

Equity Pipeline for Educator Preparation

(A) Evidence of Support (30 points) Youth Empowerment Services, Inc. (YES, Inc.), the nonprofit partner, in collaboration and partnership with four (4) targeted LEAs with 16 high-need schools, has designed the Equity Pipeline for Educator Preparation TSL project as a significant component of each LEA's comprehensive efforts to 1) improve teaching and learning, and 2) support rigorous academic standards for all students especially special education and ELL students with the continued implementation of the TIF5 funded project, Educator Effectiveness Process (EEP). The Equity Pipeline for Educator Preparation is a significant improvement to the current Human Capital Management System (HCMS) being implemented in the targeted LEAs and is designed to ensure that students have equitable access to effective teachers on the first day of the school year.

(1) Comprehensive Support – All of the four (4) targeted LEAs representing the 16-individual campuses have provided ***the strongest evidence of support*** with their ***signed Memorandum of Understanding (MOU)*** (See Appendix E) that describes in detail their agreement with 100% of the requirements for the Teacher and School Leader (TSL) Absolute Priorities, Competitive Priorities, Cost Requirements and comprehensive efforts to meet the LEA's commitment to a shared vision of equitable access for all students to effective educators. In addition, also included in the Other Attachments are the 100% buy-in documents from every individual school within each LEA and over 50 letters demonstrating strong support from the stakeholders including superintendents, teachers, principals and parents (See Appendix E).

The targeted LEAs are continuing to a) implement the currently funded TIF5 grant for the Educator Effectiveness Process (EEP) comprehensive teacher, principal and Superintendent evaluation system with supports (*see Program Design*), and b) work together with PBCS and HCMS modifications (*see Program Design*). Within the program design section is the detailed description of how the HCMS reflects a clear and fair measure of performance based upon demonstrated improvement in student academic achievement. However, while the LEAs were implementing the TIF5 requirements, they discovered a tremendous gap existed when recruiting and hiring effective educators. There was no pipeline of available effective educators for the local charter schools. An Educator Equitable Access survey administered to measure need revealed that **96.6%** of the respondents indicated their agreement that students should walk into the classroom and have a highly effective teacher on the first day of school (*see attachment II.A.4*). In addition, LEA superintendents have identified this gap as the most significant gap in student access to effective teachers.

During the February 25, 2017, professional development academy for teacher leaders, some of the LEA educators referred to the current hiring practices as “hiring off the street” the “week before school starts” as an indicator of the current educator preparation and hiring practices. The LEAs few resources to successfully market, recruit, and train teachers prior to hiring due in large part to the huge disparity in the San Antonio educational market where the supply of teachers far outweighs the demand. Available teachers want to work in the wealthiest of San Antonio’s 16 independent school districts where salaries are higher by almost 30% (see Project Need). Access to effective educators is the highest priority for the targeted LEAs. The

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LEAs worked with the non-profit partner, Youth Empowerment Services, Inc. (YES, Inc.) to create the Equity Pipeline for Educator Preparation.

Included in the Equity Pipeline are research-based induction strategies to assist effective teachers once they are hired. Ninety-one percent (**91.2%**) of respondents to the Educator Equitable Access survey agreed new teachers need support with ongoing induction activities such as orientation and mentoring as they acclimate to the overall school and district culture (*See attachment II.A.4*).

The Equity Pipeline for Educator Preparation will (1) provide every child with an effective teacher on day one of the school year, (2) create a career pathway for teachers to expand their content-area knowledge, (3) help LEAs meet the need for qualified effective teachers, and (4) provide the candidates with the strongest possible supports (see program design).

Because the LEAs serve a high-need, diverse student population, a positive school climate is dependent upon effective teachers developing cultural competence and tolerance for every student. This project ensures every student equitable access to a culturally competent and effective educator.

The following matrix reflects currently funded TIF5 evaluation systems, supports, PBCS and HCMS. Checks indicate LEAs implementing all aspects of the TIF5 project. The asterisk (*) indicates the planned TSL changes for this request. The four (4) LEAs are George Gervin Youth Center (GGYC); Por Vida Academy (PVA); Southwest Preparatory Academy (SWP); and Positive Solutions Charter High School (PS).

<u>Local Education Agencies (LEAs)</u>	GGA	PVA	SWPA	PSCHS
Evaluation System – <u>NO CHANGES – TIF5 Funded</u>				
Teachers/Principals/Superintendents (<u>TIF5</u>)	✓/✓/✓	✓/✓/✓	✓/✓/✓	✓/✓/✓
Evaluation System with Supports – <u>NO CHANGES – TIF5 Funded</u>				
Pre & Post Observation Conferences (<u>TIF5</u>)	✓	✓	✓	✓
Weekly Leadership Team Meeting (<u>TIF5</u>)	✓	✓	✓	✓
Weekly Unit Meetings (<u>TIF5</u>)	✓	✓	✓	✓
Walkthroughs with Feedback (<u>TIF5</u>)	✓	✓	✓	✓
External Professional Development (<u>TIF5</u>)	✓	✓	✓	✓
Mentoring/Executive Coaching (<u>TIF5</u>)	✓/✓	✓/✓	✓/✓	✓/✓
Performance Based Compensation System – <u>NO CHANGES – TIF5 Funded</u>				
Teacher/Principal/Superintendent (<u>TIF5</u>)	✓/✓/✓	✓/✓/✓	✓/✓/✓	✓/✓
Human Capital Management System* – <u>CHANGES! – TSL Request for Funding</u>				
Preparation* <u>Educator Pipeline Request</u>	✓*	✓*	✓*	✓*

Recruitment* – <i>Influenced by equity pipeline</i>	√*	√*	√*	√*
Hiring*– <i>Influenced by equity pipeline</i>	√*	√*	√*	√*
Placement* – <i>Influenced by equity pipeline</i>	√*	√*	√*	√*
Retention (<u>TIF5</u>)	√	√	√	√
Dismissal (<u>TIF5</u>)	√	√	√	√
Compensation (TIF5 PBCS)	√	√	√	√
Professional Development (TIF5)	√	√	√	√
Tenure * Influenced by equity pipeline	√*	√*	√*	√*
Promotion (TIF5)	√	√	√	√

For this project, each LEA has aligned its comprehensive school improvement work with the overall goal and objectives detailed in section C, Program Design, to guarantee the students equitable access to effective teachers. The Equity Pipeline is a direct response to **Competitive Preference Priority 1** as LEAs are using the HCMS preparation component to improve equitable access to effective teachers by focusing on the most significant gap of educator preparation and the Equity Pipeline aligns with **Competitive Preference Priority 2** because the Equity Pipeline marketing and recruitment efforts will focus on ways of attracting diverse applicants in order to increase

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diversity in all high-need schools. In addition to culture training, each LEA commits to creating and maintaining a diverse workforce. Relationships with teacher preparation entities that produce a diverse and effective workforce will be strengthened. Job recruitment activities by these entities will be attended.

(2) Collaborative Partners – The buy-in documents and letters of support in the attachments (*II.A.3, Appendix E*) demonstrate the high level of collaboration needed to ensure that the project’s services are maximized. The input from teachers, advisory committees, teacher leaders and principals has been invaluable in establishing the Equity Pipeline described in the program design section C. Each of the four pillars of the Equity Pipeline as described in the program design have been extensively researched and reviewed with information shared with all the stakeholders. In addition, the attachments include letters of support from partners (including vendors) that have pledged to support the Equity Pipeline when funded (*See Budget Narrative for specific vendors*). Over 100 conference calls, face-to-face meetings, and virtual meetings were held to provide input in program design.

(3) Integration Efforts – For the past seven (7), years the Educator Effectiveness Process (EEP) teacher and school leader evaluation systems have been chosen by each of the targeted LEAs for being fair, rigorous, valid, reliable, and objective”. Since approved by the USDE in 2010, over 200 teachers have received 3 evaluations each year with pre- and post-observation conferences including mentoring and coaching supports. The Equity Pipeline will be a valuable addition to the comprehensive HCMS components currently implemented with TIF5 funds.

The integration of the Equity Pipeline for Educator Preparation is critical to the
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ability to fill the most persistent gaps experienced by the LEAs. Aligning the Equity Pipeline with the already existing Educator Effectiveness Process (EEP) will ensure the highest level of expectation for closing the educator preparation gap. All LEAs have committed to utilize Texas foundation school funds for the match requirement. All LEAs have signed the required Match Assurance document (*See attachment II.E.1*) as a commitment to implementing the activities detailed in this application.

The evidence of support for this request is significant and is aligned with the **Absolute Priority #1, HCMS** and **Absolute Priority #2, Evaluation and Support Systems for Teachers**. The Equity Pipeline for Educator Preparation is designed for teachers only. Finally, the Equity Pipeline for Educator Preparation focuses on and aligns with the requirements in **Programmatic Requirement 1.E** and **Programmatic Requirement 1.F**. by focusing on systems and processes for a) recruitment, selection, placement and retention of teachers in high-need schools by attracting, hiring and retaining effective educators, b) offering bonuses or higher salaries to effective educators or establishing or strengthening teacher residency programs.

(B) NEED FOR PROJECT (25 POINTS) LEA superintendents of the high-need schools confirmed the need for the Equity Pipeline for Educator Preparation when they unanimously agreed that the most challenging part of their jobs is hiring effective teachers who are ready for students on the first day of school. While doing the comprehensive work of the current TIF5 project, the Superintendents realized the tremendous educator preparation gaps that existed and hindered them from having equitable access to effective educators.

The superintendents agreed to Equity Pipeline for Educator Preparation as the
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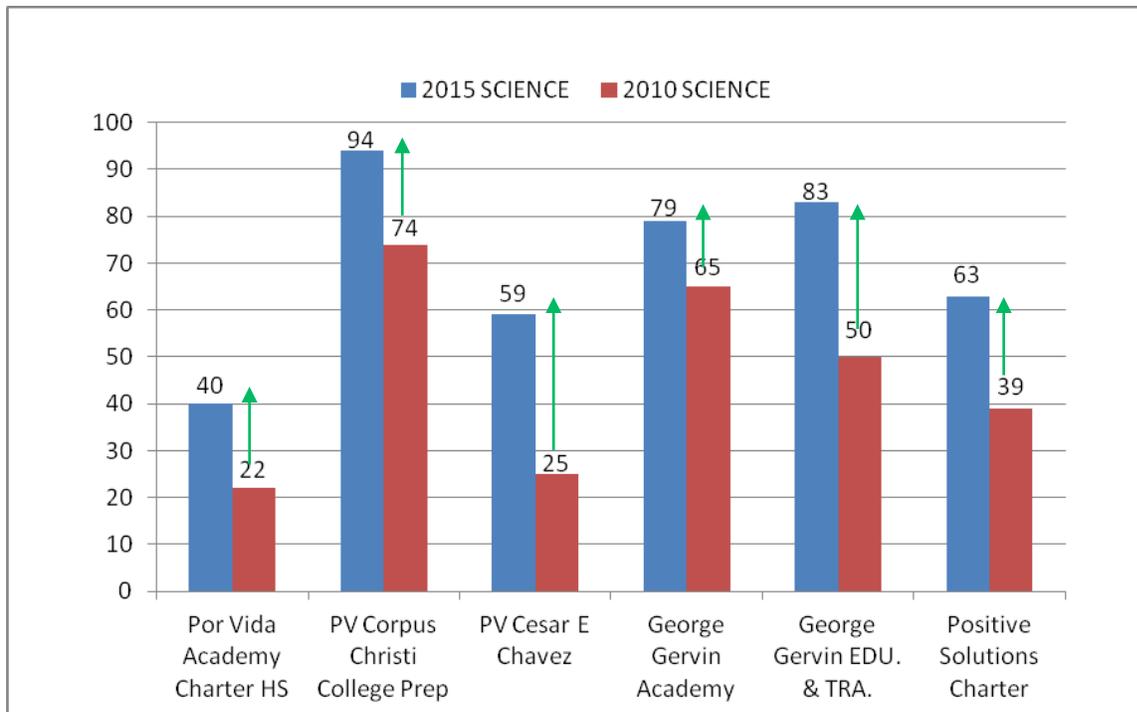
project name. The Equity Pipeline includes four (4) San Antonio-based charter LEAs representing 16 high-need, high-poverty, and persistently low-achieving campuses. They have made progress while implementing TIF projects since 2010 in the San Antonio and Corpus Christi areas of Texas. The most significantly high-need schools in San Antonio as identified by the Texas Education Agency’s (TEA) list of Title I priority school are participating in the TIF5 project. Of the forty (40) San Antonio-area schools identified as Title I priority schools, 22.5% are represented by the sixteen campuses. Thus, nine (9) of the sixteen (16) high-need schools identified for this project represent the lowest performing schools in San Antonio. All 16 campuses meet the TSL6 high-need documentation criteria.

As required by **Statutory Application Requirement (e)**, listed below is information on each participating school.

	Campus ID	Student Count	Teacher Count	Principal Count	Free & Reduced	Avg. Tea. Salary	High Poverty	Title I High Priority
Por Vida Academy Charter HS	15801001	127	14.3	1	91%	██████	Y	Y
PV Corpus Christi College Prep	15801002	79	5.4	1	63%	██████	Y	Y
PV Cesar E Chavez	15801003	116	5.9	1	71%	██████	Y	Y
Southwest Prep School NE	15807001	115	9.7	1	88%	██████	Y	Y
Southwest Prep Southeast	15807002	260	18.7	1	90.8	██████	Y	Y
Southwest Prep School North West	15807004	220	13.3	1	68.6	██████	Y	Y
New Directionw	15807005	122	9.2	1	57%	██████	Y	Y
Southwest Prep NW Elementary	15807101	174	11	1	93%	██████	Y	Y
Southwest Prep Seguin	15807002						Y	
GGA (GGA)	15802001	1239	41.8	1	100%	██████	Y	N
GGA EDU. & TRA.	15802004	65	6.9	1	99%	██████	Y	N
George Gervin Prep Academy AZ	78585001	219	17	1			Y	
GGA - Walzem	15802001	108	9	1	99%	██████	Y	N
GGA - Ruth Jones McClendon	15802001	120	9	1	99%	██████	Y	N

GGA - Fredericksburg	15802001	89	6	1	100%		Y	N
Positive Solutions Charter	15814001	163	8	1	90.2		Y	Y

All sixteen participated in the 2016 TIF5 EEP project and, six of the nine campuses had double digit increases in the percent of students meeting and exceeding standards in math and science over the EEP TIF3 grant period,

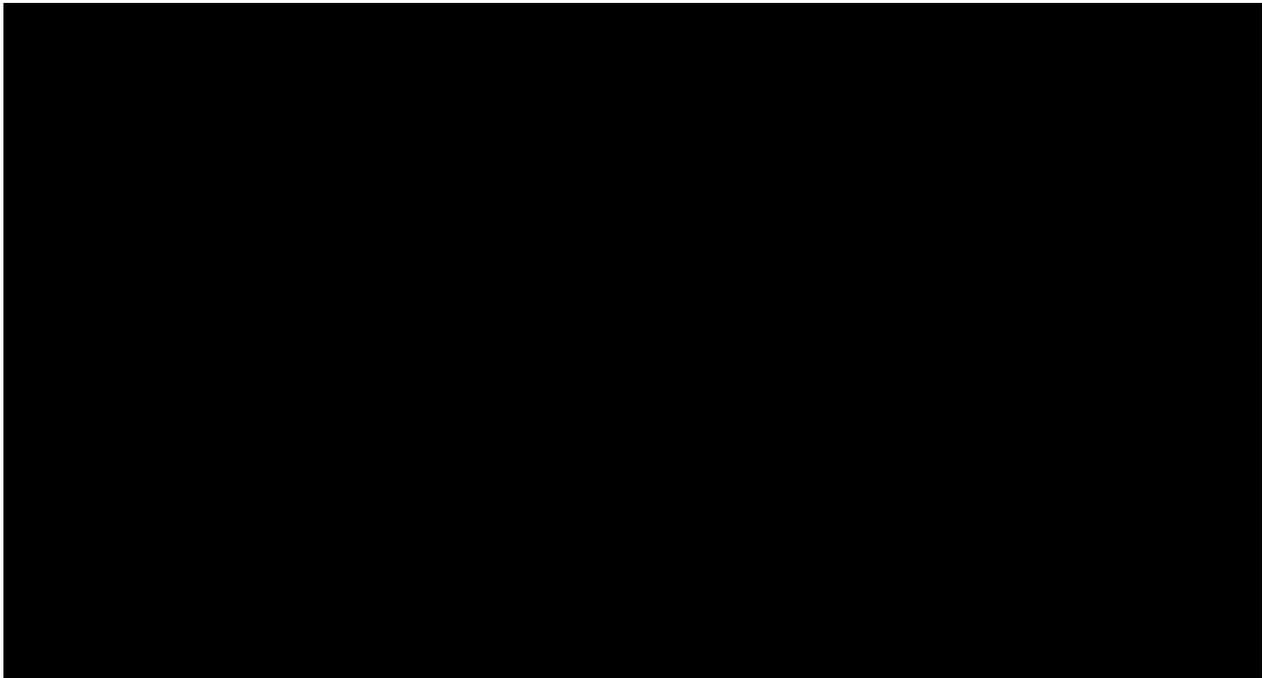


The targeted campus educators were unanimous in their belief that the comprehensive evaluation system played a significant role in ensuring their instructional effectiveness for academic improvement. All principals indicated EEP is one of the major factors in improving teaching and learning within their schools. Continuation of EEP through TSL is critical for the students that depend on and deserve effective educators.

In the past, educational attainment, experience, and subjective recommendations from others, were used to recruit teachers. These measures have

consistently fallen short of guaranteeing teacher effectiveness. Each high-need school is ready to embrace the use of other high-stakes measures using a strategic HCMS aligned to core competencies of effective educators. Each high-need LEA leader has confirmed through surveys, questionnaires, and discussions that the recruitment of effective teachers is extremely difficult especially in the areas of math and science. The recruitment and retention of effective teachers by the LEAs is more difficult because of the options for teachers seeking employment. Surrounding districts offer incentives to teachers in hard-to-staff areas. [REDACTED]

[REDACTED]. (See attachment II.b.5).



The chart depicts the San Antonio area average teacher salary and each of the sixteen (16) targeted high need school's average teacher salary. [REDACTED]

[REDACTED]

[REDACTED]

The difference is evidence of the need for a continuation of EEP, PBCS that will compensate based on effectiveness, and the additional resources to implement HCMS that will includes recruitment and retention by year three.

Even though retaining teachers continues to be a challenge in participating LEAs, 80% of the teachers in a 2015 survey would rate their job satisfaction as good or very good (*See attachment II.A.4*). 68% of the teachers surveyed would stay at their current schools longer because of EEP. This TSL project includes a provision to establish a significant base pay increase that will help to equalize teacher and principal salaries. Base pay increase is one of the first steps in modifying the HCMS. Attachments to this project narrative provide additional evidences of need.

C. Quality of the Project Design (20 points). The Comprehensive Evaluation System With Supports, PBCS and HCMS: All LEAs have agreed through their signed, comprehensive Memorandum of Understanding to modify and enhance the program design of the current evaluation systems with supports, the PBCS and the HCMS so that all students have equitable access to effective educators. These elements led to the award of a TIF5 grant in 2016. The superintendents have unanimously agreed to add an addendum to their MOU to add a comprehensive educator preparation component to the existing HCMS through this TSL application (*See Appendix E*).

(1) **Project Rationale** – These high-needs charter schools have identified several evidence-based activities to support the needs identified in their schools, specifically in the areas of the comprehensive evaluation system with supports (observation and feedback, professional learning communities, induction of new

teachers, mentoring), performance-based compensation systems (value-added compensation and observations), and human capital management systems (equitable access to quality teachers, residency programs, recruiting and retaining teachers, and cultural competence). While the comprehensive evaluation system with supports and PBCS will be updated to incorporate evidence-based activities, the grant focus is on the activities for the HCMS – ensuring equitable access to quality teachers at all campuses for all students. In addition, all activities are aligned the Texas State Plan to Ensure Equitable Access to Excellent Educators (Texas Education Agency, 2015).

As required by **Statutory Application Requirements (j)**, project activities are research based. Based on promising evidence from the What Works Clearinghouse (WWC standards without reservation), the program will include intensive on-site professional development, face-to-face professional learning communities (PLCs), and job-embedded coaching to enhance teachers' classroom practices (Myers et al., 2016, p. 4). PLCs will focus on implementing effective instructional practices and develop meaningful relationships with target students (Browning, 2015) and ensure "coherence across sessions, concreteness and specificity of discussions, and opportunities to link the principles to the realities of the teaching situation in the particular school or district" (Dimino et al., 2015, p. 5). Regarding induction of new teachers and mentoring, the program will adapt components of best practice, to include a one- to two- year mandated program that focuses on teacher learning and evaluation, the provision of a mentor, the opportunity for collaboration, structured observations, intensive workplace learning, beginning teacher seminars and/or meetings, professional support, and/or professional networking (Bland et al., 2014; Kearney, 2014; Parkinson et al., 2016).

As recommended in the AERA position paper, the grant uses multiple means to evaluate teacher effectiveness with regard to the educator compensation package (AERA Statement on Use of Value-Added Models (VAM) for the Evaluation of Educators and Educator Preparation Programs, 2015). In addition, observation data used in PBCS decisions will show consistency, transparency of the data, and the specificity of evidence of teacher observation data (Goldring et al., 2015).

The grant supports the views of Pietryka et al. (2016), who state that “without strong educator preparation that provides prospective teachers with content knowledge, strategies and clinical experience for overcoming unique challenges of teaching in high-needs schools, novice teachers are less likely to have the practiced experience to successfully meet students' needs.” Therefore, a residency program will be developed as a viable option for supporting teacher preparedness and retention at these high-needs schools (Bland et al., 2014; Silva et al., 2014; Silva et al., 2015; Thorpe, 2014). This component will be further supported with professional development in cultural competence (Colombo, 2007; Thomas & Parsons, 2017).

As required by **Statutory Application Requirements (j)**, The grant partners have prior experience in developing and implementing grant activities. Youth Empowerment Services, Inc. (YES), the non-profit LEA partner, has a long, successful history of working with high-need school systems to strengthen instructional practices of principals and teachers so that students’ academic achievement improves. For the past ten (10) years, YES, Inc. has actively worked with over twenty different LEAs in developing, implementing, and coordinating evaluation systems, PBCS, and HCMS initiatives based on the guidance provided by the U. S. Department of Education.

Annual evaluations of YES projects note positive educator comments, student growth-data, and increases in student academic achievements. The strong evidence of success is a great indicator of the ability and capacity of YES to help schools when modifying, enhancing, and changing the way they support educators towards more effective instruction to ensure student achievement (*See attachment II.C.1 for more information*).

(2) **Appropriate Project Design** – The following information is a detailed, comprehensive overall of the currently funded TIF5 project: Educator Effectiveness Process (EEP) including the evaluation system with supports, the PBCS and the HCMS with the newly designed Equity Pipeline for Educator Preparation project included below (*See attachment II.C.5*). All the information included is funded by the 2016 TIF5 grant except the plan to modify and expand the HCMS preparation activities with the newly designed Equity Pipeline for Educator Preparation project (described in the HCMS section below).

LEAs OVERALL GOALS: The goals of the comprehensive **EEP evaluation system with supports** are ambitious, attainable and meet the TSL requirements as described below in being fair, rigorous, valid, reliable and objective for the teachers, principals and superintendents. The evaluation system includes rigorous observation of teachers, principals and superintendents while the supports are defined as evaluation supports that occur after the observations and include significant and intensive follow-up coaching, conferences, and professional development based on the results of the observation reports. All supports are described below within the Quality of Program Design section of this narrative.

The **EEP PBCS Goal** is to differentiate compensation to teachers, principals, and
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superintendents based on the results of the evaluation system. Again, the supports to educators after their observations enable the educator to become more effective and thus student academic achievement increases and value-added student growth is realized. The PBCS goal is aligned by providing differentiated levels of compensation to the most effective educators.

The EEP HCMS Goal focuses on enhancing the use of educational equity engineering tools to ensure that all students have equitable access to effective educators with an end goal of creating a comprehensive teacher preparation program called Equity Pipeline for Educator Preparation. The system will help all LEAs increase the focus of ensuring equitable access throughout all ten (10) HCMS components of preparation, recruitment, hiring, placement, professional development, promotion, retention, dismissal, compensation, and tenure. The focus, as described below, of this TSL request is the Equity Pipeline that includes multiple options for educator preparation so that all those who seek to teach in the targeted LEAs first be selected and complete the appropriate Equity Pipeline sequence of activities in order to be deemed effective by the first day of school.

Quality of the Program Design – The detailed program design highlights and provides an overview of the enhanced, comprehensive Educator Effectiveness Process (EEP) evaluation system with supports; the comprehensive PBCS for teachers, principals and superintendents; and the **modified and improved TSL HCMS**.

Program Design Outline: A description of the comprehensive Educator Effectiveness Process (EEP) evaluation system for teachers, principals and superintendents followed by the complete description of the EEP evaluation supports is

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detailed below to include the comprehensive job-embedded professional development activities, the weekly teacher unit meetings, the weekly leadership meetings, and the weekly teacher walk-throughs/with follow up discussions along with a detailed description of the external professional development, the new teacher mentoring supports, and the executive coaching for principals. The description of the existing PBCS system for teachers, principals and Superintendents is included below followed by the HCMS and the enhancements and modifications for the ten (10) components with a focus on teacher preparation and induction.

A. EEP Evaluation System with Supports. All of the LEAs have agreed to enhance their current evaluation system with supports with the complete EEP project or integrate components of the EEP project since EEP is a more rigorous, comprehensive system.

1. Three (3) EEP Evaluation Systems – The EEP evaluation system with supports contains three (3) educator evaluations: one for teachers, one for principals and one for superintendents. All three (3) evaluation systems were designed and created with input from teachers, principals and superintendents. While this application targets **Absolute Priority 1** and **Absolute Priority 4** (teachers) for funding, all systems are detailed below to demonstrate the comprehensive focus of the EEP.

a. Teacher Evaluation System – At the beginning of each school year, classroom teachers and teacher leaders will receive from six to twelve hours of EEP teacher observation rubric training through weekly teacher-focused unit meetings to prepare them for three (3) rubric-based observations (*See attachment II.C.5.1.a*) during the school year. One observation will be announced and will include a pre-observation

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conference and a post-observation conference and two (2) observations will be unannounced and include a post-conference (see description below in the “support” section). Observations are conducted by the principal, the expert teacher leader, and the career teacher leader. The EEP Observation Rubric articulates teacher expectations by defining performance criteria from novice to expert using indicators and sub-indicators on a scale from 1 to 5 with scores of 5 representing expert level teachers and the scores of 1 representing novice teachers. It is designed to evaluate teachers’ planning, delivery of instruction, and use of formative and summative assessments. The rubric has four domains. Domain I focus on facilitating student learning and has twelve indicators. Domain II focuses on educator planning for learning and has three indicators. Domain III focuses on the teacher’s ability to ensure a balance exists around students’ mental, physical and, emotional learning needs and has four indicators. Domain IV focuses on each individual campus and includes peer observation opportunities for all teachers and teacher leaders.

Teacher Observation Scores: Observations are scheduled for the entire subject-area teaching period, usually between 40 – 60 minutes. An observation score of a 5 in any of the indicators reflects that the educator is above proficiency, and can utilize the indicator to guarantee that students will learn the content being taught. The question the observer must answer to rate an indicator a 5 is “to what extent did learning occur for all of the students in meeting the stated objective for the day’s lesson by demonstrating the criteria in the specific indicator?” An observation score of 3 to 4 indicates that the proficiency of the educator to provide instruction guaranteeing that students learn based upon the lesson’s objective is proficient and adequate to

guarantee most the students are mastering the day's learning objective as evidenced by the formative assessment that is required to occur during the lesson. *"Three is where you want to be"* is the motto used when initially training educators as they pursue a goal of eventually becoming a level 5 teacher. Teachers who earn a score of 1 to 2 on their instructional indicators demonstrate that they are below proficiency in implementing the instruction, instructional strategies, and content knowledge. Scores at this level are a strong indication to the observer that the educator would need additional coaching and mentoring to improve. The overall purpose of the observation process is to improve teacher effectiveness through the job-embedded professional development, supportive coaching, mentoring, and additional external targeted professional development. All teachers have access to relevant professional development based upon their observation results, student formative assessment data as well as summative assessment data in collaboration with their principals and teacher leaders. Recently during an external program evaluation focus group, teachers unanimously praised the evaluation system as being fair, rigorous, valid, and reliable. Additionally, there was a strong consensus that the teachers felt that the evaluation system had helped them become more effective teachers.

b. Principal Evaluation System- As the principal becomes more of an instructional leader, the results of four (4) observations are the major tool designed to assist the principal in mastering the art of leadership. The observation processes focuses on two instructional roles with different rubrics. In the first instructional role, the principal receives three observations; one from a program staffer and two from a peer educator, assessing how the principal leads in leadership team meetings and other

settings. In the second instructional setting, the principal is observed coaching/mentoring other educator in the teacher post-observation conference facilitating a conversation around the reinforcement goal and the refinement goal. Of the four observations, one observation is announced and has a pre-observation conference, while the other three observations are unannounced. All four observations include a post-observation conference with discussions of a reinforcement goal for the principal to continue reinforcing what is going well and a refinement goal, which is something that can done more effectively. The purpose of the observations is to determine the principal's level of the leadership effectiveness and to help the principal improve (See *attachment II.C.5.1.b*).

c. Superintendent Evaluation System– The evaluation of the superintendent is a new edition and is considered a modification to the evaluation system with supports that already exist for the teachers and the principals. The superintendent's work is grounded in the work of the teachers, principals, and other staff and administrators, and is directly linked to student performance data used in the evaluation of teachers and principals. The superintendent's evaluation is parallel to and aligned with the systems that link student performance targets, teacher performance targets, administrator performance targets, and, ultimately, district performance targets. Each LEA has a comprehensive superintendent's evaluation. The instructional leadership component of the superintendent's evaluation is worth 15% of the PBCS for the superintendent.

2. Evaluation System Supports- The EEP Evaluation System with Supports has four elements that are designed to readily support educators in becoming more effective based on the results of their observations, evidence notes and post-conference

plan: i.) Job-embedded professional development, ii.) External professional development, iii.) New teacher mentoring and iv.) Executive coaching for principals.

i. Job-Embedded Professional Development has 4 supports systems which encompass, 1) Pre- and post-observation conferences, 2) Weekly leadership team meetings, 3) Weekly unit team meetings and 4) Walk-throughs with feedback. The descriptions of all supports listed are in the Project Narrative Attachment (*II.C.5.2.a-b*).

3. PBCS Teacher and School Leader- The comprehensiveness of the PBCS for teachers, principals and superintendents has helped YES, Inc. utilize information to inform the compensation component of the HCMS. The data management system includes educator linkage in order to manage the value added data systems used to inform differentiated compensation systems for teachers and school leaders.

The PBCS includes a performance based compensation for 1) teachers, 2) principals, and 3) superintendents. As part of the PBCS, payouts are based on average of the observation scores and value added scores (student growth and achievement). As required, EEP contracts with companies to link educator data with student academic achievement data and to tabulate student data and create a student projection measure which will predict the student's probable performance based on the prior three years of the student's performance on state standardized tests. As aligned with Strategy 3 of the State of Texas Equity Plan, this data is essential to the success of the implementation of PBCS and HCMS because incentive payments will be based upon the data for teachers, principals and superintendents to receive a payout. (See attachment II.C.6.i-ii). The PBCS Model description includes the system for teachers and principals while the superintendent PBCS model is distinctly different. The detailed description of the

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PBCS model is included in the attached project narrative and represents the currently funded TIF5 information.

4. Human Capital Management System: The HCMS will be revised as part of this TSL project. The comprehensive Equity Pipeline includes multiple avenues for educators to be effective by the first day of each school year. The comprehensive HCMS system includes ten components, as described below. Each LEA has been actively engaged in understanding the benefits of implementing enhancements to their existing HCMS, but they have been limited by the time, effort and funds required to establish a well-functioning educator preparation system. As aligned with Strategy 1 of the state's equity plan, the LEAs have developed a guideline for establishing their local equity plans to ensure that the LEAs can be a part of a system that prepares, recruits and hires effective teachers (*See attachment II.C.7.a*). The data system will make certain that observation reports and results, student-level achievement, and value added data will be used in the Human Capital Management System to ensure that equitable access activities are linked throughout the ten components described below.

Overall All HCMS Preparation Goal: 100% of the student high-need classrooms will be staffed by an effective educator with the assistance of the Equity Pipeline program that will ensure that all LEAs have access to effective educators to hire, place and induct into their school culture ensuring that each student has equitable access to effective educators.

Objective 1: Each targeted school will identify an equity coordinator and each LEA will identify a director of equity in education, charged with ensuring that equitable access systems are aligned throughout all ten of the HCMS components outlined in the

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TSL: preparation, recruitment, hiring, placement, retention, professional development, tenure, dismissal, compensation (differentiated), and promotion.

Objective 2: All LEAs will utilize the four pillars of the Equity Pipeline for Educator Preparation to hire effective educators including the EPP, YPP, Residency Program and the Master Teacher Program so that all students have equitable access to effective educators on the first day of each school year.

Objective 3: All LEAs will implement or modify the existing induction programs to confirm that newly-hired, effective teachers receive the requisite support to continue being effective for the entire school year.

Objective 4: All LEAs will implement the equitable access targets throughout all ten areas of the HCMS including preparation, recruitment, hiring, placement, retention, professional development, tenure, dismissal, compensation, and promotion.

While each of the ten (10) HCMS components are described below, the overall goal and the four (4) objectives described above reference the Preparation HCMS Component for the creation of the Equity Pipeline for Educator Preparation and are the target activity for this TSL request for funding.

1. Preparation – Equity Pipeline for Educator Preparation (EPEP) – The USDE TSL application (page 7-8) specifically requests that applicants partner together with institutions of higher education to strengthen educator preparation to ensure equitable access exists. The Equity Pipeline for Educator Preparation has been developed in response to the request. It is a comprehensive method of providing preparation activities to individuals who desire teacher positions in the targeted LEAs.

Per the Educator Equitable Access survey, only **17.6%** of respondents felt their
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school is sufficiently preparing new teachers to effectively teach students (See *attachment II.A.4*). Therefore, pursuant to the Programmatic Requirement 1: Use of Funds, section E, below is a description of the processes proposed to modify and improve the LEA's current Human Capital Management System (HCMS) for attracting, hiring, and retaining effective educators. Potential candidates can choose from four equity paths (EQ1 through EQ4) in order to become effective by the first day of the school year: 1) Educator Preparation Program = EQ1; an alternative certification program requiring participation in EQ2; 2) EEP Teacher Preparation Program = EQ2; 3) Equity Residency Program = EQ3; and 4) the Content-Area Master Teacher Program = EQ4 (See *attachment II.C.3*).

1) The **Educator Preparation Program = (EQ1)** targets those degreed individuals who are either recent graduates or changing careers and want to become alternatively certified to teach in the LEAs. After going through the application process, candidates will participate in the state-required comprehensive training to prepare for entering the classroom as effective teachers. Training is focused on teaching in urban schools and cultural competence. Specific courses will address core subjects, ESL, special education, gifted education, and student/teacher health and wellness. Once candidates have completed the first thirty hours of the field-based experience in one of the participating LEAs, candidates will interview for a position. If hired, they will be required to complete Cycle II of EQ2 (see description below). This training includes intensive training in the EEP evaluation system teacher rubric indicators, practicum summer teaching assignments in the morning and afternoon coaching sessions that focus on specific strategies for the content to be taught. Applicants will also be trained

on the specific LEA system requirements for lesson planning, classroom management, formative assessments and other specific LEA requirements. After successful completion (a minimum of two full observations in a two week period), all applicants scoring a 3.3 or better on the observation rubric will be cleared to begin the school year at the specific LEA. Applicants scoring less than a 3.3 on the observation rubric will not be deemed effective and will not qualify to be a teacher at the LEA. For those who score a 3.3 or better, they will complete a one-year paid internship as an effective teacher. Teacher candidates will be closely supported and monitored by their induction mentor. At the end of the school year, applicants will be fully certified.

2) The **EEP Teacher Preparation Program = EQ2** is for (a) currently certified educators who because of the local economic situation (large supply of certified educators out-weighting the demand) have not been able to secure teaching jobs; (b) educators teaching in other LEAs who want to work at one of the four targeted LEAs because of the success of the evaluation system with supports, PBCS, and HCMS and (c) degreed individuals, certified, or uncertified teachers, who are currently teaching outside the LEA's charter in other public or private schools. Before a targeted LEA will hire these individuals, they will need to complete the EQ2 path to ensure educator effectiveness before qualifying to interview at the LEAs. As noted above, EQ1 individuals complete EQ2 training as a part of their alternative certification plan.

The EQ2 design includes a total of six weeks of intensive training and support before a candidate qualifies for induction mentoring on an LEA campus. Because these individuals are either already certified or already have some level of teaching experience, the EQ2 training has a laser-like focus on “creating culturally competent,

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content competent educators” able to change, learn and grow into effective educators. The training occurs in two cycles. Cycle I includes three weeks training during Thanksgiving, Christmas, and spring break. Again, because these targeted individuals have some experience teaching and may be certified, the Cycle I training focuses on what is an effective educator, the EEP evaluation system with supports, and some benchmark assessments including simulations and classroom scenarios. The training semantic with hours and topics will be fully developed once funding is announced (see attached planned list of topics). At the end of the spring break week of training, the applicants with an effectiveness score of 3.3 or better will qualify to be interviewed by the LEAs to ensure that the LEAs can make hiring decisions before March 31 each year. Those hired after interviewing qualify to complete Cycle II EQ2 training. Cycle II includes daily morning teaching opportunities with students attending LEA summer school classes and daily afternoon, coaching, mentoring and training sessions based upon the morning’s lessons. During this three week period, the Cycle II participants will receive two observations and must score an average of 3.3 to qualify to accept the initial LEA position. All Cycle II 3.3 participants will qualify for a \$1,000 hiring bonus after successfully completing Cycle II training. As a part of the induction activities, newly hired Cycle II teachers will work with an assigned mentor throughout the school year with potential for bonuses every quarter, dependent upon continued effectiveness. After the first successful year of teaching, the Cycle II teacher will be PBCS eligible.

3) The **Equity Residency Program = EQ3** targets recent college graduates or younger applicants who are not certified and do not want to go through an alternative certification program like the one provided through EQ1. YES, Inc. and the LEAs are

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working with both the Relay Graduate School of Education, with offices in San Antonio, and the University of San Antonio to create a high-level teacher residency program (See *attachment II.C.7.b*). The program design includes a \$30,000.00 one-year stipend to a resident who has gone through intensive marketing, recruitment and selection criteria (included in budget). Once selected by the LEAs EQ3 residents serve under a teacher mentor for the first year, attend classes, and receive instructional support from the participating university. Successful EQ3 residents are then offered a classroom teaching position from the LEA for the subsequent school year and complete their course of study to receive certification and a Master's degree in year 2 (second full school year). Participating in a two year program will allow residents the opportunity to experience various aspects of teaching under an effective teacher, called a resident advisor, who can help guide the new teacher toward effective practices and work closely to support them. As a part of the residency, EQ2 residents are slowly integrated into classrooms to practice teaching. By the end of year one, residents should have increasing responsibilities in classroom. Second year residents will be the teacher of record earning the starting salary for that district. Residents will finish with a Master's degree, certification, and earned extensive experience in the classroom and be required to remain as a teacher within the district for a minimum of three additional years.

4) Participation in the **Content Master Teacher Program (EQ4)** will help districts retain effective teachers and move them toward becoming masters of their content area. For those individuals not certified, the master's program will help them obtain certification in conjunction with the master's Degree. Relay GSE will offer graduate-

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level, content-specific coursework, and some teachers will be eligible to receive graduate-level credit based on an evaluation of their previous education, training, and experience. Qualified teachers may complete an accelerated program in less than a year. Teachers can also add certification areas to their standard certificate, and high school teachers can teach dual-credit classes. The cost will be \$9,250.00 which will be covered by the TSL grant. After completing their graduate degree, the master teachers will be required to remain as a teacher within the district for a minimum of three years giving students continuous equitable access to effective teachers who are also masters of their content area.

As an added benefit, LEAs use Cycle II of EQ2 for all existing teachers who average below 3.3. Each LEA will be able to refer their existing teachers to Cycle II as a condition of continued employment to provide support toward less effective teachers in Cycle II. Existing teachers will need to score a 3.3 during Cycle II to return to a position within the LEA for the subsequent school year.

2. Recruitment – All recruitment activities will be modified and improved based on the implementation of the EQ plans described above. The LEAs understand that assistance will be needed to enhance their current recruitment plan and attract effective educators. Also discussed as a part of the recruitment initiative were the inequities in salaries. The LEAs agreed that base salary for teachers and principals would be the first step of the recruitment process and TIF5 funds were used to equalize base pay. Per the Educator Equitable Access survey distributed to teachers in the participating LEAs, 72.8% of teachers felt that charter schools should be investing in recruiting teachers four to six months ahead of the typical recruitment window (*See attachment II.A.4*). The

Equity Pipeline will improve the LEA's recruitment and ensure equitable access.

3. Hiring – The EQ pipeline will lead to a comprehensive hiring process that will follow the vision of ensuring students have equitable access to effective educators. Currently, only 11.7% of respondents to the Educator Equitable Access survey felt that their school is effectively hiring teachers. Some LEAs are receiving applications, letter of interests, resumes, checking fingerprint clearance cards (FCC) and DPS for validity of the FCC, and checking the Texas Education Agency for a clean teaching record. In addition, the interview process to be used by the EQ pipeline will include phone screening interviews performed by various members of the LEA, as well as face-to-face interviews, where teachers are given a topic and asked to prepare for ten minutes for an on the spot lesson and then teach a basic concept to the team. All LEAs have agreed to a comprehensive online application process as part of the EQ pipeline plan to ensure equitable access throughout the HCMS.

4. Placement – The LEA's issues with appropriate placement of educators was evident when over 80% of survey respondents felt that their LEAs were not effective in placement activities. The human resources (HR) departments in each school will be trained to follow-through on the procedures established to place the most effective and culturally diverse educators.

5. Retention – Only 13.5% of respondents to the Educator Equitable Access survey strongly agreed that their school was effective in retaining effective teachers (*See attachment II.A.4*). However, all of the LEA superintendents strongly agreed that the TIF5 HCMS, the base salary, and the other supports will aid in resolving their retention issues through effective programs that promote teacher growth and attractive

benefits. To obtain a consistent mobility rate of less than 20% is an attainable goal and will help ensure that students have culturally competent, effective educators in the classrooms on the first day of school each year.

6. Dismissal – The dismissal initiative of the HCMS will help transition ineffective educators out of the classroom. In the past, LEAs had been at the mercy of ineffective educators, often requiring non-certified teachers to be in the classroom just to keep students safe. Currently only 12.2% of respondents to the Educator Equitable Access survey strongly agreed that their school handles teacher dismissals effectively (*See attachment II.A.4*). Having a dismissal system based on the evaluation system and the PBCS will help identify ineffective educators and provide support earlier, as well as help those who are not benefitting from the support and showing improvement to move out of the classrooms.

7. Compensation – The components of compensation are 1) base pay equalization, 2) raises, 3) bonuses, 4) and the PBCS. To combat the disparity between charter school salaries and traditional ISD salaries, a base pay equalizer has been implemented to level the field to attract and retain effective educators. To aid in retention, teachers who achieve an overall score of 5 on observations for four (4) consecutive years, will reach tenure status and will receive a 20% pay increase for the duration of the time they maintain a 5. Quarterly bonuses are included in the EQ pipeline plans. These teachers will also be included in the PBCS after their first year of service.

8. Professional Development – As aligned with Strategy 2 of the State of Texas Equity Plan, EEP uses the disaggregated information generated by the educator

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evaluation system with supports to identify the professional development needs of individual educators and schools. LEAs and grant partners will ensure teachers are supported with professional development through mentoring, weekly unit meetings, weekly walk-throughs with follow-up coaching, mentoring from an effective teacher or teacher leader, coaching from teacher leaders and qualified outside contractors, and teacher observations with a one-on-one personalized post conference. The support for the inexperienced and unqualified teachers will transition them to be qualified and experienced.

Annual Campus level reflective/renewal retreats – During the reflection/renewal retreats, all LEAs will have the opportunity to analyze the data from the previous year to create the school plans and unit plans, prepare for the upcoming school year, and renew their commitment to becoming more effective. Campus leaders will prepare the reflective/renewal retreat agendas, and EEP staff will review and approve them.

9. Tenure – When responding to the Educator Equitable Access survey, only 8.8% of respondents strongly agreed that the current tenure system in their LEAs is effective with 27.6% not agreeing with their district’s definition of tenure and 43.6% who somewhat agreeing with the definition (*See attachment II.A.4*). Therefore, LEAs will continue to observe and review each teacher’s effectiveness in the classroom (based on observation scores and student achievement) allowing for teachers with an effectiveness score of 5 for four years in a row to tenure, and receive a 20% increase in pay. The pay increase will ensure that the most effective educators are retained for multiple years, and hopefully lead to retirement from the LEA.

10. Promotion (Professional Options) –“The consensus in the research about multiple career paths is that employees who have the opportunities for career advancement are motivated to improve the quality of their work.” (KRUETZ, T 2006) Kruetz supports EEP ‘s theory for including multiple career paths as a significant segment. The Educator Effectiveness Process (EEP) allows effective teachers to advance in the teaching profession without having to leave the classroom to become administrators in order to earn better pay. EEP is also designed to allow effective teachers the ability to take on leadership roles to strengthen the campus as a whole while still teaching students. EEP provides teachers with growth options to move from being a career teacher, to a career teacher leader and to an expert teacher leader. This allows the most effective educators to remain in the classroom working alongside educators, mentoring and coaching educators, and continuing to ensure that all students have equitable access to effective educators. The opportunities provided through multiple career paths will be used in recruiting effective teachers to the LEAs.

Project Evaluation Activities – The external program evaluation services are designed specifically to (a) determine and report the extent to which program goals and objectives are met; (b) investigate implementation barriers and facilitators in order to guide real-time adjustments; (c) understand and improve program implementation and impact on teacher, principal, school, and district performance; (d) communicate and disseminate findings to local stakeholders and the public at a minimum of annually; and (e) contribute to research, knowledge, practice, and policy at the state and national levels. **ADD: SURVEY, Focus Groups, etc.** The mixed methods evaluation approach was recently recognized through an invitation from the U.S. Department of Education to

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the proposed vendor (See budget narrative). (See *attachment II.C.2 & 4*).

In conclusion, the comprehensive project design, which includes an evaluation system with supports (EEP), a PBCS, and an HCMS, will be adopted and enhanced by the LEAs in order to ensure equitable access to effective educators for 100% of the targeted LEAs.

D. Quality of the Management Plan (20 points): The management plan described in detail below is comprehensive and more than adequate for ensuring the objectives of the TSL project goal are met. The plan includes clearly defined responsibilities, timelines, and milestones for accomplishing the objectives on time and within budget.

i.) Staff/Personnel. Youth Empowerment Services, Inc. (YES, Inc.) plans to continue to hire, train, support, and provide 100% of the staff needed to support the TSL project. The staffing pattern and clear lines of responsibility and communication have allowed YES, Inc. to manage a successful singleness of purpose, vision, and mission when managing the many facets of the PBCS, evaluations system with supports, and the HCMS within the funded USDE grants. Specifically, the executive project director has been responsible for the hiring, selecting and training of all TSL staff for the past seven years and has over thirty years of educational program administration experience. Trained project staff are repositioned to train and support each campus' leadership staff, and they in turn train and support their career teachers who work directly with students.

ii.) Staff Roles and Responsibilities: Planned staff for this TSL project include highly-tasked positions that will be under the leadership of the executive project director.

Each position is detailed in the budget narrative and three staff are considered key staff, the executive project director, the regional coordinator and the executive expert teacher leader. The attachments include the job descriptions for the positions as well as the resumes (See attachment II.D.A). The attachment also includes a flowchart of the training and support from the project staff to the campus staff. The eighteen project positions include one specialist, two (2) administrative associates. The executive project director is responsible for overseeing the day-to-day operations of all TSL evaluation, support, PBCS, and HCMS activities. The executive project director's role will continue to be the capacity builder, being the person overseeing all grant functions and activities for grant staff and for the LEAs.

iii) TSL Specific Objectives and Timelines: The timelines presented in this section are designed to ensure that all of the milestones for implementing the goals and objectives of the TSL project are met with a focus on the shared instructional vision of ensuring that all students have equitable access to effective educators in all classrooms. The five (5) major milestones to be achieved over the 5-year project are described below.

1. Base-pay/HCMS Milestone: One of the reasons for the difficulty in recruiting and retaining effective teachers is the gap in competition charter schools and the larger traditional public LEAs have due to more resources traditional public schools have to pay teachers. The targeted LEA salaries are usually between \$5,000 and \$20,000 less than the base salaries at the competing districts (see the "LEA Average Teacher Salary chart" in attachment). The chart depicts the area's average teacher salary and each of the LEA's average teacher salary. This gap makes it imperative to include base pay in

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this project. To ensure teachers' salary is competitive in order to recruit and retain effective teachers, a base-pay increase will be implemented by October 31st of year one.

2) Teacher Preparation/HCMS Milestone: Each student deserves access to an effective educator on the first day of school. To ensure each campus has access to a pool of effective teachers when hiring, four equity pipeline preparation programs will be developed and implemented.

3. Induction/HCMS Milestone: To ensure each teacher hired is an effective educator, by the end of year one, an induction program will be developed that introduces new teachers to the school culture. At the start of year two, all new educators hired will be in the induction program.

4. Professional Options/HCMS Milestone: The Educator Effectiveness Process allows effective teachers to advance in the teaching profession and earn additional pay without leaving the classroom to become administrators. By the start of each year, each campus will have interviewed and selected effective teachers with high fidelity as career teacher leaders and expert teacher leaders.

5. Continuous Improvement Milestone: The Teacher and School Leader program will allow the LEAs to implement the goals of strategically modifying and improving all components of the a). evaluation system with supports, b). existing PBCS, and c). existing HCMS. In doing so, by the end of year five campuses will be attracting, supporting, and retaining a diverse and effective workforce in order of ensuring a 50% increase in effective educators in the classroom.

Below is a one-year timeline of major activities for each milestone. (Additional

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timeline details are found in the project narrative attachment II.D.B)

- = Base Pay: Implement base pay to retain and recruit teachers and principals.
- = Teacher Preparation: Implement Equity Pipeline for Educator Preparation Program
- ∅ = Induction Program: Develop and implement induction program for new hires.
- √ = Professional Options: Continue promoting effective teachers to teacher leaders.
- ¶ = Continuous Improvement: Continue evaluation/w supports, PBCS and HCMS.

July 2017 – (See legend in box above.)

- Staff and vendors **meet and finalize** contracts for the Equity Pipeline, including marketing contracts, training curriculum, and accepting applications to screen potential candidates.
- Staff, vendors, colleges **finalize** plans for Equity Pipeline 1 and 2 programs for new teachers for 2017-2018 school year including aggressive marketing and recruitment.
- v Campus leaders **interview/select** effective teachers as teacher leaders.
- ¶ Staff assist campus leaders using observations and student data to **create** annual school plans, observation schedules, weekly unit/leadership schedules.
- ¶ Campus teams **identify** LEA equity directors and campus equity coordinators.
- ¶ Campus teams **modify** campus Equity Plans, train staff, and prepare for school year.

August 2017 – (See legend in box above.)

- Staff **establishes** Equity Pipeline mentor positions for each campus and training.
- ¶ Staff continues to **train and certify** all teacher observers.
- ¶ LEAs continue to **modify and improve** their teacher placement by examining the

equitable distribution of teachers in the classroom.

September 2017–*(See legend in box above.)*

v Staff **trains** new leaders in teacher observations.

¶ Campus staff continues teacher and principal **observations activities** including walk-throughs with coaching feedback.

¶ Staff continues **observing** campus leaders pre- and post-observation conferences and walk-through feedback sessions using the EEP protocols.

¶ Campus leaders continue to use observation and student data to **schedule** professional development sessions and create weekly unit plans.

October 2017 – *(See legend in box above.)*

o **Classes begin** for candidates accepted into the Educator Preparation Program.

• LEAs **implement** base pay for teachers and principals

November 2017–*(See legend in box above.)*

¶ Staff works with campus staff to **prepare and present** PBCS payout #1 based on observation data.

o Candidates begin first week of **training** for EEP Teacher Preparation Program.

December 2017 – *(See legend in box above.)*

o Candidates continue second week **training** for EEP Teacher Preparation Program.

January 2018 – *(See legend in box above.)*

¶ Staff continues to assist principals in **mid-year reviews** using the implementation rubric.

February 2018 – *(See legend in box above.)*

¶ Staff works with campus staff to **make** PBCS payout #2 – value-added.

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March 2018 – (See legend in box above.)

¶ Campus staff **links** teacher and student data and **submits** for value-added analysis.

¶ LEAs continue to **improve** hiring and recruitment plans to maintain an excellent and diverse educator workforce that supports diversity of the student population.

April 2018 – (See legend in box above.)

○ Successful EEP Teacher Preparation Program candidates **interview** with LEAs after completing three weeks of training.

May 2018 – (See legend in box above.)

¶ Staff **completes** campus summative review using the implementation rubric.

June 2018 – (See legend in box above.)

¶ Staff **presents** summer institute based on observations, coaching and mentoring, and testing data collected during the school year.

July 2018 – (See legend in box above.)

¶ Campus staff **presents** reflective/renewal educator retreats.

August 2018 – (See legend in box above.)

○ Candidates in the Educator Preparation Program **begin** student teaching or internship after successfully completing necessary requirements.

○ Successful hires from the EEP Teacher Preparation Program **begin** their first year.

○ Successful residency candidates **begin** their first year as residents in an LEA.

○ Selected participants **begin** Master Teacher Content courses.

(E) ADEQUACY OF RESOURCES (5 POINTS) (1) The potential for continued support of the project after Federal funding ends: All LEAs have signed assurances attesting their intent and ability to meet the TSL matching requirement. *(See attachment II.A.5)*

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The 50% in-kind/non-TIF contribution from the LEAs is a strong commitment to this TSL project during, and after the grant period. The TSL proposed budget and budget narrative identified both the annual use of the TSL funds and its proposed annual matching contribution. **ADD DETAIL ABOUT IN KIND CONTRIBUTIONS HERE: REFERENCE STATE FUNDS** (See Attachment II.E.1). The continued support of the TSL project after the federal funding ends will be a primary focus of the executive project director working together with the superintendents along with the staff person tasked with coordinating all of the sustainability efforts. The sustainability coordinator will assist the LEAs in tapping into their most promising source of funds based on the average daily attendance rate of students, including increasing enrollment and increasing retention rates to generate additional funds. The gaps in charter school funding are regularly discussed, and each LEA is fully prepared to close the gap to support the project after federal funding ends.

(2) The potential for the incorporation of project purpose, activities, or benefits into the on-going program of the agency at the end of the Federal Funding. – 100% of the schools in the LEAs have committed to continue to incorporate the Educator Effectiveness Process into their comprehensive school improvement practices after the end of the federal funding per the signed MOU. To build a successful campaign to sustain the TSL project, each LEA will actively seek USDE technical assistance for continuing to have equitable access as a major priority of the HCMS. The HCMS advisory board and committee will be extensively involved in HCMS and the Equity Pipeline project during and after this grant. Per the match and the sustainability components of the signed MOU, each of the participating LEAs has allocated funds to

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sustain this project's goals, objectives and activities as it has been a significant, integrated component of each campus' school improvement plan during the past 6 years.