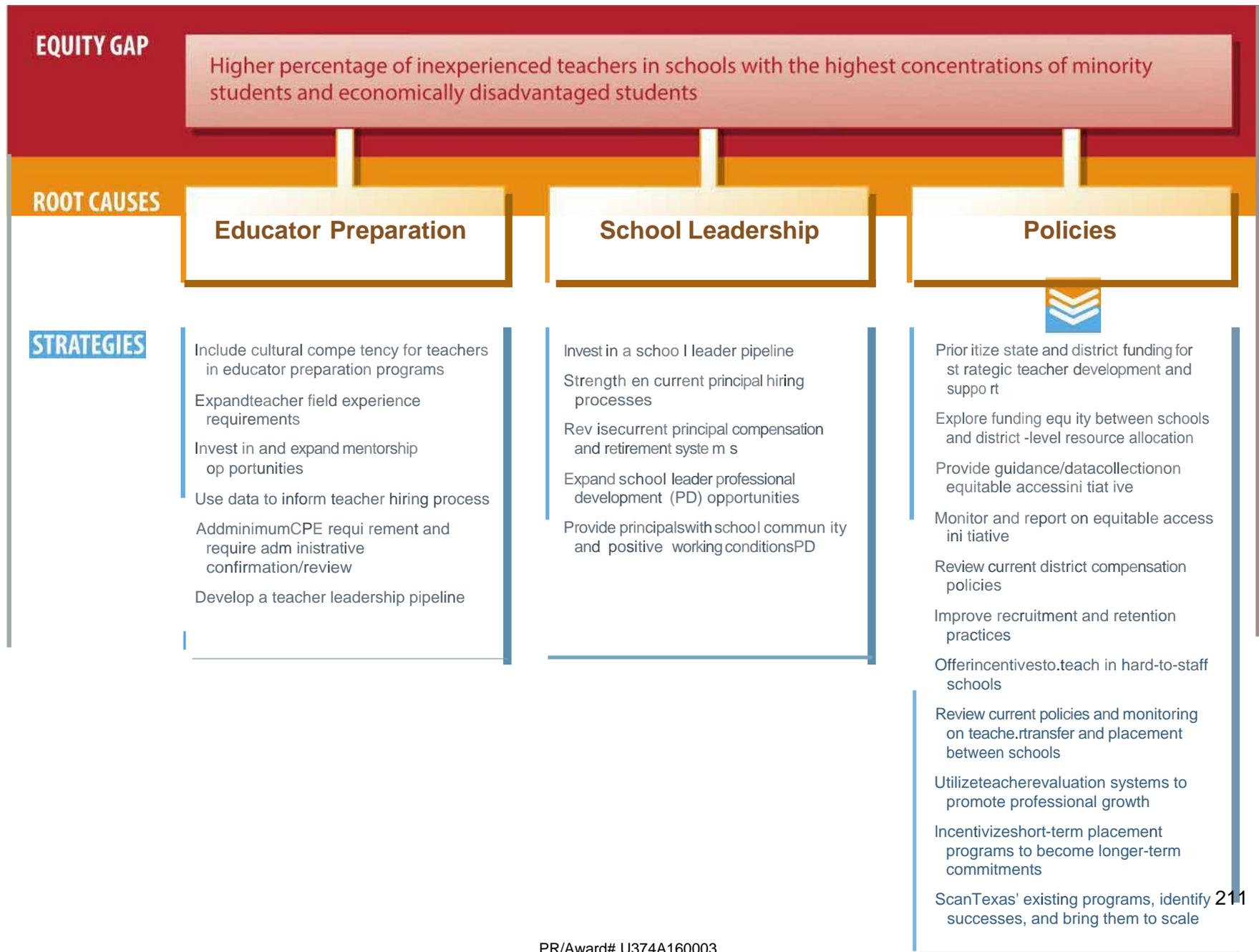
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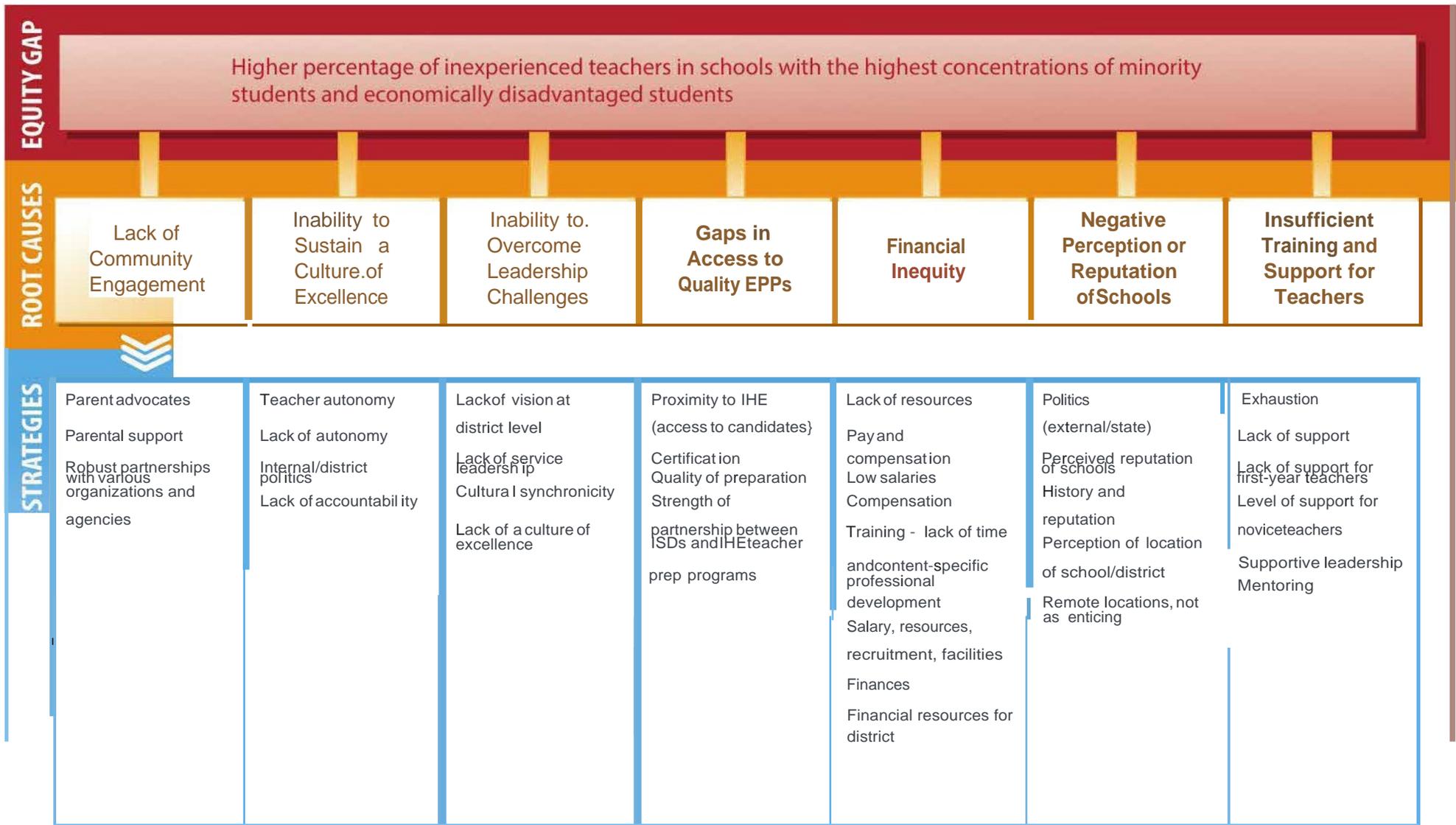
Approved by \_\_\_\_\_ Date \_\_\_\_\_

Reviewed by \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 7 - Policy Stakeholder Group Results



## Appendix 8 - Practitioners Stakeholder Group Results



## 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

#### 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

#### 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)

#### 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 213

Root Cause: Inability to C Leadership Challenges

Strategies

■ 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

■ for reward, recognition, and advancement of teachers (CTEP)

Opportunities

- 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

■ Definition of a "quality principal for challenging schools"

- Define "quality" administrators of "challenging" schools

■ 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

#### 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

- 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 (TI MAC)**, established by the 83<sup>rd</sup> 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



**2017 ISD and Charter Indirect Cost Rates  
Effective July 1, 2016 - June 30, 2017**

CDN	LEA Name	Restricted Rate	Unrestricted Rate
054901	CROSBYTON CISD	2.532	28.333
054902	LORENZO ISD	2.808	17.842
054903	RALLS ISD	1.290	20.394
055901	CULBERSON COUNTY-ALLAMOORE ISD	3.557	24.986
056901	DALHART ISD	2.399	21.505
056902	TEXLINE ISD	3.576	27.590
057802	PEGASUS SCHOOL OF LIBERAL ARTS AND SCIENCES	2.188	19.470
057803	UPLIFT EDUCATION - NORTH HILLS PREPARATORY	3.107	18.452
057804	TEXANS CAN ACADEMIES	3.322	15.787
057805	LUMIN EDUCATION	3.916	16.516
057806	ADVANTAGE ACADEMY	3.241	18.337
057807	LIFE SCHOOL	2.012	20.988
057809	NOVA ACADEMY	3.036	18.245
057810	ACADEMY OF DALLAS	3.591	17.768
057811	CHILDREN FIRST ACADEMY OF DALLAS	4.009	16.523
057813	TRINITY BASIN PREPARATORY	2.189	20.709
057814	ACADEMY FOR ACADEMIC EXCELLENCE	3.648	16.377
057827	NOVA ACADEMY (SOUTHEAST)	3.865	17.336
057828	WINFREE ACADEMY CHARTER SCHOOLS	3.257	18.279
057829	A+ ACADEMY	3.481	17.574
057830	INSPIRED VISION ACADEMY	4.656	15.129
057832	ALPHA CHARTER SCHOOL	3.346	16.889
057833	EDUCATION CENTER INTERNATIONAL ACADEMY	3.341	18.160
057834	EVOLUTION ACADEMY CHARTER SCHOOL	1.951	19.968
057835	GOLDEN RULE CHARTER SCHOOL	3.277	16.468
057836	ST ANTHONY SCHOOL	3.259	17.857
057841	CITYSCAPE SCHOOLS	3.215	19.430
057844	MANARA ACADEMY	3.151	14.716
057845	UME PREPARATORY ACADEMY	1.797	19.773
057846	LEGACY PREPARATORY	2.075	21.146
057847	VILLAGE TECH SCHOOLS	2.986	17.734
057848	INTERNATIONAL LEADERSHIP OF TEXAS (ILT)	2.015	20.615
057849	TRINITY ENVIRONMENTAL ACADEMY	3.465	16.659
057903	CARROLLTON-FARMERS BRANCH ISD	1.820	18.062
057904	CEDAR HILL ISD	2.076	21.775
057905	DALLAS ISD	5.036	13.644
057906	DESOTO ISD	4.184	25.878
057907	DUNCANVILLE ISD	2.040	20.883
057909	GARLAND ISD	7.877	13.668
057910	GRAND PRAIRIE ISD	2.266	9.207
057912	IRVING ISD	3.884	12.009
057913	LANCASTER ISD	5.944	15.220
057914	MESQUITE ISD	2.712	10.004
057916	RICHARDSON ISD	2.292	19.794
057919	SUNNYVALE ISD	2.730	18.319



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

Michael L. Williams  
Commissioner

July 1, 2013

Dr. Yolanda Cruz-Wilder  
Texans Can Academies  
325 W 12Th St Ste 200  
Dallas, Texas 75208

CDN: 057-804

CDN: 227-818

CDN: 220-804

CDN: 101-812

CDN: 015-817

Dear Dr. Cruz-Wilder:

This letter is in response to the merger request and corresponding amendment requests submitted by Austin CAN, Houston CAN, Ft. Worth CAN, and San Antonio CAN and Dallas CAN. As expressed by the common governing board of all charters, the board would like to return the charter for Austin CAN, Houston CAN, Ft. Worth CAN, and San Antonio CAN and expand Dallas CAN to encompass the management and operations of all Austin CAN, Houston CAN, Ft. Worth CAN, and San Antonio CAN facilities.

The commissioner has approved the following amendment request:

- (027-13/1) DALLAS CAN ACADEMY CHARTER to add a campus, to be known as Dallas Can Academy - Grant East Campus, located at 2901 Morgan Drive, Dallas, Texas 75241, effective July 1, 2013.

If, during the 2013-2014 school year, the charter holder fails to open the site approved by this amendment, the agency's approval of the new site is withdrawn.

Please note that the approval of any new instructional facility is contingent upon the receipt of a certificate of occupancy, or equivalent certificate, appropriate for the proposed use of the facility. Please fax the certificate of occupancy, or equivalent certificate, for the new site to the Division of Charter School Administration at (512) 463-9732 prior to serving students at the new site. Funding for students at unapproved locations may be denied or reclaimed by the Texas Education Agency (TEA).

The commissioner has also approved the following amendment requests resulting from the return of the Austin CAN, Houston CAN, Ft. Worth CAN, and San Antonio CAN charters and the consolidation of those schools under Dallas CAN:

- (082-13/1) DALLAS CAN ACADEMY CHARTER to add Alamo Heights ISD, Aldine ISD, Alief ISD, Alvin ISD, Anahuac ISD, Angleton ISD, Austin ISD, Barbers Hill ISD, Brazosport ISD, Channelview ISD, Clear Creek ISD, Cleveland ISD, Columbia-Brazoria ISD, Conroe ISD, Crosby ISD, Cypress-Fairbanks ISD, Damon ISD, Danbury ISD, Dayton ISD, Deer Park ISD, Del Valle ISD, Devers ISD, Dickinson ISD, Eanes ISD, East Central ISD, East Chambers ISD, Edgewood ISD, Fort Bend ISD, Friendswood ISD, Ft Sam Houston ISD, Galena Park ISD, Galveston ISD, Goose Creek CISD, Hardin ISD,

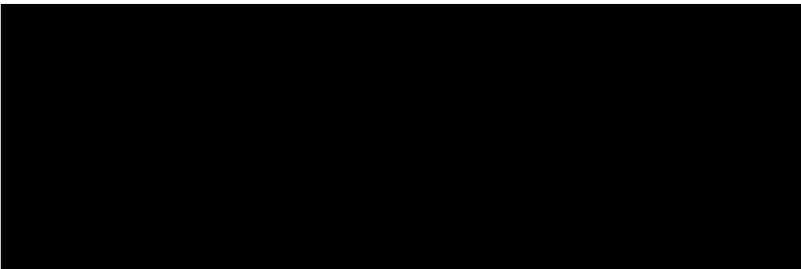
Dr. Yolanda Cruz-Wilder, Superintendent  
 Texans CAN Academies  
 Page 2 of 2

Harlandale ISD, Hempstead ISO, High Island ISO, Hitchcock ISO, Houston ISO, Huffman ISO, Hull-Daisetta ISO, Humble ISO, Judson ISO, Katy ISO, Kendleton ISO, Klein ISO, La Marque ISD, La Porte ISO, Lackland ISO, Lago Vista ISO, Lake Travis ISO, Lamar CISD, Liberty ISO, Magnolia ISO, Manor ISO, Montgomery ISO, Needville ISO, New Caney ISO, North East ISO, North Forest ISO, Northside ISO, Pasadena ISO, Pearland ISO, Pflugerville ISO, Randolph Field ISO, Royal ISO, San Antonio ISO, Santa Fe ISO, Sheldon ISO, Somerset ISO, South San Antonio ISO, Southside ISO, Southwest ISO, Splendora ISO, Spring Branch ISD, Spring ISD, Stafford MSD, Sweeny ISO, Tarkington ISO, Texas City ISO, Tomball ISD, Waller ISO, and Willis ISO to the charter's currently approved geographic boundary;

- (191-13/1) DALLAS CAN ACADEMY CHARTER to add a campus, known as **Austin Can Academy** (057804006), at 2406 Rosewood Avenue, Austin, Texas 78702, effective July 1, 2013;
- (192-13/1) DALLAS CAN ACADEMY CHARTER to add a campus, known as **Fort Worth Can Academy - Campus Drive** (057804007), at 4301 Campus Drive, Fort Worth, Texas 76119, effective July 1, 2013;
- (193-13/1) DALLAS CAN ACADEMY CHARTER to add a campus, known as **Fort Worth Can Academy - South** (057804008), at 5508 Black Oak Lane, Fort Worth, Texas 76114, effective July 1, 2013;
- (194-13/1) DALLAS CAN ACADEMY CHARTER to add a campus, known as **Houston Can Academy - North** (057804009), at 3401 Hardy Street, Houston, Texas 77009, effective July 1, 2013;
- (195-13/1) DALLAS CAN ACADEMY CHARTER to add a campus, known as **Houston Can Academy - Hobby** (057804010), at 9020 Gulf Freeway, Houston, Texas 77017, effective July 1, 2013;
- (196-13/1) DALLAS CAN ACADEMY CHARTER to add a campus, known as **San Antonio Can Academy - North** (057804011), at 1807 Centennial Boulevard, San Antonio, Texas 78211, effective July 1, 2013; and
- (197-13/1) DALLAS CAN ACADEMY CHARTER to change the name of Dallas Can Academy to **Texans Can Academies**, effective July 1, 2013.

Please note that previous years' school accountability data for all CAN schools will still be applicable after the merger.

If you have any questions, please contact Nina G. Gonzalez in the Division of Charter School Administration by phone at [REDACTED] or by email at [REDACTED]



## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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



## DETAILED BUDGET NARRATIVE

Texans Can is submitting the proposed budget for its Teacher Incentive Fund (TIF) Program entitled **Project READY (Rewarding Educators for Academically Developing Youth)-2ExCel (PR-2ExCel)**. The proposed scope of work and budget is submitted in response to: **Absolute Priority (LEA-Wide Human Capital Management System With Educator Evaluation and Support Systems at the Center)**; **Competitive Priority 2 (Improving Teacher Effectiveness and Promoting Equitable Access to Effective Educators)**; **Invitational Priority (Promoting Equitable Access Through State Plans to Ensure Equitable Access to Excellent Educators)**; **Requirements 1 (HCMS aligned with LEA's vision) and 2 (Will use information generated by the Evaluation and Support System to inform key human capital decisions such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion).**

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 **PR-2ExCel'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 Texans Can or other community support.

Texans Can proposes a federal budget from the U.S. Department of Education's Office of Innovation and Improvement of **\$14,030,274** over the five years of this project. Additionally, Texans Can and partnering schools have identified state, local and private matching funds that will be leveraged to support the goals and objectives of **PR-2ExCel** for the duration of the project. A total of approximately **\$650,228** in non-federal in-kind/matching funds will be



allocated to the **PR-2ExCel** initiative each year for the duration of the project for a grand total of **\$3,510,420** over the 5 year project period as illustrated beginning on page 115.

These funds, coupled with State and local level policies, will facilitate the on-going implementation and expansion of an effective Human Capital Management System (HCMS) and Performance Based Compensation System (PBCS) aligned to the vision of creating effective educators for overall instructional improvement.

Texans Can is committed to ensuring that all students receive highly effective instruction, every day, in every grade, in every classroom, across its charter school system state-wide. Texans Can currently serves **4,158** high-need students and employs **35** School Leaders (Principals and Assistant Principals), **212** Teachers, and **154 other** educators in its schools and will add 2 new campuses (2016-2017 school year) to the original 11 for a total of **13** schools (*will further indicate 13 in below sections*), employing an estimated **50** additional educators (total **451**). Through **PR-2ExCel**, Texans Can's human capital strategies, HCMS and PBCS will ensure that high-need schools attract, retain, train, promote, and appropriately compensate effective educators.

As described in the application scope of work of its proposal narrative, Texans Can has budgeted the following positions, travel, supplies, materials, services and other items to implement **PR-2ExCel**. The allocation for these resources was prepared based on Texans Can's experience and what is necessary to accomplish the proposed goal, objectives and outcomes. The proposed salaries, wages and costs are aligned and within Texans Can'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 **PR-2ExCel**.

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

### 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 supervise staff, coordinate services and activities, oversee daily operations, and work with the evaluator to ensure compliance with *PR-2ExCel's* goal and objectives. Additional duties include providing overall project leadership and collaborating with participating school campuses, administrators, staff and partners. The Project Director will work closely with the HCMS/PBCS Coordinator, Instructional Specialist, 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 efficiency and effectiveness by maintaining a high-level of open communication among all key stakeholders and will serve as the liaison between Texas Can and the USDOE TIF Office, ensuring that all USDOE reports are completed on-time.

**Human Capital Management System/Performance-Based Compensation System (HCMS/PBCS) Coordinator (1 FTE) @ \$75,000:** The HCMS/PBCS 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.

**Content Coaches (2 FTEs) @ \$75,000 each:** Content Coaches (1 Math, 1 Reading/ELA) will be hired to work with staff, administrators, teachers, and partners to ensure pedagogical literacy and mathematics 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 include a Master's degree in a related field, Texas Teaching Certificate and 3+ years of experience as a teacher in K-12<sup>th</sup> grade school setting.

**Lead Master Instructional Specialist (1 FTE) @ \$73,000:** The Lead Master Instructional Specialist will work with all school educators to increase effectiveness of onsite programs and improve utilization of instructional materials. Instructional Specialist will promote development, implementation, and coordination of the school's instructional TIF goal, objectives and outcomes and will monitor lesson planning and delivery to ensure the use of differentiation, best practices, pacing, and curricular alignment. Qualifications include a Bachelor's degree in a related field, Masters preferred, Texas Teaching Certificate and 3+ years experience as a teacher in a school.

**College/Career Coach (1 FTE) @ \$73,000:** The College/Career Coach will provide targeted customized training to teachers on differentiated instruction and post-secondary preparedness that will involve more individualized instruction tailored to the unique needs of the individual student. This position will coach and offer technical guidance to teachers, will lead or coordinate all professional development with partners at each school, and will provide educational, college/career readiness programs for all students in Texas Can's 13 charter schools. Qualifications include a Master's degree in a related field, Texas Teaching Certificate and 3+ years of experience as a teacher in K-12<sup>th</sup> grade school setting.

**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 *PR-2ExCel's* 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 (\$8,000) 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 used as an incentive to retain effective personnel. Awards will be provided to other personnel who: go above and beyond their required roles, 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.



**Stipends and Sub-Pay Compensation:** Texans Can, through *PR-2ExCel*, 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.

<b>Personnel Total</b>	<b>\$1,485,521</b>
Project Director 1 FTE @ \$85,000	\$85,000
HCMS/PBCS Coordinator 1 FTE @ \$75,000	\$75,000
Math Coach 1 FTE @ \$75,000	\$75,000
Reading/ELA Coach 1 FTE @ \$75,000	\$75,000
Lead Master Instructional Specialist 1 FTE @ \$73,000	\$73,000
College/Career Guidance Specialist 1 FTE @ \$73,000	\$73,000
Program Assistant 1 FTE @ \$37,000	\$37,000
<i>Personnel salaries will include a potential salary increase of 3% annually.</i>	
<b>Salary Augmentation for Teachers to Take on Additional Responsibilities</b>	
20 Master Teachers @ \$8,000 each	\$160,000
25 Mentor Teachers @ \$5,000 each	\$125,000
Potential salary increases for educators at participating schools @ 4% for 19 teachers (average salary \$53,619); 6 Principals/Assistant Principals (average salary \$99,048).	\$64,521
<b>Subtotal Salary Augmentation</b>	<b>\$349,521</b>
<b>Differentiated Compensation System</b>	
Incentive Awards for Teachers @ average \$3,000 per teacher x 140 teachers.	\$420,000



Incentive Awards for Other Personnel @ average \$1,250 per staff x 80 staff.	\$100,000
<b>Subtotal Differentiated Compensation System</b>	<b>\$520,000</b>
<b>Stipends and Sub-Pay Compensation</b>	
Stipends and Sub-Pay Compensation for Professional Development: Stipends for teachers to participate in Professional Development @ \$125 x 12 days x 50 teachers = \$75,000. Substitute pay compensation @ \$150 x 8 days x 40 substitutes = \$48,000.	\$123,000
<b>Subtotal Stipends and Sub-Pay Compensation</b>	<b>\$123,000</b>

**2. Fringe Benefits**

Fringe Benefits include FICA, Workers Compensation, retirement, SAIF, medical, and dental coverage. Texas Can’s Fringe Benefit rate is approximately 25% for salaried individuals.

<b>Fringe Benefits</b>	<b>\$371,380</b>
Salary Fringe @ 25%	\$371,380

**3. Travel**

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

<b>Local Travel</b>	<b>\$3,300</b>
Project Director: Local Travel @ 50 miles @ \$0.50/mile x 12 months.	\$300
HCMS/PBCS Coordinator, Instructional Specialist, and Content Coaches: Local Travel for 5 staff @ 100 miles @ \$0.50/mile x 12 months.	\$3,000



**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

<b>Total Travel</b>	
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<b>4. Equipment</b>	<b>\$0</b>
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No equipment costs are requested for this initiative.

<b>5. Supplies</b>	
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The following supplies and materials requested are required to support the successful implementation of **PR-2ExCel** 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 Texans Can 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.



**Seven (7) laptop computers** will also be purchased (Year 1 only) and provided for **PR-2ExCel** 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 Instructional Specialist, 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.

Two (2) instructional simulation incubators will be purchased through which teacher mentees will participate in simulation (incubator setting) exercise in a live classroom setting. The incubator will utilize audio and video-based modalities demonstrating effective instructional and coaching strategies through observation of actual tenured teachers providing instruction. Classroom observation supplies and tools will also be purchased for each of the target schools for the purpose of conducting thorough and comprehensive on-campus classroom observations.

<b>Supplies Total</b>	<b>\$178,800</b>
Office Supplies @ \$1,100 per month x 12 months	\$13,200
7 staff laptops @ \$1,200 each (Year 1 only)	\$8,400
Instructional training materials and supplies for Instructional Specialists, Content Coaches, Master/Mentor Teachers @ \$400 per month x 12 months	\$4,800
College and Career Readiness and Financial Literacy instructional training materials @ \$200 per month x 12 months	\$2,400
Simulation Incubators including materials, supplies, hardware, software, technology, television, projector, digital cameras, audio and video mechanisms @ approximately \$20,000 per incubator x 2 incubators.	\$40,000
Classroom Observation Supplies and Tools @ \$8,462 per school x 13 schools	\$110,000



## 6. Contractual

The following contractual services will be secured in accordance with Texans Can'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 *PR-2ExCel* 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:** Texans Can will contract with a **Highly Reputable Community-Based Organization** to provide year-round professional development to participating TIF staff, teachers, Instructional Specialist, 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.

**Teacher and Other Personnel Evaluation System (e.g. TalentEd):** Through *PR-2ExCel*, Texans Can 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 system will inform human capital decision making including: recruitment, hiring, placement, retention, professional development, tenure, promotion, etc.

**Principal Evaluation System (e.g. VAL-ED):** Through *PR-2ExCel*, Texans Can 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:** Texans Can 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 Texans Can, 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 Texans Can's experiences working with external evaluators on similar education-related grant state and federal grant-funded initiatives, 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 – 10 days
- Development of web-based data collection system and testing – 20 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 – 15 days
- Coordinate ongoing monitoring of daily progress – 10 days



**Project READY-2ExCel**

- 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 – 30 days
- Provide regular evaluation results to the Project Director, staff, and partners – 20 days
- Develop and submit the USDOE Annual Progress Report – 20 days
- Attend regular program/team management meetings – 10 days
- Attend required national conference in Washington, DC – 5 days

**250\* days/year x \$400 per day = \$100,000 annually**

*\*We estimate the equivalent of 3 FTEs will provide the 250 days of service*

Contractual Total	\$285,000
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.	\$30,000
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.	\$80,000
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 5% of Total Costs.	\$100,000



## 7. Construction

\$ 0

No construction costs are requested for this initiative.

## 8. Other

The following costs are necessities in order for Texans Can to implement *PR-2ExCel* 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.

*PR-2ExCel* 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. *PR-2ExCel'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 *PR-2ExCel* will reward educators for high-level performance while complementing observational measures, student academic performance, and personal reflections.

<b>Other Total</b>	<b>\$201,300</b>
Duplicating, postage and program advertising @ \$300 per month x 12 months	\$3,600
Cellular phones @ \$100 each x 6 FTEs x 12 months	\$7,200
Technology upgrade, server, and wiring for participating campuses	\$15,000
Copier and fax @ \$250 per month x 12 months	\$3,000
Program marketing and recruitment @ \$1,250 per month x 12 months	\$15,000
Screening and selection costs for Master/Mentor Teacher selection	\$15,000
Value added calculations	\$45,000
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 \$7,500 per campus x 13 campuses (amount may vary by campus depending on supply and demand).	\$97,500

**9. Total Direct Costs** **\$2,534,951**

**10. Indirect Costs @ 2.159%** **\$50,736**

The indirect rate has been calculated at Texans Can’s restricted rate and multiplied to all direct costs with the exception of only the first \$25,000 of each contractual agreement.

**11. Total Costs** **\$2,585,687**



## YEAR 2

### 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 supervise staff, coordinate services and activities, oversee daily operations, and work with the evaluator to ensure compliance with *PR-2ExCel's* goal and objectives. Additional duties include providing overall project leadership and collaborating with participating school campuses, administrators, staff and partners. The Project Director will work closely with the HCMS/PBCS Coordinator, Instructional Specialist, 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 efficiency and effectiveness by maintaining a high-level of open communication among all key stakeholders and will serve as the liaison between Texas Can and the USDOE TIF Office, ensuring that all USDOE reports are completed on-time.

**Human Capital Management System/Performance-Based Compensation System (HCMS/PBCS) Coordinator (1 FTE) @ \$77,250:** The HCMS/PBCS 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.

**Content Coaches (2 FTEs) @ \$77,250 each:** Content Coaches (1 Math, 1 Reading/ELA) will be hired to work with staff, administrators, teachers, and partners to ensure pedagogical literacy and mathematics 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 include a Master's degree in a related field, Texas Teaching Certificate and 3+ years of experience as a teacher in K-12<sup>th</sup> grade school setting.

**Lead Master Instructional Specialist (1 FTE) @ \$75,190:** The Lead Master Instructional Specialist will work with all school educators to increase effectiveness of onsite programs and improve utilization of instructional materials. Instructional Specialist will promote development, implementation, and coordination of the school's instructional TIF goal, objectives and outcomes and will monitor lesson planning and delivery to ensure the use of differentiation, best practices, pacing, and curricular alignment. Qualifications include a Bachelor's degree in a related field, Masters preferred, Texas Teaching Certificate and 3+ years experience as a teacher in a school.

**College/Career Coach (1 FTE) @ \$75,190:** The College/Career Coach will provide targeted customized training to teachers on differentiated instruction and post-secondary preparedness that will involve more individualized instruction tailored to the unique needs of the individual student. This position will coach and offer technical guidance to teachers, will lead or coordinate all professional development with partners at each school, and will provide educational, college/career readiness programs for all students in Texas Can's 13 charter schools. Qualifications include a Master's degree in a related field, Texas Teaching Certificate and 3+ years of experience as a teacher in K-12<sup>th</sup> grade school setting.

**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 *PR-2ExCel's* 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 (\$8,000) 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 used as an incentive to retain effective personnel. Awards will be provided to other personnel who: go above and beyond their required roles, 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.



**Stipends and Sub-Pay Compensation:** Texans Can, through *PR-2ExCel*, 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.

<b>Personnel Total</b>	<b>\$1,500,311</b>
Project Director 1 FTE @ \$87,550	\$87,550
HCMS/PBCS Coordinator 1 FTE @ \$77,250	\$77,250
Math Coach 1 FTE @ \$77,250	\$77,250
Reading/ELA Coach 1 FTE @ \$77,250	\$77,250
Lead Master Instructional Specialist 1 FTE @ \$75,190	\$75,190
College/Career Guidance Specialist 1 FTE @ \$75,190	\$75,190
Program Assistant 1 FTE @ \$38,110	\$38,110
<i>Personnel salaries will include a potential salary increase of 3% annually.</i>	
<b>Salary Augmentation for Teachers to Take on Additional Responsibilities</b>	
20 Master Teachers @ \$8,000 each	\$160,000
25 Mentor Teachers @ \$5,000 each	\$125,000
Potential salary increases for educators at participating schools @ 4% for 19 teachers (average salary \$53,619); 6 Principals/Assistant Principals (average salary \$99,048).	\$64,521
<b>Subtotal Salary Augmentation</b>	<b>\$349,521</b>
<b>Differentiated Compensation System</b>	
Incentive Awards for Teachers @ average \$3,000 per teacher x 140 teachers.	\$420,000



Incentive Awards for Other Personnel @ average \$1,250 per staff x 80 staff.	\$100,000
<b>Subtotal Differentiated Compensation System</b>	<b>\$520,000</b>
<b>Stipends and Sub-Pay Compensation</b>	
Stipends and Sub-Pay Compensation for Professional Development: Stipends for teachers to participate in Professional Development@ \$125 x 12 days x 50 teachers = \$75,000. Substitute pay compensation @ \$150 x 8 days x 40 substitutes = \$48,000.	\$123,000
<b>Subtotal Stipends and Sub-Pay Compensation</b>	<b>\$123,000</b>

**2. Fringe Benefits**

Fringe Benefits include FICA, Workers Compensation, retirement, SAIF, medical, and dental coverage. Texas Can’s Fringe Benefit rate is approximately 25% for salaried individuals.

<b>Fringe Benefits</b>	<b>\$375,078</b>
Salary Fringe @ 25%	\$375,078

**3. Travel**

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

<b>Local Travel</b>	<b>\$3,300</b>
Project Director: Local Travel @ 50 miles @ \$0.50/mile x 12 months.	\$300
HCMS/PBCS Coordinator, Instructional Specialist, and Content Coaches: Local Travel for 5 staff @ 100 miles @ \$0.50/mile x 12 months.	\$3,000



**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**

**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 *PR-2ExCel* 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 Texans Can 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 Instructional Specialist, 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.

Two (2) instructional simulation incubators will be purchased through which teacher mentees will participate in simulation (incubator setting) exercise in a live classroom setting. The incubator will utilize audio and video-based modalities demonstrating effective instructional and coaching strategies through observation of actual tenured teachers providing instruction.

Classroom observation supplies and tools will also be purchased for each of the target schools for the purpose of conducting thorough and comprehensive on-campus classroom observations.

<b>Supplies Total</b>	<b>\$170,400</b>
Office Supplies @ \$1,100 per month x 12 months	\$13,200
Instructional training materials and supplies for Instructional Specialists, Content Coaches, Master/Mentor Teachers @ \$400 per month x 12 months	\$4,800
College and Career Readiness and Financial Literacy instructional training materials @ \$200 per month x 12 months	\$2,400
Simulation Incubators including materials, supplies, hardware, software, technology, television, projector, digital cameras, audio and video mechanisms @ approximately \$20,000 per incubator x 2 incubators.	\$40,000
Classroom Observation Supplies and Tools @ \$8,462 per school x 13 schools	\$110,000



## 6. Contractual

The following contractual services will be secured in accordance with Texans Can'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 *PR-2ExCel* 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:** Texans Can will contract with a **Highly Reputable Community-Based Organization** to provide year-round professional development to participating TIF staff, teachers, Instructional Specialist, 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.

**Teacher and Other Personnel Evaluation System (e.g. TalentEd):** Through *PR-2ExCel*, Texans Can 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 system will inform human capital decision making including: recruitment, hiring, placement, retention, professional development, tenure, promotion, etc.

**Principal Evaluation System (e.g. VAL-ED):** Through *PR-2ExCel*, Texans Can 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:** Texans Can 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 Texans Can, 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 Texans Can's experiences working with external evaluators on similar education-related grant state and federal grant-funded initiatives, 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 – 10 days
- Development of web-based data collection system and testing – 20 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 – 15 days
- Coordinate ongoing monitoring of daily progress – 10 days



**Project READY-2ExCel**

- 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 – 30 days
- Provide regular evaluation results to the Project Director, staff, and partners – 20 days
- Develop and submit the USDOE Annual Progress Report – 20 days
- Attend regular program/team management meetings – 10 days
- Attend required national conference in Washington, DC – 5 days

**250\* days/year x \$400 per day = \$100,000 annually**

*\*We estimate the equivalent of 3 FTEs will provide the 250 days of service*

<b>Contractual Total</b>	<b>\$285,000</b>
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.	\$30,000
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.	\$80,000
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 5% of Total Costs.	\$100,000



## 7. Construction

\$ 0

No construction costs are requested for this initiative.

## 8. Other

The following costs are necessities in order for Texans Can to implement *PR-2ExCel* 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.

*PR-2ExCel* 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. *PR-2ExCel'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 *PR-2ExCel* will reward educators for high-level performance while complementing observational measures, student academic performance, and personal reflections.

<b>Other Total</b>	<b>\$196,300</b>
Duplicating, postage and program advertising @ \$300 per month x 12 months	\$3,600
Cellular phones @ \$100 each x 6 FTEs x 12 months	\$7,200
Technology upgrade, server, and wiring for participating campuses	\$10,000
Copier and fax @ \$250 per month x 12 months	\$3,000
Program marketing and recruitment @ \$1,250 per month x 12 months	\$15,000
Screening and selection costs for Master/Mentor Teacher selection	\$15,000
Value added calculations	\$45,000
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 \$7,500 per campus x 13 campuses (amount may vary by campus depending on supply and demand).	\$97,500

**9. Total Direct Costs** **\$2,540,039**

**10. Indirect Costs @ 2.159%** **\$50,845**

The indirect rate has been calculated at Texas Can’s restricted rate and multiplied to all direct costs with the exception of only the first \$25,000 of each contractual agreement.

**11. Total Costs** **\$2,590,884**



**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 supervise staff, coordinate services and activities, oversee daily operations, and work with the evaluator to ensure compliance with *PR-2ExCel's* goal and objectives. Additional duties include providing overall project leadership and collaborating with participating school campuses, administrators, staff and partners. The Project Director will work closely with the HCMS/PBCS Coordinator, Instructional Specialist, 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 efficiency and effectiveness by maintaining a high-level of open communication among all key stakeholders and will serve as the liaison between Texas Can and the USDOE TIF Office, ensuring that all USDOE reports are completed on-time.

**Human Capital Management System/Performance-Based Compensation System**

**(HCMS/PBCS) Coordinator (1 FTE) @ \$79,568:** The HCMS/PBCS 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.

**Content Coaches (2 FTEs) @ \$79,568 each:** Content Coaches (1 Math, 1 Reading/ELA) will be hired to work with staff, administrators, teachers, and partners to ensure pedagogical literacy and mathematics 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 include a Master's degree in a related field, Texas Teaching Certificate and 3+ years of experience as a teacher in K-12<sup>th</sup> grade school setting.

**Lead Master Instructional Specialist (1 FTE) @ \$77,446:** The Lead Master Instructional Specialist will work with all school educators to increase effectiveness of onsite programs and improve utilization of instructional materials. Instructional Specialist will promote development, implementation, and coordination of the school's instructional TIF goal, objectives and outcomes and will monitor lesson planning and delivery to ensure the use of differentiation, best practices, pacing, and curricular alignment. Qualifications include a Bachelor's degree in a related field, Masters preferred, Texas Teaching Certificate and 3+ years experience as a teacher in a school.

**College/Career Coach (1 FTE) @ \$77,446:** The College/Career Coach will provide targeted customized training to teachers on differentiated instruction and post-secondary preparedness that will involve more individualized instruction tailored to the unique needs of the individual student. This position will coach and offer technical guidance to teachers, will lead or coordinate all professional development with partners at each school, and will provide educational, college/career readiness programs for all students in Texas Can's 13 charter schools. Qualifications include a Master's degree in a related field, Texas Teaching Certificate and 3+ years of experience as a teacher in K-12<sup>th</sup> grade school setting.

**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 *PR-2ExCel's* 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 (\$8,000) 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 used as an incentive to retain effective personnel. Awards will be provided to other personnel who: go above and beyond their required roles, 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.



**Stipends and Sub-Pay Compensation:** Texans Can, through *PR-2ExCel*, 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.

<b>Personnel Total</b>	<b>\$1,704,937</b>
Project Director 1 FTE @ \$90,177	\$90,177
HCMS/PBCS Coordinator 1 FTE @ \$79,568	\$79,568
Math Coach 1 FTE @ \$79,568	\$79,568
Reading/ELA Coach 1 FTE @ \$79,568	\$79,568
Lead Master Instructional Specialist 1 FTE @ \$77,446	\$77,446
College/Career Guidance Specialist 1 FTE @ \$77,446	\$77,446
Program Assistant 1 FTE @ \$39,253	\$39,253
<i>Personnel salaries will include a potential salary increase of 3% annually.</i>	
<b>Salary Augmentation for Teachers to Take on Additional Responsibilities</b>	
20 Master Teachers @ \$8,000 each	\$160,000
25 Mentor Teachers @ \$5,000 each	\$125,000
Potential salary increases for educators at participating schools @ 6% for 25 teachers (average salary \$53,619); 9 Principals/Assistant Principals (average salary \$99,048).	\$133,913
<b>Subtotal Salary Augmentation</b>	<b>\$418,913</b>
<b>Differentiated Compensation System</b>	
Incentive Awards for Teachers @ average \$3,000 per teacher x 160 teachers.	\$480,000



Incentive Awards for Other Personnel @ average \$1,600 per staff x 100 staff.	\$160,000
<b><i>Subtotal Differentiated Compensation System</i></b>	<b>\$640,000</b>
<b>Stipends and Sub-Pay Compensation</b>	
Stipends and Sub-Pay Compensation for Professional Development: Stipends for teachers to participate in Professional Development @ \$125 x 12 days x 50 teachers = \$75,000. Substitute pay compensation @ \$150 x 8 days x 40 substitutes = \$48,000.	\$123,000
<b><i>Subtotal Stipends and Sub-Pay Compensation</i></b>	<b>\$123,000</b>

**2. Fringe Benefits**

Fringe Benefits include FICA, Workers Compensation, retirement, SAIF, medical, and dental coverage. Texans Can’s Fringe Benefit rate is approximately 25% for salaried individuals.

<b>Fringe Benefits</b>	<b>\$426,234</b>
Salary Fringe @ 25%	\$426,234

**3. Travel**

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

<b>Local Travel</b>	<b>\$3,300</b>
Project Director: Local Travel @ 50 miles @ \$0.50/mile x 12 months.	\$300
HCMS/PBCS Coordinator, Instructional Specialist, and Content Coaches: Local Travel for 5 staff @ 100 miles @ \$0.50/mile x 12 months.	\$3,000



**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

<b>Total Travel</b>	
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<b>4. Equipment</b>	<b>\$0</b>
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No equipment costs are requested for this initiative.

<b>5. Supplies</b>
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## 6. Contractual

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**Project READY-2ExCel**

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**250\* days/year x \$400 per day = \$100,000 annually**

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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.	\$80,000
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 5% of Total Costs.	\$100,000



## 7. Construction

\$ 0

No construction costs are requested for this initiative.

## 8. Other

The following costs are necessities in order for Texans Can to implement *PR-2ExCel* 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.

*PR-2ExCel* 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. *PR-2ExCel'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 *PR-2ExCel* will reward educators for high-level performance while complementing observational measures, student academic performance, and personal reflections.

<b>Other Total</b>	<b>\$186,300</b>
Duplicating, postage and program advertising @ \$300 per month x 12 months	\$3,600
Cellular phones @ \$100 each x 6 FTEs x 12 months	\$7,200
Copier and fax @ \$250 per month x 12 months	\$3,000
Program marketing and recruitment @ \$1,250 per month x 12 months	\$15,000
Screening and selection costs for Master/Mentor Teacher selection	\$15,000
Value added calculations	\$45,000
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 \$7,500 per campus x 13 campuses (amount may vary by campus depending on supply and demand).	\$97,500

**9. Total Direct Costs \$2,785,821**

**10. Indirect Costs @ 2.159% \$56,152**

The indirect rate has been calculated at Texans Can’s restricted rate and multiplied to all direct costs with the exception of only the first \$25,000 of each contractual agreement.

**11. Total Costs \$2,841,973**



**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 supervise staff, coordinate services and activities, oversee daily operations, and work with the evaluator to ensure compliance with *PR-2ExCel's* goal and objectives. Additional duties include providing overall project leadership and collaborating with participating school campuses, administrators, staff and partners. The Project Director will work closely with the HCMS/PBCS Coordinator, Instructional Specialist, 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 efficiency and effectiveness by maintaining a high-level of open communication among all key stakeholders and will serve as the liaison between Texas Can and the USDOE TIF Office, ensuring that all USDOE reports are completed on-time.

**Human Capital Management System/Performance-Based Compensation System (HCMS/PBCS) Coordinator (1 FTE) @\$81,955:**The HCMS/PBCS 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.

**Content Coaches (2 FTEs)@ \$81,955 each:** Content Coaches (1 Math, 1 Reading/ELA) will be hired to work with staff, administrators, teachers, and partners to ensure pedagogical literacy and mathematics 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 include a Master's degree in a related field, Texas Teaching Certificate and 3+ years of experience as a teacher in K-12<sup>th</sup> grade school setting.

**Lead Master Instructional Specialist (1 FTE) @ \$79,769:** The Lead Master Instructional Specialist will work with all school educators to increase effectiveness of onsite programs and improve utilization of instructional materials. Instructional Specialist will promote development, implementation, and coordination of the school's instructional TIF goal, objectives and outcomes and will monitor lesson planning and delivery to ensure the use of differentiation, best practices, pacing, and curricular alignment. Qualifications include a Bachelor's degree in a related field, Masters preferred, Texas Teaching Certificate and 3+ years experience as a teacher in a school.

**College/Career Coach (1 FTE) @ \$79,769:** The College/Career Coach will provide targeted customized training to teachers on differentiated instruction and post-secondary preparedness that will involve more individualized instruction tailored to the unique needs of the individual student. This position will coach and offer technical guidance to teachers, will lead or coordinate all professional development with partners at each school, and will provide educational, college/career readiness programs for all students in Texans Can's 13 charter schools. Qualifications include a Master's degree in a related field, Texas Teaching Certificate and 3+ years of experience as a teacher in K-12<sup>th</sup> grade school setting.

**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 *PR-2ExCel's* 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 (\$8,000) 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 used as an incentive to retain effective personnel. Awards will be provided to other personnel who: go above and beyond their required roles, 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.



**Stipends and Sub-Pay Compensation:** Texans Can, through *PR-2ExCel*, 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.

<b>Personnel Total</b>	<b>\$1,754,542</b>
Project Director 1 FTE @ \$92,882	\$92,882
HCMS/PBCS Coordinator 1 FTE @ \$81,955	\$81,955
Math Coach 1 FTE @ \$81,955	\$81,955
Reading/ELA Coach 1 FTE @ \$81,955	\$81,955
Lead Master Instructional Specialist 1 FTE @ \$79,769	\$79,769
College/Career Guidance Specialist 1 FTE @ \$79,769	\$79,769
Program Assistant 1 FTE @ \$40,431	\$40,431
<i>Personnel salaries will include a potential salary increase of 3% annually.</i>	
<b>Salary Augmentation for Teachers to Take on Additional Responsibilities</b>	
20 Master Teachers @ \$8,000 each	\$160,000
25 Mentor Teachers @ \$5,000 each	\$125,000
Potential salary increases for educators at participating schools @ 6% for 30 teachers (average salary \$53,619); 12 Principals/Assistant Principals (average salary \$99,048).	\$167,828
<b><i>Subtotal Salary Augmentation</i></b>	<b>\$452,828</b>
<b>Differentiated Compensation System</b>	
Incentive Awards for Teachers @ average \$3,000 per teacher x 160 teachers.	\$480,000



Incentive Awards for Other Personnel @ average \$1,600 per staff x 100 staff.	\$160,000
<b>Subtotal Differentiated Compensation System</b>	<b>\$640,000</b>
<b>Stipends and Sub-Pay Compensation</b>	
Stipends and Sub-Pay Compensation for Professional Development: Stipends for teachers to participate in Professional Development @ \$125 x 12 days x 50 teachers = \$75,000. Substitute pay compensation @ \$150 x 8 days x 40 substitutes = \$48,000.	\$123,000
<b>Subtotal Stipends and Sub-Pay Compensation</b>	<b>\$123,000</b>

**2. Fringe Benefits**

Fringe Benefits include FICA, Workers Compensation, retirement, SAIF, medical, and dental coverage. Texans Can’s Fringe Benefit rate is approximately 25% for salaried individuals.

<b>Fringe Benefits</b>	
Salary Fringe @ 25%	

**3. Travel**

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

<b>Local Travel</b>	<b>\$3,300</b>
Project Director: Local Travel @ 50 miles @ \$0.50/mile x 12 months.	\$300
HCMS/PBCS Coordinator, Instructional Specialist, and Content Coaches: Local Travel for 5 staff @ 100 miles @ \$0.50/mile x 12 months.	\$3,000



**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**

**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 **PR-2ExCel** 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 Texans Can 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 Instructional Specialist, 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. Classroom observation supplies and tools will also be purchased for each of the target schools for the purpose of conducting thorough and comprehensive on-campus classroom observations.

<b>Supplies Total</b>	<b>\$130,400</b>
Office Supplies @ \$1,100 per month x 12 months	\$13,200
Instructional training materials and supplies for Instructional Specialists, Content Coaches, Master/Mentor Teachers @ \$400 per month x 12 months	\$4,800
College and Career Readiness and Financial Literacy instructional training materials @ \$200 per month x 12 months	\$2,400
Classroom Observation Supplies and Tools @ \$8,462 per school x 13 schools	\$110,000

**6. Contractual**

The following contractual services will be secured in accordance with Texas Can’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 *PR-2ExCel* 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:** Texans Can will contract with a **Highly Reputable Community-Based Organization** to provide year-round professional development to participating TIF staff, teachers, Instructional Specialist, 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.

**Teacher and Other Personnel Evaluation System (e.g. TalentEd):** Through *PR-2ExCel*, Texans Can 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 system will inform human capital decision making including: recruitment, hiring, placement, retention, professional development, tenure, promotion, etc.

**Principal Evaluation System (e.g. VAL-ED):** Through *PR-2ExCel*, Texans Can 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:** Texans Can 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 Texans Can, 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 Texans Can’s experiences working with external evaluators on similar education-related grant state and federal grant-funded initiatives, 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 – 10 days
- Development of web-based data collection system and testing – 20 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 – 15 days
- Coordinate ongoing monitoring of daily progress – 10 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 – 30 days
- Provide regular evaluation results to the Project Director, staff, and partners – 20 days
- Develop and submit the USDOE Annual Progress Report – 20 days
- Attend regular program/team management meetings – 10 days
- Attend required national conference in Washington, DC – 5 days

**250\* days/year x \$400 per day = \$100,000 annually**

*\*We estimate the equivalent of 3 FTEs will provide the 250 days of service*



Contractual Total	\$285,000
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.	\$30,000
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.	\$80,000
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 5% of Total Costs.	\$100,000

**7. Construction \$ 0**

No construction costs are requested for this initiative.

**8. Other**

The following costs are necessities in order for Texans Can to implement *PR-2ExCel* 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.

*PR-2ExCel* 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. *PR-2ExCel'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 *PR-2ExCel* will reward educators for high-level performance while complementing observational measures, student academic performance, and personal reflections.

Other Total	\$186,300
Duplicating, postage and program advertising @ \$300 per month x 12 months	\$3,600
Cellular phones @ \$100 each x 6 FTEs x 12 months	\$7,200
Copier and fax @ \$250 per month x 12 months	\$3,000
Program marketing and recruitment @ \$1,250 per month x 12 months	\$15,000
Screening and selection costs for Master/Mentor Teacher selection	\$15,000
Value added calculations	\$45,000



<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 \$7,500 per campus x 13 campuses (amount may vary by campus depending on supply and demand).</p>	<p>\$97,500</p>
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<b>9. Total Direct Costs</b>	<b>\$2,807,828</b>
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<b>10. Indirect Costs @ 2.159%</b>	<b>\$56,627</b>
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The indirect rate has been calculated at Texans Can’s restricted rate and multiplied to all direct costs with the exception of only the first \$25,000 of each contractual agreement.

<b>11. Total Costs</b>	<b>\$2,864,455</b>
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## YEAR 5

### 1. 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 supervise staff, coordinate services and activities, oversee daily operations, and work with the evaluator to ensure compliance with *PR-2ExCel's* goal and objectives. Additional duties include providing overall project leadership and collaborating with participating school campuses, administrators, staff and partners. The Project Director will work closely with the HCMS/PBCS Coordinator, Instructional Specialist, 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 efficiency and effectiveness by maintaining a high-level of open communication among all key stakeholders and will serve as the liaison between Texas Can and the USDOE TIF Office, ensuring that all USDOE reports are completed on-time.

#### **Human Capital Management System/Performance-Based Compensation System**

**(HCMS/PBCS) Coordinator (1 FTE) @ \$84,413:** The HCMS/PBCS 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.

**Content Coaches (2 FTEs) @ \$84,413 each:** Content Coaches (1 Math, 1 Reading/ELA) will be hired to work with staff, administrators, teachers, and partners to ensure pedagogical literacy and mathematics 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 include a Master's degree in a related field, Texas Teaching Certificate and 3+ years of experience as a teacher in K-12<sup>th</sup> grade school setting.

**Lead Master Instructional Specialist (1 FTE) @ \$82,162:** The Lead Master Instructional Specialist will work with all school educators to increase effectiveness of onsite programs and improve utilization of instructional materials. Instructional Specialist will promote development, implementation, and coordination of the school's instructional TIF goal, objectives and outcomes and will monitor lesson planning and delivery to ensure the use of differentiation, best practices, pacing, and curricular alignment. Qualifications include a Bachelor's degree in a related field, Masters preferred, Texas Teaching Certificate and 3+ years experience as a teacher in a school.

**College/Career Coach (1 FTE) @ \$82,162:** The College/Career Coach will provide targeted customized training to teachers on differentiated instruction and post-secondary preparedness that will involve more individualized instruction tailored to the unique needs of the individual student. This position will coach and offer technical guidance to teachers, will lead or coordinate all professional development with partners at each school, and will provide educational, college/career readiness programs for all students in Texans Can's 13 charter schools. Qualifications include a Master's degree in a related field, Texas Teaching Certificate and 3+ years of experience as a teacher in K-12<sup>th</sup> grade school setting.

**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 *PR-2ExCel's* 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 (\$8,000) 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 used as an incentive to retain effective personnel. Awards will be provided to other personnel who: go above and beyond their required roles, 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.



**Stipends and Sub-Pay Compensation:** Texans Can, through *PR-2ExCel*, 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.

<b>Personnel Total</b>	<b>\$1,976,018</b>
Project Director 1 FTE @ \$95,668	\$95,668
HCMS/PBCS Coordinator 1 FTE @ \$84,413	\$84,413
Math Coach 1 FTE @ \$84,413	\$84,413
Reading/ELA Coach 1 FTE @ \$84,413	\$84,413
Lead Master Instructional Specialist 1 FTE @ \$82,162	\$82,162
College/Career Guidance Specialist 1 FTE @ \$82,162	\$82,162
Program Assistant 1 FTE @ \$41,644	\$41,644
<i>Personnel salaries will include a potential salary increase of 3% annually.</i>	
<b>Salary Augmentation for Teachers to Take on Additional Responsibilities</b>	
20 Master Teachers @ \$8,000 each	\$160,000
25 Mentor Teachers @ \$5,000 each	\$125,000
Potential salary increases for educators at participating schools @ 8% for 35 teachers (average salary \$53,619); 13 Principals/Assistant Principals (average salary \$99,048).	\$253,142
<b>Subtotal Salary Augmentation</b>	<b>\$538,142</b>
<b>Differentiated Compensation System</b>	
Incentive Awards for Teachers @ average \$3,000 per teacher x 180 teachers.	\$540,000



Incentive Awards for Other Personnel @ average \$1,600 per staff x 137.5 staff.	\$220,000
<b>Subtotal Differentiated Compensation System</b>	<b>\$760,000</b>
<b>Stipends and Sub-Pay Compensation</b>	
Stipends and Sub-Pay Compensation for Professional Development: Stipends for teachers to participate in Professional Development @ \$125 x 12 days x 50 teachers = \$75,000. Substitute pay compensation @ \$150 x 8 days x 40 substitutes = \$48,000.	\$123,000
<b>Subtotal Stipends and Sub-Pay Compensation</b>	<b>\$123,000</b>

**2. Fringe Benefits**

Fringe Benefits include FICA, Workers Compensation, retirement, SAIF, medical, and dental coverage. Texans Can’s Fringe Benefit rate is approximately 25% for salaried individuals.

<b>Fringe Benefits</b>	
Salary Fringe @ 25%	

**3. Travel**

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

<b>Local Travel</b>	<b>\$3,300</b>
Project Director: Local Travel @ 50 miles @ \$0.50/mile x 12 months.	\$300
HCMS/PBCS Coordinator, Instructional Specialist, and Content Coaches: Local Travel for 5 staff @ 100 miles @ \$0.50/mile x 12 months.	\$3,000



**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**

**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 **PR-2ExCel** 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 Texans Can 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 Instructional Specialist, 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. Classroom observation supplies and tools will also be purchased for each of the target schools for the purpose of conducting thorough and comprehensive on-campus classroom observations.

<b>Supplies Total</b>	<b>\$130,400</b>
Office Supplies @ \$1,100 per month x 12 months	\$13,200
Instructional training materials and supplies for Instructional Specialists, Content Coaches, Master/Mentor Teachers @ \$400 per month x 12 months	\$4,800
College and Career Readiness and Financial Literacy instructional training materials @ \$200 per month x 12 months	\$2,400
Classroom Observation Supplies and Tools @ \$8,462 per school x 13 schools	\$110,000

**6. Contractual**

The following contractual services will be secured in accordance with Texas Can’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 *PR-2ExCel* 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:** Texans Can will contract with a **Highly Reputable Community-Based Organization** to provide year-round professional development to participating TIF staff, teachers, Instructional Specialist, 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.

**Teacher and Other Personnel Evaluation System (e.g. TalentEd):** Through *PR-2ExCel*, Texans Can 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 system will inform human capital decision making including: recruitment, hiring, placement, retention, professional development, tenure, promotion, etc.

**Principal Evaluation System (e.g. VAL-ED):** Through *PR-2ExCel*, Texans Can 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:** Texans Can 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 Texans Can, 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 Texans Can’s experiences working with external evaluators on similar education-related grant state and federal grant-funded initiatives, 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 – 10 days
- Development of web-based data collection system and testing – 20 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 – 15 days
- Coordinate ongoing monitoring of daily progress – 10 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 – 30 days
- Provide regular evaluation results to the Project Director, staff, and partners – 20 days
- Develop and submit the USDOE Annual Progress Report – 20 days
- Attend regular program/team management meetings – 10 days
- Attend required national conference in Washington, DC – 5 days

**250\* days/year x \$400 per day = \$100,000 annually**

*\*We estimate the equivalent of 3 FTEs will provide the 250 days of service*



<b>Contractual Total</b>	<b>\$285,000</b>
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.	\$30,000
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.	\$80,000
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 5% of Total Costs.	\$100,000

**7. Construction** **\$ 0**

No construction costs are requested for this initiative.

**8. Other**

The following costs are necessities in order for Texans Can to implement **PR-2ExCel** 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.

*PR-2ExCel* 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. *PR-2ExCel'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 *PR-2ExCel* will reward educators for high-level performance while complementing observational measures, student academic performance, and personal reflections.

Other Total	\$186,300
Duplicating, postage and program advertising @ \$300 per month x 12 months	\$3,600
Cellular phones @ \$100 each x 6 FTEs x 12 months	\$7,200
Copier and fax @ \$250 per month x 12 months	\$3,000
Program marketing and recruitment @ \$1,250 per month x 12 months	\$15,000
Screening and selection costs for Master/Mentor Teacher selection	\$15,000
Value added calculations	\$45,000



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 \$7,500 per campus x 13 campuses (amount may vary by campus depending on supply and demand).	\$97,500
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**9. Total Direct Costs** **\$3,084,672**

**10. Indirect Costs @ 2.159%** **\$62,604**

The indirect rate has been calculated at Texans Can’s restricted rate and multiplied to all direct costs with the exception of only the first \$25,000 of each contractual agreement.

**11. Total Costs** **\$3,147,276**



**GRAND TOTAL**

*Project READY-2ExCel* **FEDERAL BUDGET REQUEST**

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>GRAND TOTAL</b>
<b>\$2,585,687</b>	<b>\$2,590,884</b>	<b>\$2,841,973</b>	<b>\$2,864,455</b>	<b>\$3,147,276</b>	<b>\$14,030,274</b>

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>GRAND TOTAL</b>
1. Personnel	\$1,485,521	\$1,500,311	\$1,704,937	\$1,754,542	\$1,976,018	\$8,421,329
2. Fringe Benefits	\$371,380	\$375,078	\$426,234	\$438,636	\$494,004	\$2,105,332
3. Travel	\$12,950	\$12,950	\$12,950	\$12,950	\$12,950	\$64,750
4. Equipment	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$178,800	\$170,400	\$170,400	\$130,400	\$130,400	\$780,400
6. Contractual	\$285,000	\$285,000	\$285,000	\$285,000	\$285,000	\$1,425,000
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$201,300	\$196,300	\$186,300	\$186,300	\$186,300	\$956,500
9. Total Direct Costs	\$2,534,951	\$2,540,039	\$2,785,821	\$2,807,828	\$3,084,672	\$13,753,311
10. Indirect Costs	\$50,736	\$50,845	\$56,152	\$56,627	\$62,604	\$276,964
<b>11. Total Costs</b>	<b>\$2,585,687</b>	<b>\$2,590,884</b>	<b>\$2,841,973</b>	<b>\$2,864,455</b>	<b>\$3,147,276</b>	<b>\$14,030,274</b>



## MATCH CONTRIBUTION

Texans Can proposes *Project READY-2ExCel (PR-2ExCel)* in response to the United States Department of Education's grants under the Teacher Incentive Fund (TIF) Program. Texans Can and partnering 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 **\$650,228** in non-federal in-kind/matching funds will be allocated to the *PR-2ExCel* initiative in Year 1 and in each subsequent year for the duration of the project for a grand total of **\$3,510,420** for the five-year project period as illustrated below. The in-kind and/or cash match budget compliments the requested federal budget of **\$14,030,274** and adequately supports *PR-2ExCel's* proposed scope of work, objectives, activities and performance outcomes. Although the current in-kind/cash budget represents a five year commitment, Texans Can and all school leaders have agreed to re-evaluate each of their budgets annually to determine if additional resources can be generated.



**TEXANS CAN MATCH CONTRIBUTION**

<b>Texans Can Match Contribution</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>1. Personnel</b>	<b>\$516,262</b>	<b>\$531,835</b>	<b>\$557,575</b>	<b>\$583,487</b>	<b>\$599,577</b>
Texans Can Superintendent @ average \$200,000 x 10%	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510
The Superintendent will provide district-wide oversight and leadership, facilitate communication, and ensure the overall implementation of <b>Project READY-2ExCel</b> is in accordance with USDOE requirements.					
Texans Can Chief Business Officer @ average \$150,000 x 10%	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
The Chief Business Officer will provide financial management of <b>Project READY-2ExCel</b> and will directly oversee all financial aspects related to the initiative including Performance-Based Compensation Systems (PBCS), differentiated compensation, etc.					
Texans Can Human Resource Director @ average \$110,000 x 20%	\$22,000	\$22,660	\$23,340	\$24,040	\$24,761
The Human Resource (HR) Director will oversee all human resource activities including hiring, retention, professional development, and all Human Capital Management System (HCMS) activities. The HR Directors will ensure all <b>Project READY-2ExCel</b> human resource activities are in accordance with the project goal and objectives and in accordance with USDOE requirements.					
Texans Can Principals @ average \$99,048 x 10% x 13 campuses	\$128,762	\$132,625	\$136,604	\$140,702	\$144,923
Principals from each participating school/campus will provide campus leadership to <b>Project READY-2ExCel</b> 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.					
<i>Personnel salaries will include a potential salary increase of 3% annually.</i>					
<b>Differentiated Compensation System</b>					
Incentive Awards for Teachers	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000



*Project READY-2ExCel*

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	\$265,000	\$275,000	\$295,000	\$315,000	\$325,000
Incentive awards will be provided to other staff 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.					
Potential Salary Increases for Educators	\$35,500	\$35,500	\$35,500	\$35,500	\$35,500
Teachers and other educators (Principals, Assistant Principals, etc.) performing at and beyond expectations will also be eligible to receive potential salary increases.					
<b>2. Fringe Benefits</b>	<b>\$129,066</b>	<b>\$132,959</b>	<b>\$139,394</b>	<b>\$145,872</b>	<b>\$149,894</b>
Fringe Benefits @ 25%.					
<b>3. Travel</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>4. Equipment</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>5. Supplies</b>	<b>\$1,200</b>	<b>\$1,200</b>	<b>\$1,200</b>	<b>\$1,200</b>	<b>\$1,200</b>
Office Supplies @ \$100 per month x 12 months	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
General supplies include copy paper, letterhead, pencils, sharpeners, tape, envelopes, writing tablets, folders, binders, computer disks and other necessary supplies for project implementation.					
<b>6. Contractual</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>7. Construction</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>8. Other</b>	<b>\$3,700</b>	<b>\$3,700</b>	<b>\$3,700</b>	<b>\$3,700</b>	<b>\$3,700</b>
Marketing and Recruitment @ \$100 per month x 12 months	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Includes marketing services to promote the program through the development of promotional marketing and recruitment materials, advertising, informational flyers, etc. Also includes					



*Project READY-2ExCel*

advertising costs to recruit high quality educators for all participating schools.					
Screening and selection costs	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Includes screening and selection costs to assess/screen potential Master/Mentor Teachers.					
<b>9. Total Match Contribution</b>	<b>\$650,228</b>	<b>\$669,694</b>	<b>\$701,869</b>	<b>\$734,259</b>	<b>\$754,371</b>
<b>10. Indirect Costs</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>11. Total Match Contribution</b>	<b>\$650,228</b>	<b>\$669,694</b>	<b>\$701,869</b>	<b>\$734,259</b>	<b>\$754,371</b>

TEXANS CAN Project READY-2ExCel MATCH CONTRIBUTION					
Year 1	Year 2	Year 3	Year 4	Year 5	GRAND TOTAL
\$650,228	\$669,694	\$701,869	\$734,259	\$754,371	\$3,510,420

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

OMB Number: 1894-0007  
Expiration Date: 08/31/2017

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr.	Mendel		Weiss	

Address:

Street1:	325 W12th Street
Street2:	
City:	Dallas
County:	
State:	TX: Texas
Zip Code:	75208-6502
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
[REDACTED]	(214) 946-4427

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]	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization

Texans Can Academies

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	1,485,521.00	1,500,311.00	1,704,937.00	1,754,542.00	1,976,018.00	8,421,329.00
2. Fringe Benefits	371,380.00	375,078.00	426,234.00	438,636.00	494,004.00	2,105,332.00
3. Travel	12,950.00	12,950.00	12,950.00	12,950.00	12,950.00	64,750.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	178,800.00	170,400.00	170,400.00	130,400.00	130,400.00	780,400.00
6. Contractual	285,000.00	285,000.00	285,000.00	285,000.00	285,000.00	1,425,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	201,300.00	196,300.00	186,300.00	186,300.00	186,300.00	956,500.00
9. Total Direct Costs (lines 1-8)	2,534,951.00	2,540,039.00	2,785,821.00	2,807,828.00	3,084,672.00	13,753,311.00
10. Indirect Costs*	50,736.00	50,845.00	56,152.00	56,627.00	62,604.00	276,964.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	2,585,687.00	2,590,884.00	2,841,973.00	2,864,455.00	3,147,276.00	14,030,275.00

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

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

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

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

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

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(3) 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 # U374A160003 The Restricted Indirect Cost Rate is  %.

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.
Texans Can Academies	

**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	516,262.00	531,835.00	557,575.00	583,487.00	599,577.00	2,788,736.00
2. Fringe Benefits	129,066.00	132,959.00	139,394.00	145,872.00	149,894.00	697,185.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	6,000.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	3,700.00	3,700.00	3,700.00	3,700.00	3,700.00	18,500.00
9. Total Direct Costs (lines 1-8)	650,228.00	669,694.00	701,869.00	734,259.00	754,371.00	3,510,421.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	650,228.00	669,694.00	701,869.00	734,259.00	754,371.00	3,510,421.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

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