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INTRODUCTION

Starting in the late 1970s, the northwest region of Ohio began to see sharp declines in the economy as many factories and industries began to move production out of the U.S. Facing budget shortfalls; declining enrollment; student discipline issues; limited parental involvement; as well as low student achievement, attendance, and graduation rates, in 2013, the Toledo Public School Board made the decision to hire a leader with the ability to transform the district and play a larger role in the development of the City of Toledo. After hiring Dr. Romules Durant, the Board empowered the new leaders to develop a plan to transform the district and regain support from the public for local schools.

The next step was setting the direction with the help of the community. In 2014, the Board and TPS leaders involved stakeholders such as students, parents, teachers, administrators, community/civic leaders, and businesses in the design of a strategic plan. The TPS Strategic Plan is a roadmap for how TPS will achieve its vision of being an “A” rated district whose graduates are college and career ready. Key themes from stakeholder interviews and focus groups were incorporated into the strategic plan’s six goals. The TPS Board continuously monitors the district’s progress through the six goals and associated measures that show progress and ensure performance transparency. A copy of the strategic plan and board monitoring system is located in Appendix F.

TPS proposes to build on this momentum through Partnerships, Resources, and Opportunities for Urban Districts (PROUD), which addresses *Absolute Priorities 1 and 2* and *Competitive Preference Priorities 1 and 2*. The intended long-term outcomes of PROUD align to three of the six goals of the TPS strategic plan: 1) Increase student achievement and growth, 2) Provide a mentally and physically safe environment, and 3) Attract and retain highly skilled and highly performing staff. TPS was part of a group Teacher Incentive Fund (TIF) grant that was

awarded in 2006, and through PROUD proposes to expand some of the HC systems it has sustained for the past 14 years along with developing new programs. TPS has not had an active discretionary grant under TSL in the past five years (*Competitive Preference Priority 2*).

Meeting *Absolute Priority 1: Human Capital Management Systems (HCMS) or Performance Based Compensation Systems (PBCS)* and *Absolute Priority 2: High-Needs Schools*, TPS will implement evidence-based interventions across the district's 51 schools, 86% of which are designated high needs. Through PROUD, TPS will: (1) Align and improve current HCMS efforts as well as create new programs and partnerships to attract, prepare, mentor, support, evaluate, compensate, and retain diverse teachers and school leaders (SLs). (2) Provide opportunities for exceptional building leaders to be compensated for having a greater impact across the district. (3) Develop targeted growth opportunities, coaching, support, and performance-based compensation for teachers and SLs in 17 identified "Opportunity Schools," which are currently the hardest-to-staff schools in the district as well as the hardest to sustain improvement. These buildings are all located in or serve students who live in a Qualified Opportunity Zone (QOZ) (*Competitive Preference Priority 1--Spurring Investment in QOZs*).

This evidence-based model leverages existing partnerships among the TPS Board, Toledo leadership team, Toledo Federation of Teachers (TFT), and the Toledo Association of Administrative Personnel (TAAP). PROUD was designed in collaboration with these partners, all of whom support and are committed to the implementation of this program. To fulfill the district's mission of preparing all students for success in college and careers, TPS will align and expand current HCMS efforts. PROUD builds on TPS's comprehensive, long-term commitment to improve teaching and learning and support rigorous standards for all students. The district's HCMS strategy, described in the next section, is at the center of this effort.

(A) NEED FOR PROJECT

TPS is the fourth largest district in Ohio serving over 22,000 students who attend 51 different schools. Overall, 85% of students are economically disadvantaged and 79% are eligible for free or reduced price lunch subsidies under the National School Lunch Act. As defined under *Absolute Priority 2*, a “High-Need School” is a building in which 50% or more of its enrollment comes from low-income families, and 44 of TPS’s 51 schools or 86.3% are High-Need Schools. See Appendix D for the percentage of students receiving free and reduced price lunch by school.

TPS’s success in recent years, in the face of many challenges, is a testament to the hard work and resilience of the district’s more than 4,300 employees, of which more than 1,600 are classroom teachers and 171 are SLs. SLs include principals, assistant principals, deans and school counselors. Since 2014, TPS has dramatically improved student achievement. Overall graduation rates have increased from 63.9% (2014) to 79.1% (2017-2018), with the rate for students with disabilities improving 16% and for African American students improving 20%. In the past three years, students graduating with honors diplomas have increased 330%, graduates with college credit have increased 730%, and graduates with industry credentials have increased 1320%. After a 17-year span of declining enrollment, enrollment has increased by more than 1,740 students in the past two years. While the district progressed significantly, too many TPS students still do not have equitable access to high-quality, rigorous instruction.

Absolute Priority 2: High-Need Schools & AR v A description of the schools to be served under the grant. PROUD will allow TPS to provide targeted programming and HCMS support to 17 buildings that overlap with a Qualified Opportunity Zone (QOZ), as designated by the Secretary of the Treasury (*Competitive Preference Priority 1*). Ohio has 320 identified QOZs census tracts, and 17 are located in Lucas County. All 17 QOZ census tracts overlap with TPS attendance zones

and are served by TPS schools. In Opportunity Schools (OSs) serviced by the PROUD, which is listed in the table below, teachers and SLs will be eligible for performance-based compensation (PBCS), receive coaching support, and more (as described in the HCMS in the following pages).

School Name	Census Tract #	School in QOZ	School Serves QOZ
Birmingham ES	39095004600	X	
Ella P. Stewart Academy (ES)	39095003300	X	
Garfield ES	39095004701	X	
Glenwood ES	39095001600	X	
Jones Leadership Academy (HS)	39095003700	X	
Marshall ES	39095005400	X	
MLK Academy (ES)	39095002500		X
McKinley ES	39095000700		X
Old West End Academy ES	39095000800	X	
Pickett ES	39095003600		X
Riverside ES	39095002000		X
Robinson ES	39095002600	X	
Rosa Parks ES	39095000900		X
Scott HS	39095002200	X	
Sherman ES	39095001700	X	
Spring ES	39095001900		X
Woodward HS	39095001000		X

The table below shows that students in OSs are low income and have academic needs as demonstrated by building-level state report card data pertaining to achievement, progress (value-added growth), gap closure, and graduation rate or improving at-risk 3rd grade reading (*AR vi*). Furthermore, TPS educates a diverse student population that is 44% Black, 31% White, 13%

Latino, and 11% multiracial, and 21% of TPS's students have a disability. For a breakdown of student demographics by school, see Appendix D.

School Name	Student Count	% Free & Red. Price Lunch	Achieve	Progress	Gap Closing	Grad Rate	At-Risk K-3 Reader
Birmingham ES	337	100%	F	F	F		C
Ella P. Stewart Academy (ES)	239	100%	F	D	F		
Garfield ES	398	100%	F	F	F		D
Glenwood ES	271	100%	F	D	F		D
Jones Leadership Academy (HS)	172	98%	F	C	C	A	
Marshall ES	343	100%	F	D	F		D
MLKeAcademy	203	100%	F	D	B		D
McKinley ES	272	100%	F	F	B		C
Old West End Academy ES	287	89%	D	B	A		B
Pickett ES	292	100%	F	F	F		D
Riverside ES	369	100%	F	D	F		D
Robinson ES	317	100%	F	F	F		D
Rosa Parks ES	316	100%	F	F	F		D
Scott HS	533	100%	F	D	D	F	
Sherman ES	239	100%	F	F	C		D
Spring ES	249	100%	F	D	B		
Woodward HS	707	100%	F	D	F	F	

Absolute Priority 2: High-Need Schools & AR ii Gaps or insufficiencies in access to effective educators in High-Need Schools. TPS has identified gaps in student access to effective educators in high poverty (HP) schools and/or Opportunity Schools (OSs) including: 1) percentage of teachers with a masters, 2) percentage of inexperienced principals, 3) percentage of teachers out of subject/field for license/certification, 3) number of teacher vacancies, 4) percentage of teacher transfer requests from OSs. The chart below compares TPS with the three largest urban Ohio school districts on student access to effective educators. TPS has the lowest percentage of teachers with a masters and the highest percentage who are teaching outside the subject/field for which they are certified. TPS sits only behind Cincinnati when it comes to the percentage of teachers with at least a Bachelors and the percentage of inexperienced principals. This is one reason why PROUD will focus on supporting SLs as well as recruiting and retaining high-performing teachers.

	TPS		Cleveland		Cincinnati		Columbus	
	All Schools	HP Schools						
% teachers with at least Master's	50.3%	53.5%	64.1%	64.1%	67.3%	65.7%	64.2%	64.2%
%inexperienced principals	26.5%	27.1%	9.5%	9.5%	17.3%	18.2%	29.1%	29.1%
% teachers not certified/ licensed for subject/field teaching	13.0%	12.6%	5.1%	5.1%	11.1%	10.4%	0.7%	0.6%

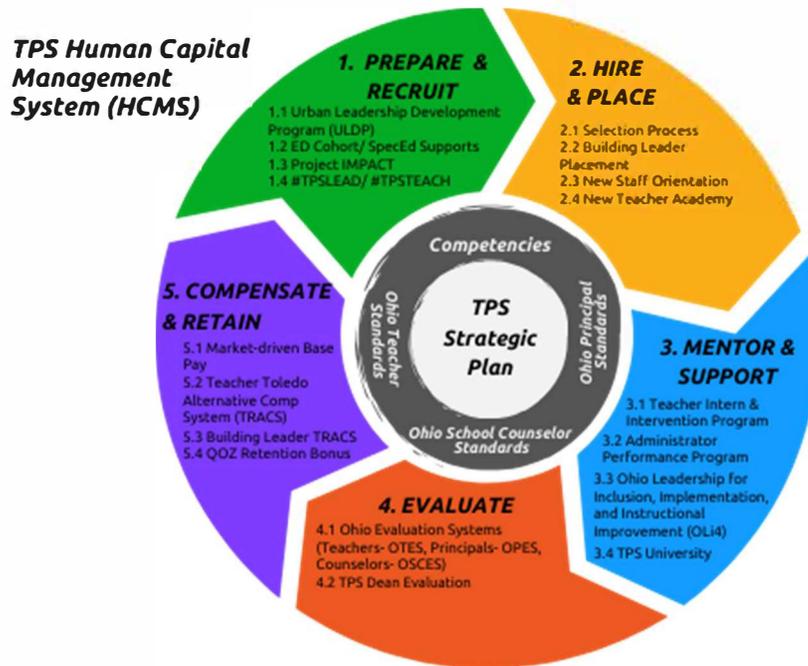
Finally, TPS knows that OSs are an HCMS priority due the fact that teacher transfer requests from OSs on average are far higher (23.7%) than non-OSs (12.3%). As show in the table below eight OSs have transfer rates above 30%.

School Name	2019-20 Teacher Count	2019-20 Teacher Vacancies	2019-20 % Teachers Requesting Transfer FROM building
Birmingham ES	29	2	41.4%
Ella P. Stewart Academy (ES)	16	1	0.0%
Garfield ES	27	2	18.5%
Glenwood ES	21	1 (2nd sem)	38.1%
Jones Leadership Academy (HS)	23	1	34.8%
Marshall ES	19	1	21.1%
MLK Academy (ES)	16	4	37.5%
McKinley ES	17	1	5.9%
Old West End Academy ES	23	0	21.7%
Pickett ES	16	6	12.5%
Riverside ES	28	1	7.1%
Robinson ES	17	12	64.7%
Rosa Parks ES	21	6	57.1%
Scott HS	47	4	14.9%
Sherman ES	18	1	44.4%
Spring ES	16	4	62.5%
Woodward HS	66	2	7.6%

Absolute Priority 1 / AR i Description of the HCMS. TPS began its journey towards strategic human capital management in 2014. During the design of the strategic plan and review of the first HR scorecard, it became apparent that more attention needed to be paid to attracting and retaining highly skilled and high-performing staff (Milanowski et al., 2017). District leaders knew that the

HR department could be more strategic, data-driven, and evidence-based (Boudreau & Jesuthasan, 2011), and aligned (Milanowski & Heneman, 2017). Further, there was a desire to align the HCMS to the district strategic plan, board monitoring system, and competencies as part of the Superintendent evaluation. Competencies are collections of knowledge, skills, abilities, and other characteristics (KSAOs) needed for effective job performance (Rodriguez et al., 2002). Aligning competencies has been a focus of past TIF grant participants' work through Technical Assistance to ensure alignment between KSAOs and expectations with HCMS activities such as hiring, evaluation, and PBCS (Kraemer et al., 2015).

While TPS has worked to improve its HCMS, TSL provides the opportunity to better align and strategically manage processes ensuring better support for students and families. It also provides TPS access to funds to expand current programs and design new programs in five overarching areas of human capital management: 1) Prepare & Recruit, 2) Hire & Place, 3) Mentor & Support, 4) Evaluate, 5) Compensate & Retain.



1. Prepare & Recruit. Research shows that urban schools encounter greater difficulty in recruiting qualified teachers and principals in general (Papa et al, 2002). TPS has experienced success targeting vacancies through grow-your-own (GYO) programs, built in partnership with local universities and offering targeted preparation programs (Hayes, 2009) that provide learners with information on being successful in an urban district. Through PROUD, TPS will improve and implement GYO strategies (1.1 & 1.2); implement higher education preparation partnerships (1.3); and develop comprehensive recruiting materials to attract diverse candidates (1.4). The chart below provides a program title and grant activity (*AR i*), identified gaps (*AR ii*), evidence-base, TPS prior experience (*AR x*), a description of state, local, or other public or private funds currently used (*AR ix*), and a description of how TSL grant funds will be used (*AR vii*)

ESEA 2212(c) AR (i)		AR (ii)	AR (x), AR(ix), AR(vii)	
Program/ (Strategy)	Grant Activity	Identified Gaps	Evidence-base	Prior Experience, AR (ix), AR(vii)
(1.1) Urban Leadership Development Program/ (GYO)	Improve & Implement	Not aligned to strategic plan (SP), board monitoring system (BMS), & competencies	Hayes, 2009; Papa et al., 2002; Roza et al., 2003.	Program started in 1998, on cohort 8. AR(ix): Currently 100% federal funded, AR(vii): TSL funds to address gaps
(1.2) ED Cohort/ SpEd Supports/ (GYO)	Improve & Implement	Program not aligned to SP, BMS, & competencies. Program participants need additional supports	Bouchamma et al., 2012; Ingersoll & Smith, 2004; Ingersoll & Strong, 2011; McGranner, 2009.	Program started in 2018, on cohort 2. AR(ix): Currently 100% federal funded AR(vii): TSL funds to address gaps, compensate 2 FTEs as coaches

(1.3) Project IMPACT/ (Preparation Partnership)	Improve & Implement	Student teacher placement process needs improved	Hayes, 2009; American Assoc. of Colleges for Teacher Education, 2013.	Program started in 2018. Long-time partnerships with BGSU. AR(ix): BGSU funded through Federal funds AR(vii): No TSL used
(1.4) #TPSLead & #TPSTeach/ (Recruiting)	Develop	Need to develop a comprehensive and diversity-focused recruiting strategy	Roza et al., 2003; Hanover, 2016; Avery & McKay, 2006; Walker, Field, Giles, Bernerth, & Short, 2011.	HR attends job fairs. TPS communication dept has built a widely recognized brand. AR(ix): New program- not currently funded AR(vii): TSL funds to create program

1.1 Urban Leadership Development Program (ULDP): This program exists as a collaboration between TPS, Toledo Association of Administrative Personnel, and Bowling Green State University (BGSU). ULDP fast-tracks teachers and unlicensed administrators into school leadership positions. The application process is performance-based and includes evaluation data, recommendation from a district leader, with about a 50% acceptance rate. Participants take classes, taught by BGSU professors that prepare them to lead in an urban setting. Participants earn a master’s degree in education administration or education specialist degree. ULDP participants make a five-year commitment to TPS after completing the program. To date, there have been 142 graduates with roughly 96% of the graduates being promoted to an administrative position. As a result of this program, 35% percent of TPS administrators are minorities and 61% are women, as

compared to 23% and 54% nationally (NCES, 2017). TPS will use TSL funds to improve the program by aligning it to the SP and selected leadership competencies in partnership with TAAP.

1.2 ED GYO/SpEd Classroom Support: Year over year, the shortage of special education (SpEd) teachers in Ohio is extensive. At the beginning of the 2019-2020 school year, 52 of the 72 teacher openings were in special education. This program assists TPS long-term substitutes with obtaining SpEd teaching licensure. The first cohort resulted in 13 long-term substitutes completing the licensure process and being placed in a SpEd teaching position. Through PROUD, TPS will increase the coaching support provided to program participants and graduates and develop a pathway to licensure for paraprofessionals with a 2-year degree. Further, PROUD will allow TPS to provide coaching support to all SpEd teachers, which positively impacts effectiveness and retention (Bouchamma et al. 2012; Ingersoll & Smith, 2004; Ingersoll & Strong, 2011).

1.3 Project IMPACT: In 2018, the US Department of Education awarded Bowling Green State University a grant for Project IMPACT (Improving Motivation, Pedagogy, Assessment and Collaboration). This program provides a robust induction program that supports novice teachers with the transition from student to teacher as well-prepared teachers promote better student learning (American Association of Colleges for Teacher Education, 2013). Four local districts, including TPS, are part of a partnership, allowing TPS to have a say in teacher preparation as well as better select and support student teachers who are interested in working with children in urban schools. Through PROUD, TPS will improve the placement of student teachers.

1.4 #TPSLead/#TPSTeach: Similar to the efforts of other Urban districts, TPS plans to promote the district and community as an attractive place to work and live through the creation of a webpage and associated marketing materials featuring TPS staff. Additionally, TPS's Office of Equity, Diversity, and Inclusion has already identified metrics and strategies as part of the strategic plan

related to recruiting diverse applicants to teacher and SL positions. With the PROUD grant, TPS will convene a group of employees to provide ideas and feedback on new recruiting efforts, as there is value in using innovative methods to recruit minorities (Walker et al., 2011). Additionally, TPS will use evidence-based practices (Hanover, 2016) to implement marketing initiatives including storytelling, sharing information on the district’s value proposition, and using various media (print, digital, advertisements, videos, etc.) and platforms (website, Facebook, Twitter, etc.), since districts looking to increase the number of educators of color should emphasize their belief that teachers with diverse backgrounds are valued (Avery & McKay, 2006).

2. Hire & Place. Providing equal access to high-quality teachers and leaders for all students, especially economically disadvantaged students and students of color, is important for student success (Murphy & DeArmond, 2003). Aligning hiring and placement processes with district strategy reinforces the probability of success (Reeves, 2004). Through PROUD, TPS will (2.1) improve and implement the hiring and selection process; (2.2) develop a process to place building leaders based on data and individual competencies; (2.3) improve and implement new staff orientation and (2.4) New Teacher Academy. The table below provides requested information and detail on PROUD activities aligned to the grant Application Requirements.

ESEA 2212(c) AR (i)		AR (ii)	AR (x), AR(ix), AR(vii)	
Program/ (Strategy)	Grant Activity	Identified Gaps	Evidence-base	Prior Experience, AR (ix), AR(vii)
(2.1) Selection Process / (Selection & Hiring)	Improve & Implement	Current process is inefficient and ineffective, causing frustration for TPS leadership and TAAP.	Campbell et al., 2004; Johnson & Kritsonis, 2007; Rutledge et al., 2008; Spanneut, 2007; Schlueter & Walker, 2008;	HR staff trained in process improvement. District has experience improving processes using

			Walker, 2002; Whaley, 2002.	data and stakeholder feedback.
(2.2) BL Placement /(Placement)	Develop	No formal process to place BLs using data	Goe 2006; Lie, 2005.	AR(ix): Current processes owned by HR staff (general fund)
(2.3) New Staff Orientation /(Orient)	Improve & Implement	Program not aligned to SP, BMS, and competencies. No online format.	Bruster & Railsback, 2001; Busha & Middlewood, 2005.	AR(vii): TSL funds to address gaps
(2.4) New Teacher Academy /(Onboard)	Improve & Implement	Program not aligned to SP, BMS, and competencies. Portions need moved to online format.	Ingersoll & Smith, 2012.	Joint project between TPS and TFT. Evaluated annually and updated to meet the needs of incoming teachers. AR(ix): Currently uses general funds AR(vii): TSL funds to address gaps

2.1 Selection. A systematic selection process for teachers and building leaders is important for student success (Campbell et al., 2004). When a group of SLs, TAAP leadership, HR staff, and district leadership met in October 2019 to examine the current selection process, they agreed that it was inadequate and needed to be redesigned through a collaborative effort. As part of the PROUD grant, TPS will redesign the application, selection, and hiring process for teachers and SLs. The committee decided that the new process should (a) streamline applications (Johnson & Kritsonis, 2007) using technology to create a more timely and cost efficient way to fill openings that also provides applicants with information on their status; (b) design selection criteria tied to competencies and the strategic plan (Schlueter & Walker, 2008); (c) clarify roles and responsibilities for members of the selection committee (Spanneut, 2007; Whaley, 2002); and (d)

train all individuals involved in the process (Rutledge, et al., 2008). This evidence-based process will minimize the time to hire, ensure applicants are provided feedback, and eliminate bias.

2.2 Building Leader Placement. Not every high-quality teacher or leader is the most appropriate or effective teacher or leader for every student population or building (Goe 2006; Lie, 2005). Currently, the placement of BLs is done by the cabinet as part of an ad hoc process. The current process is not consistent, evidence-based, or data-driven. Through PROUD, TPS will design a process to better identify and match individual competencies and building needs.

2.3 New Staff Orientation. Currently, orientation is done in person and focuses solely on compliance activities. Under PROUD, TPS will redesign a new staff orientation program that doesn't overwhelm new employees with paperwork and policies. A design team will be formed to revamp staff orientation in a way that provides information on policies, clarifies performance expectations, assists new employees with understanding TPS's culture and strategic plan, as well as ensure they feel connected so they can focus on student needs (Bruster & Railsback, 2001; Bush & Middlewood, 2005).

2.4 New Teacher Academy. The TPS New Teacher Academy is a three-day training program for teachers newly hired to TPS. The goal is to adequately prepare teachers for a successful school year. Topics range from cultural competency, teacher evaluation, licensure requirements, to the navigation of district technology. As part of the PROUD grant, TPS will ensure this program aligns with the district strategic plan, properly utilizes technology and online/blended learning, and positively impacts teacher commitment and retention, teacher classroom instructional practices, and student achievement (Ingersoll & Strong, 2012).

3. Mentor & Support. Through PROUD, TPS will (3.1) continue to implement the current Teacher Intern and Intervention Program; (3.2) improve and implement the Administrator

Performance Program (APP); (3.3) implement and expand the Ohio Leadership for Inclusion, Implementation, and Instructional Improvement (OLi4) program; and (3.4) develop TPS University. The chart below provides requested information on PROUD activities aligned to grant Application Requirements.

ESEA 2212(c) AR (i)		AR (ii)	AR (x), AR(ix), AR(vii)	
Program/ (Strategy)	Grant Activity	Identified Gaps	Evidence-base	Prior Experience, AR (ix), AR(vii)
3.1 Teacher Intern Program/ (Mentoring & Intervention)	Implement	No gaps identified.	Costa & Garmston, 2000; Kelly, 2000; Koppich, 2000; Anderson & Pellicer, 2001; Shields et al., 2004; Kaboolian & Sutherland, 2005; Potemski, 2012.	Program started in 1981. AR(ix): Currently uses 99.32% general funds; 0.68% federally funded AR(vii): No TSL funds used
3.2 APP/ (Mentoring & Intervention)	Improve & Implement	Program not aligned to SP, BMS, and competencies	Spiro et al., 2007.	Program started in 2017. AR(ix): Currently uses 100% general funds; AR(vii): TSL funds to address gaps
3.3 OLi4/ (Coaching)	Implement & Expand	Limited building leader participation at this point	Coelli & Green, 2012; Le Floch et al., 2014; Louis et al. 2010; Manna, 2015.	Program started in 2017. AR(ix): Currently uses 100% general funds; AR(vii): TSL funds to increase participation
3.4 TPS University/ (Professional Development)	Develop	Lack single list of PD offerings. Offerings are not aligned to SP, BMS, and competencies.	Dunst et al., 2015; Zepeda et al., 2014.	New program. Required software already purchased. AR(ix): PD and software currently uses 100% general funds;

		COVID highlights need for online options.		AR(vii): TSL funds to address gaps and gain access to additional training & PD offerings
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3.1 Teacher Intern & Intervention Program. The Intern Program is a peer mentoring and evaluation program for teachers who are new to the district. This program was started in 1981 by a partnership between TFT and TPS and is also known as Peer Assistance & Review (PAR) (Potemski, 2012). The program uses expert teachers, referred to as consulting teachers (CTs) to (1) mentor and support new teachers and (2) provide intervention support for struggling teachers. CTs go through a rigorous selection process and training (Costa & Garmston, 2000; Kelly, 2000; Koppich, 2000) specific to (1) teacher observations and evaluation and (2) how to best mentor and provide support (Anderson & Pellicer, 2001; Koppich, 2000; Shields et al., 2004). The evaluation process involves continuous mutual goal-setting based on observations and feedback conferences. Interns who are rated as unsatisfactory after two semesters in the program are recommended for non-renewal. Approximately 8-12% of Intern Teachers are non-renewed or resign in lieu of non-renewal annually. Intervention support is for non-probationary teachers identified by their principal and or Building Committee as having significant performance issues. Failure to reach a satisfactory performance level can result in non-renewal or termination. In a program evaluation by Harvard University, researchers noted that the program “measures teacher performance more accurately than traditional evaluation systems” (Kaboolian & Sutherland, 2005). As part of the PROUD grant, TPS will continue to partner with TFT and implement the Teacher Intern and Intervention Program.

3.2 Administrator Performance Program (APP). Started in 2017, APP is a mentoring and support program with two purposes (a) to develop newly appointed BLs and (b) to provide intervention

support to struggling, veteran BLs. Mentoring is done by full time building administrators who receive a supplemental. APP mentors provide support through on-site visits, formal and informal feedback, and the provision of resources. For intervention, APP mentors provide intensive, job embedded support on goals listed in the Improvement Plan. The APP Board makes contract recommendations to HR based on mentor and supervisor recommendations. As part of the PROUD grant, TPS will select mentors based on performance and experience, and provide mentors with high-quality training (Spiro et al., 2007). Further, the program will be reviewed and improved to ensure its alignment with the strategic plan and identified competencies.

3.3 Ohio Leadership for Inclusion, Implementation, and Instructional Improvement (OLi4).

TPS joined OLi4 in 2018. OLi4 provides targeted coaching and technical assistance to (a) build the capacity of BLs to improve results for all students, including students receiving special education services and students with learning difficulties; (b) enhance BL competence specific to distributed leadership; and (c) identify and support the implementation of practices that improve student access to and progress in inclusive educational environments. Research notes the importance of quality BLs for all teachers (Coelli & Green, 2012; Le Floch et al., 2014; Louis et al., 2010; Manna, 2015). As part of OLi4, each participant is assigned an experienced BL from another district as a coach to develop their capacity for instructional leadership. Through PROUD, TPS will ensure OS Building Leaders and their evaluators (Assistant Transformational Leaders) are trained in OLi4 instructional leadership practices and go through the OLi4 coaching process.

3.4 TPS University. Currently, TPS does not have a comprehensive repository for professional development. TPS will design and implement a comprehensive, professional learning resource plan for administrators in the district, which includes repurposed resources, the utilization of new technology paid for through district funds, internal staff time, external consultants and vendor

services paid for through this grant. While TPS knows that professional development is most effective when it is job-embedded (Dunst et al., 2015; Zepeda, et al., 2014), TPS needs the ability to offer learning in-person and online especially given the situation with COVID-19. TPS has started a list of possible online training and professional development opportunities, aligned to Ohio Revised Code and other Federal/State requirements. This can be seen in Appendix E.

4. Evaluate. Ohio has developed robust, data-driven educator evaluation systems that are designed to drive improvement and professional growth. Evaluation is one strategy for increasing accountability and ensuring students have access to high-quality educators (Weinstein & Struthers, 2012). Ohio’s statewide evaluation systems use multiple measures of performance, which provide a more comprehensive picture of educator practice (Furlong, 2008). In addition, the use of multiple measures helps compensate for measurement errors in individual measures and results in more accurate evaluations (Kane & Cantrell, 2012). Through PROUD, TPS will continue implementing the existing statewide evaluation systems for teachers and SLs (4.1) and will redesign the dean evaluation to incorporate the same level of rigor as the statewide evaluation systems (4.2). The chart below provides requested information on PROUD activities aligned to grant ARs.

ESEA 2212(c) AR (i)		AR (ii)	AR (x), AR(ix), AR(vii)	
Program/ (Strategy)	Grant Activity	Identified Gaps	Evidence-base	Prior Experience, AR (ix), AR(vii)
4.1 Ohio Evaluation Systems	Implement	No gaps identified.	Furlong, 2008. Kane& Cantrell, 2012; Weinstein & Struthers, 2012.	Teacher & SL evaluators credentialed through the state. In 2018, TPS redesigned its superintendent & treasurer evaluations. AR(ix): Currently uses 100% general funds;
4.2 TPS Dean Evaluation	Design	No measures of student growth or achievement. Weak		

		link to educator support systems.		AR(vii): No TSL funds required
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4.1 Ohio Evaluation Systems. *AR iv: Description of the process to evaluate educator performance.*

Ohio has adopted statewide systems for evaluating building leaders, teachers, and school counselors. These evaluation systems are standards-based models designed to foster professional growth in knowledge, skills, and practice. Ohio’s evaluation systems were collaboratively developed by educators, higher education faculty, and representatives from Ohio’s education associations. Under these evaluation models, a holistic final summative rating of effectiveness is determined by combining a performance rating of all areas defined in the associated professional standards with a student growth rating. The final summative rating distinguishes between four levels of effectiveness: ineffective, developing, skilled, and accomplished. Ohio Performance Evaluation Rubrics can be found in Appendix G.

Evaluation System	Measures: Performance	Measures: Student Growth
Ohio Principal Evaluation System (OPES)	Professional Growth/Improvement Plan, Principal Performance Evaluation Rubric	Value-added data and Student Learning Objectives (SLOs)
Ohio Teacher Evaluation System (OTES)	Professional Growth/Improvement Plan, Teacher Performance Evaluation Rubric	Value-added data and SLOs
Ohio School Counselor Evaluation System (OSCES)	Professional Growth/Improvement Plan, School Counselor Performance Evaluation Rubric	Counselor and evaluator identify metrics that link to counselor’s work & student outcomes (college/career, academic, social/emotional).

Ohio is in the process enhancing OTES by placing greater emphasis on continual professional growth through reflecting upon and adapting instruction in response to student data. Under the updated system, known as OTES 2.0, high-quality student data instruments must be

rigorously reviewed by locally determined experts in the field of education. TPS will be implementing OTES 2.0 in the 2021-2022 school year.

The reliability and validity of the Ohio evaluation systems are enhanced by the requirement for the evaluator to use and record multiple data sources including formal and informal observations, professional growth or improvement plans, conferences, and student data. Furthermore, all evaluations are conducted by individuals who have been trained and credentialed by the state. Successful re-calibration is required every two years to maintain credentialed evaluator status for OTES and OPES, and TPS offers in-house training for evaluators annually. Educator support is an integral part of the Ohio evaluation process as evidenced by the requirement for a Professional Growth Plan or Improvement Plan to strengthen professional practice. Ohio’s evaluation systems are designed to provide differentiated levels of support based on an educator’s summative performance rating as illustrated in the table below.

Low Autonomy	Moderate Autonomy	High Autonomy
<ul style="list-style-type: none"> • Final summative rating of Ineffective • Improvement Plan developed by evaluator 	<ul style="list-style-type: none"> • Final summative rating of Developing or Skilled • Professional Growth Plan guided by evaluator 	<ul style="list-style-type: none"> • Final summative rating of Accomplished • Professional Growth Plan self-directed by educator

4.2 TPS Dean Evaluation. Deans are the only SLs with a locally developed evaluation system. Currently, deans are only evaluated on their performance related to the core requirements of the job. Through PROUD, the evaluation process will be improved to include student growth data and will be modeled after the other state evaluation systems to provide formative feedback and directly link to TPS mentoring and support systems. Deans will also be required to develop either an improvement or professional growth plan based on their summative evaluation during the previous school year. TPS will leverage its previous experience implementing competency-based, data driven evaluation systems for the superintendent and school treasurer.

5. Compensate & Retain. Through PROUD, TPS will (4.1) implement compensation study; (4.2) expand a PBCS for teachers called the Toledo Alternative Compensation Systems (TRACS); (4.3) develop a PBCS for building leaders; and (4.4) develop a bonus for teachers and school leaders in Opportunity Schools (OSs) who stay in the building and meet selected performance measures. The chart below provides requested information on PROUD activities aligned to grant ARs.

ESEA 2212(c) AR (i)		AR (ii)	AR (x), AR(ix), AR(vii)	
Program/ (Strategy)	Grant Activity	Identified Gaps	Evidence-base	Prior Experience, AR (ix), AR(vii)
5.1 Market-driven Base Pay/ (Compensation)	Implement	Analysis should be done every 3 to 5 years.	Podgursky, 2006.	Changes made after 2017 review to ensure base pay was competitive AR(ix): Special project- no current funding; AR(vii): TSL funds for contracted services
5.2 Teacher TRACS/ (T-PBCS)	Implement & Expand	Current PBCS participation is limited to STEMM schools. Other high-need schools would benefit from participation.	Dee & Wyckoff, 2015; Fullbeck, 2014; Springer & Taylor, 2016; Springer, Swain, & Rodriguez, 2015.	Program started in 2002 through TIF2006. District works with TFT to sustain in select buildings. AR(ix): Currently uses 100% general funds; AR(vii): TSL used to expand program
5.3 BL TRACS/ (BL-PBCS)	Develop	No current PBCS for building leaders. Program will replicate teacher TRACS.	Coggshall, Stewart, & Bhatt, 2008; Kimball, Heneman, &	Teachers TRACS (18 years). APP Mentors have existed but the number receiving

			Milanowski, 2007	supplements is limited. AR(ix): New program -no current funding; AR(vii): TSL used to expand program
5.4 Teacher & SL Opportunity School Retention Bonus/ (PBCS)	Develop	OSs are hard-to-staff, high-need, and low performing. Currently, staff do not get a financial incentive.	Coggshall, Stewart, & Bhatt, 2008; Kimball, Heneman, & Milanowski, 2007	TIF2006, Teacher TRACS, Processing teacher and BL supplements AR(ix): New program -no current funding; AR(vii): TSL used to expand program

5.1 Market-driven Base Pay. In 2017, TPS underwent a market pay study. In a study of 17 public schools, which included seven of the Ohio Big 8 Urban schools and ten school districts that compete with TPS for highly qualified applicants, the district learned that principals' base pay was under market by \$10,000-\$30,000. Additionally, data showed that TPS teachers were paid in the bottom third of all districts studied. This led the Board to negotiate increases in teachers and principals' base pay that was within the districts budget and also supported by the public. Increasing pay allowed the district to be more competitive in the local market. Prior to changes in base pay, TPS was losing two to five building leaders a year, and afterwards the retention rate of their best leaders increased. Recruiting efforts also improved as prior to the changes TPS had one to three applicants for principal positions and after there were more than 40 applicants per position. As part of the PROUD grant, TPS will conduct another compensation study to ensure base pay is still competitive in the local market as research shows this allows for the recruitment of more highly-skilled educators (Podgursky, 2006).

5.2 Teacher TRACS. In 2002-2003 TPS and TFT co-designed a PBCS initiative. TRACS offers compensation to individuals with exceptional teaching performance who volunteer to be placed in identified high-need buildings across the district and agree to remain in the assignment for at least three years. TRACS was part of the 2006 Ohio TIF grant. The district and TFT decided that recruiting and retaining teachers in high-needs buildings was a priority and have sustained the program using general fund dollars. TPS also knows that additional compensation can motivate teachers as their increased efforts will be rewarded (Springer & Taylor, 2016). There are rigorous requirements that must be met to qualify for TRACS including four unannounced classroom observations completed by OTEs evaluators, an impromptu writing sample, and oral presentations to two district committees. Successful completion of all TRACS requirements is determined by a joint TPS and TFT oversight committee called the Professional Assignment and Compensation Committee (PAC). Of the 37 teachers who applied for TRACS qualification during the 2018-2019 school year, only 14 (about one third) were successful. These 14 teachers now join the other 19 TRACS C3 Distinguished Status teachers who earn the 15% of base stipend. The TRACS C3 Distinguished Status level is in effect as long as the teacher remains at a TRACS building and successfully completes an evaluation every five years. Teachers who fail to do so are removed from the program TPS will use PROUD funds to open up OSs for TRACS qualification in hopes of retaining current teachers and attracting new highly performing teachers who would benefit from additional compensation (Dee & Wyckoff, 2015; Fullbeck, 2014; Springer et al., 2015). TPS will continue to fund and support current TRACS-C3 teachers with general fund monies.

5.3 Building Leaders TRACS. As part of PROUD, TPS will work with TAAP to design a new PBCS for principals that provides 15% of base stipend to Distinguished Building Leaders. The purpose is to recruit and retain high quality leaders in hard-to-staff, high-need buildings (Cogshall

et al, 2008; Kimball et al., 2007). A rigorous process will be designed that is similar to the process for Teacher TRACS. Selection data used will include OPES and building results.

5.4 Teacher & SL Opportunity School Retention Bonus. Retaining teachers and SLs in OSs is a difficult task. Through PROUD, TPS will offer retention bonuses to teachers, deans, counselors, Assistant Principals, and Principals who stay in OSs. The teacher retention bonus will be tied to evidence of implementing PD that is aligned to the school improvement plan and teachers’ professional growth or improvement plan. The SL retention bonus will be tied to evaluation and attendance. Further details will be designed by TFT, TAAP, and TPS. The purpose of these bonuses is to retain high-quality teachers and leaders in hard-to-staff, high-need buildings (Coggshall et al., 2008; Kimball et al., 2007).

PROUD will create the following PBCS opportunities that will be funded by TSL.

PBCS Component	Performance-base	Eligible Staff	Amount
<i>TRACS-C3, Distinguished Teacher</i>	Multiple measures including observations and student performance (Continue to implement through district/TFT collaboration)	Qualification open to teachers in Opportunity Schools (OSs)	15% of base
<i>TRACS Distinguished Principal</i>	Multiple measures including OPES and observations (to be designed through TAAP collaboration)	Qualification open to Principals in non-OSs	10% of base
<i>OSeTRACS Distinguished Principal</i>	Multiple measures including OPES and observations (Details will be designed through TAAP/TPS collaboration)	Qualification open to all OS Principals	15% of base
<i>Teacher Retention Bonus</i>	Teachers who implement PD (over and above required PD) aligned to school improvement plans and their personal growth plan. (To be	Available to teachers who complete the program and return to OSs	Eligible for \$1000 / person

	designed through TFT/TPS collaboration)		
<i>SL Retention Bonus</i>	Multiple measures including evaluation score and attendance (To be designed by TPS and TAAP)	Available to deans, counselors, APs, and Principals who return to OSs	Eligible for \$1000 /person
<i>APP Mentor</i>	Must be a Distinguished Principal and be selected as a mentor	Qualification open to all Distinguished Principals	\$6,600

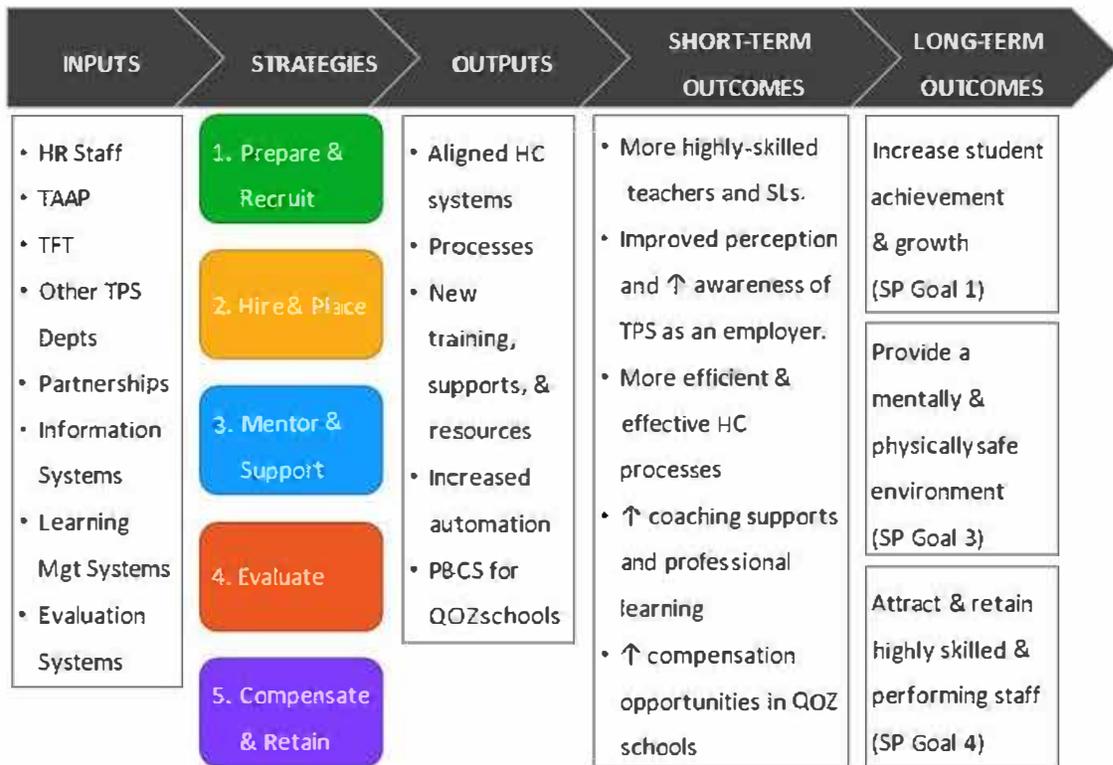
(B) QUALITY OF THE PROJECT DESIGN

AR ii. Evaluation methods to provide performance feedback and assess progress. To ensure success, TPS will leverage existing infrastructure and processes to monitor and evaluate the implementation and outcomes of PROUD. TPS routinely uses data to monitor progress, inform decision making, and drive action. TPS’s strategic plan, which was adopted in the 2015-16 school year and last revised in 2019, serves as the district’s vision and road map for the future. Upon adopting the strategic plan, TPS also created a detailed board monitoring system (BMS) with key performance indicators aligned to the strategic plan goals. In addition, department-level scorecards connect every department to the BMS and strategic plan and ensure that departments focus on data-driven process management and communication. The strategic plan, BMS, and evaluation results for the past three years can be found in Appendix F.

AR xi: Description of how grant activities will be evaluated, monitored, and publicly reported.

TPS’s long-term grant outcomes are aligned to three of the six strategic plan goals. As a result, TPS already tracks detailed data related to each goal including measures of student achievement and growth. Additional grant performance measures will be added to the HR Department scorecard. The BMS and department scorecard measures and targets are updated annually while progress monitoring occurs throughout the year. The Transformation Leader of

Strategic Management (TL-SM) is responsible for maintaining the BMS and scorecards, ensuring data is used for improvement, and aligning the work of the district to the strategic plan. The TL-SM meets with each department twice a year to review their plans to meet department goals and discuss tactics. A summary of the PROUD logic model with intended outcomes is shared below. The full logic model (Appendix A) details how PROUD programs and strategies will produce the intended short- and long-term outcomes.



Several structures ensure routine monitoring of progress towards goals. First, each strategic goal is managed by a separate board committee composed of a board member, a district leader, and representatives from the relevant departments. These board committees meet monthly. On a quarterly basis, the TL-SM meets with the Board Liaison for the strategic plan to provide status updates on strategic goals. Furthermore, progress is regularly discussed at board meetings. Utilizing existing data structures and processes are more efficient and effective than creating a new

system. These mechanisms will provide performance feedback and permit periodic assessment of progress towards achieving intended grant outcomes.

All performance measures that have been established for the TSL grant program will be captured using the data sources outlined below. In addition, the logic model for PROUD (see Appendix A) contains both leading and lagging indicators that will be tracked to ensure intended outcomes are achieved. This model outlines the theory of action and quantifies targets for specific short-term outcomes and long-term impact.

Performance Measure	Data source
% of educators earning performance-based compensation (PBC): All schools	Payroll
% of educators earning PBC: High-needs schools	Payroll
Gap in retention rate of educators receiving PBC and average retention rate of educators in each participating High-Need School	Payroll/Education Management Information System (EMIS)
# of school districts that use educator evaluation and support systems to inform HC decisions	HR scorecard
# of High-Need Schools that use educator evaluation and support systems to inform HC capital decisions	HR scorecard
% of performance-based compensation paid to educators with State, local, or other non-TIF Federal resources	Fiscal Management Software
% teachers and principals who receive the highest effectiveness rating	Ohio Teacher and Principal Evaluation Systems (eTPES)
% of teachers and principals in High-Need Schools who receive the highest effectiveness rating	eTPES

Publicly reporting on grant activities and outcomes will help promote accountability, increase transparency, and sustain engagement. TPS will create a dedicated webpage for sharing information about PROUD. The webpage will include a link to TPS’s online Data Dashboard,

which contains the BMS and other aggregated student data that is updated annually. Each year of the grant period, TPS will release a performance report detailing activities and progress towards grant outcomes that will also be made publicly available on this webpage. Board meetings and existing committee structures will be another mechanism to ensure teachers, SLs, community members, and other stakeholders are kept informed. Information regarding the grant will also be shared in *The Bridge*, the district's weekly newsletter sent to all employees and in *SchoolLine*, which is an e-bulletin containing information about job postings and PD.

(C) QUALITY OF THE MANAGEMENT PLAN

As a previous grant recipient, TPS knows that PROUD is more likely to be successful when projects are designed, implemented, and continuously improved in collaboration with key stakeholders. It is essential to allow for different voices and perspectives to be heard and recognized. Insufficient engagement and communication with stakeholders can quickly derail the most thoughtful TSL program or HCMS efforts. Stakeholder involvement in developing PROUD deliverables will be prioritized to achieve the widespread buy-in requisite to effective and sustainable TSL programs. The PROUD grant will utilize current district committee structures to develop, implement, improve, and expand the HCMS. These committees are all structured to ensure that TFT, TAAP, TPS leadership, and the TPS School Board are all able to provide input into the HCMS. Per *Application Requirement iii*, letters of support and commitment for the activities proposed under PROUD, from educators, the community, and the TPS Board can be seen in the Appendix C. Further details on existing committee structures that will ensure stakeholder involvement in PROUD decisions can be found below.

Roles & Responsibilities. To oversee successful completion of all grant activities, TPS will hire a full-time Grant Manager using grant funds. The Grant Manager will be responsible for ensuring

effective implementation of grant initiatives and provide day-to-day oversight of grant compliance. The Grant Manager will also monitor, review, and evaluate progress towards intended outcomes and ensure the timely and accurate submission of required reports and statistics. In addition, this individual will work with the Treasurer's Division to monitor program budgets and expenditures (See Appendix B for a full job description).

The Grant Manager will ensure that the appropriate stakeholders, including teachers and school leaders, are engaged in each work stream of the grant. As described earlier in this proposal, TAAP and TFT support PROUD and will be partners in the development, implementation, and expansion of TPS's HCMS and PBCS. Key leadership roles for PROUD and owners for high-level milestones have been defined and are described later in this section of the proposal. In addition, there are several existing governing boards for the HCMS programs that will be expanded and/or continued under PROUD. These boards, which are described below, will provide oversight for grant work associated with those programs.

- TAAP Leadership Committee (TAAP-LC): TAAP is the exclusive representative of middle management personnel, as defined by the bargaining unit. The TAAP-LC is governed by TAAP and the Board and chaired by the TAAP Leadership Program Director. TAAP-LC is the District-wide sponsor of professional development for administrators. All PD for administrators must be approved by TAAP-LC.
- Local Professional Development Committee (LPDC): LPDC is composed of four teachers and one building-level TAAP appointee, and one person from human resources selected by the Transformational Leader of Human Resources and the TAAP President. The LPDC, reviews and approves learning activities and certifies which will be used to satisfy Ohio Department of Education licensure/certification requirements.

- Administrative Performance Program Board (APP): APP Board governs administrator mentoring and intervention. Board consists of four administrative (TAAP) representatives and four cabinet representatives who are appointed annually.
- ULDP Board of Trustees: Governs ULDP utilizing a consensus model based on a set of operating values adopted by the ULDP Trustees. The ULDP Board of Trustees consists of four representatives of the Bowling Green State University (BGSU), four representatives of TPS, and four representatives of TAAP. Chairmanship rotates between BGSU, TAAP, and TPS. The Board is responsible for reviewing course content, establishing selection criteria, ensuring diversity through activation of a recruiting plan.
- Intern Board of Review (IBOR): Governs the Intern Program and the Teacher Intervention Program. Co-chaired by the superintendent/designee and the president of the TFT. Board members consist of three administrative representatives and four teacher representatives who are appointed annually. Board meetings are held semi-annually to review intern teacher performance, and progress of veteran teachers in the Intervention Program.
- Professional Assignment and Compensation Committee (PAC): Governs the Teacher TRACS program. Board consists of three teachers and two administrators, with the chair rotating annually between a teacher and an administrator. Additionally, one teacher and one administrator are assigned to the committee in an advisory capacity. The PAC determines satisfactory qualification and placement for all TRACS applicants.

Key PROUD leadership will include: (Resumes can be found in Appendix B.)

- Deputy Superintendent, James Gant- Executive sponsor, responsible for project coordination with other district priorities and activities.

- Transformational Leader of Strategic Management (TL-SM), Brian Murphy- Responsible for maintaining BMS and department scorecards used to monitor and track performance.
- Transformational Leader of Human Resources (TL-HR), Linda Ruiz-Bringman- Provide oversight for the HR Department.
- Executive Transformational Leader of Early Childhood & Special Education (ETL-EC/SpecEd), Amy Allen- Provide oversight and ensure instructional best practices for Special Education.
- Treasurer/Chief Financial Officer, Ryan Stechschulte- Assist with budgeting and internal accounting controls for PROUD grant.
- Assistant Transformational Leader of Equity, Diversity, and Inclusion, Treva Jeffries- Responsible for ensuring program changes and updates create an inclusive environment for all staff.
- President, Toledo Association of Administrative Personnel, Emilio Ramirez- Responsible for ensuring all aspects of PROUD grant adhere to TAAP administrative Collective Bargaining Agreement.
- President, Toledo Federation of Teachers, Kevin Dalton- Responsible for ensuring all aspects of PROUD grant adhere to TFT teacher Collective Bargaining Agreement.
- Executive Director of Communications (ED-Comm), Patty Mazur- Facilitate public reporting of PROUD goals and progress. Assist with development of recruitment materials.
- Senior Director of Educator Development (SD-Ed Dev), Kristin Kaser- Responsible for APP Program, performance-based compensation system (TRACS), Intern Intervention Program and evaluation systems.

- Senior Director of Talent Acquisition & Management (SD-Talent A&M), Lori Reffert- Responsible for recruiting, hiring, onboarding, and training processes.
- Senior Director of Employee Services (SD-Empl Services), Diana Beazley- Responsible for employee discipline, discharge, and succession planning.

Timeline for Implementation. (AR vii). The chart below summarizes how the grant money will be spent and the timeline for implementation over the three-year grant period. The chart details four types of grant activities. Develop (D) refers to the design of a new program or initiative. Enhance/Expand (E) refers to planning that is done to build upon and strengthen existing programs. The Implement (I) phase involves executing the program design or expansion. Finally, in the Sustain (S) phase, HCMS changes will be maintained and monitored. TPS is committed to improving its HCMS thus some work will begin prior to year 1 of the grant.

D=Develop, E= Enhance/Expand, I=Implement, S=Sustain				
Strategy	Year 0	Year 1	Year 2	Year 3
<i>1. Prepare & Recruit</i>				
1.1. Urban Leadership Development Program		E	I	S
1.2 ED Cohort/ SpEd Supports		E	I	S
1.3 Project IMPACT		E	I	S
1.4 #TPSLead/#TPSTeach	D	D/I	S	S
<i>2. Hire & Place</i>				
2.1 Selection		D	I	S
2.2 Building Leader Placement			D	I
2.3 New Staff Orientation		E	I	S
2.4 New Teacher Academy		E/I	E/I	S

<i>3. Mentor & Support</i>				
3.1 Teacher Intern & Intervention Program		S	S	S
3.2 Administrator Performance Program		E	I	S
3.3 OLi4			I	I
3.4 TPS University	D	D/I	D/I	S
<i>4. Evaluate</i>				
4.1 Ohio Evaluation Systems (OTES, OPES, OSCES)		S	I	S
4.2 Dean Evaluation		D	I	S
<i>5. Compensate & Retain</i>				
5.1 Market-driven base pay		I		
5.2 Teacher TRACS		E	I	I
5.3 Building Leader (BL) TRACS		D	I	S
5.4 Teacher & BL Opp School Retention Bonus		D	I	S

Milestones. The table below summarizes high-level milestones and leadership for key grant activities in Year 1 to demonstrate project readiness. The Grant Manager, working in partnership with the PROUD governance boards/committees and owners of the key milestones, will be responsible for developing milestone charts for each year of PROUD. Each key activity will have a designated owner to ensure they are completed on time and within budget.

YEAR 1: Key Activities	Owner	Timing
<i>Project Management</i>		
Form Steering/Advisory Team	TL-SM	Aug 2020

Hire PROUD Grant Manager	TL-SM	Aug 2020
Establish meeting schedule for Steering/Advisory Team	Grant Manager	Sep 2020
Contract with vendors to support HCMS alignment	Grant Manager	Sep 2020
<i>Prepare & Recruit</i>		
Work with TAAP to define leadership competencies for SLs	Grant Manager	Oct 2020
Work with BGSU and TAAP to align ULDP to strategic plan and leadership competencies (1.1)	ULDP board	Nov 20-Feb 21
Work with BGSU to establish path to special ed licensure for paraprofessionals with 2-year degrees (1.2)	ETL-EC/SpecEd	Oct 20-Feb 21
Hire coaches for special ed classrooms (1.2)	SD-Talent A&M	Aug 2020
Improve placement process for student teachers (1.3)	SD-Talent A&M	Jan-Mar 2020
Convene staff focus group to inform recruitment strategy (1.4)	SD-Talent A&M	Sep 2020
Capture employee stories for recruitment campaign (1.4)	SD-Talent A&M ED-Comm	Oct-Nov 2020
Launch #TPSLead/#TPSTeach recruitment website and campaign (1.4)	SD-Talent A&M ED-Comm	Jan 2021
<i>Hire & Place</i>		
Work with contractor to conduct current state analysis of application and hiring process to identify inefficiencies and issues (2.1)	SD-Talent A&M	Aug-Oct 2020
Redesign application and hiring process (2.1)	SD-Talent A&M	Oct 20-Jan 21
Define selection criteria for SLs aligned to leadership competencies (2.1)	SD-Talent A&M	Nov-Dec 2020
Leverage existing technology for completion of new hire paperwork (2.2)	SD-Talent A&M	Dec 20-Feb 21

Redesign New Staff Orientation utilizing human-centered design principles (2.2)	SD-Talent A&M	Nov 20- Mar21
Align New Teacher Academy to strategic plan and develop first set on online modules (2.4)	SD-Ed Dev	Sep-Nov 2020
<i>Mentor & Support</i>		
Align coaching framework for APP to leadership competencies (3.2)	SD-Ed Dev	Nov 20- Jan 21
Hire coaches for principals in Opportunity Schools (3.2)	Grant Manager	Aug 2020
Coordinate across departments to identify all existing professional development (PD) opportunities (3.4)	TL-HR	Sept-Nov 2020
Work with external consultant to identify PD gaps and prioritize and begin development of new online modules (3.4)	TL-HR	Dec 20- Jun 21
<i>Evaluate</i>		
Form design team for Dean Evaluation (4.2)	SD-Ed Dev	Oct 2020
Develop student growth metrics and performance rubric aligned to leadership competencies (4.2)	SD-Ed Dev	Oct-Dec 2020
<i>Compensate & Retain</i>		
Provide data to contractor to conduct market pay study (5.1)	TL-HR	Oct 2020
Prepare communications to announce expansion of Teacher TRACS program to OS buildings (5.2)	SD-Ed Dev	Oct 2020
Form design team for BL TRACS program (5.3)	SD-Ed Dev	Nov 2020
Design team meetings to develop BL TRACS program components and qualification criteria (5.3)	SD-Ed Dev	Nov 20- Mar21
Work with TAAP and TFT to define qualification criteria for OS retention bonus (5.4)	SD-Ed Dev	Nov-Dec 2020
<i>Monitoring, Evaluation, & Reporting</i>		
Update HR Scorecard with PROUD metrics.	TL-SM	Aug 2020

Track progress as part of HR Committee Meetings	Grant Manager, TL-HR	Monthly
Produce PROUD annual report.	Grant Manager	Sep 2021

(D) ADEQUACY OF RESOURCES

TPS has administered numerous Federal, State, and Local grants, which frequently serve as a springboard to broader district policy. TPS has a successful track record of taking programs designed or improved with grant money and carrying them into the future as evidenced by TPS’s continuation of programs implemented through TIF (2006). Teacher TRACS and the Intern Consulting program are two examples of programs from the past TIF grant that continue to be sustained by general fund monies. TPS knows that to achieve both scalability and sustainability, planning for the eventual transition of costs and activities to non-grant funding must begin in the early stages of grant implementation. For PROUD specifically, long-term sustainability and scalability will be achieved in the following ways (*AR viii*):

1. *Leaning on experts as contractors to develop materials, embed new processes, and implement previously-purchased technology:* The US Department of Education and TPS are making an initial financial investment which will become less cost intensive in future years as PROUD is developed and implemented. Utilizing contracted services are critical to this program. Selected partners will have expertise in strategic planning, competency modeling, HCMS implementation, PBCS development, and process improvement in an education context. Leveraging their experience and professional connections is a quicker and more cost effective approach to achieving grant outcomes. The primary reasons for using contracted services will be to provide capacity for the time period of the grant to 1) design resources and materials that can live past the life of the grant, 2) assist in creating new processes or improving current

processes that change how work happens, 3) establish systems for ensuring changed processes are followed and monitored, 4) build internal capacity, and 5) assist in the implementation of current TPS software (technology). When contractors are used appropriately, investment in their services does not need to continue after the grant period because the work will be supported in-house by TPS employees. Additionally, all work for the grant will be done in conjunction with and with the support of TPS educators, which ensures that everyone is moving together towards a new future.

2. *Building capacity for quality programs by developing staff:* During and after the grant period, the HR department staff will be responsible for overseeing a majority of the HCMS. For this reason, special attention has been paid to HR leadership within TPS. TPS staff have participated in the Human Capital Leaders in Education certification program. This program is sponsored by the American Association of School Personnel Administrators and was developed for educators who hire, manage, or evaluate staff. More than 800 people from 46 states have participated in this program. The program has helped TPS think more strategically about recruiting, branding and social media, diversity and inclusion, customer service, process improvement, PBCSs, and more. In addition, this program connected TPS leaders to other state and district leaders from organizations across the country. This type of investment (made by TPS prior to the TSL grant opportunity) is one way that will ensure capacity is available to continue the work into the future. Other staff investments come in the form of teacher and building leader mentoring and coaching. TPS knows that excellent educators can stem the tide of turnover in OSs. One example is by having veteran, high quality teachers mentor new teachers (Intern Teachers) in these high-needs schools. High teacher turnover undermines student performance and consumes valuable staff time and resources. It also contributes to teacher

shortages throughout the country. The Learning Policy Institute (2017) notes that urban districts spend more than \$20,000 on each new hire. Reducing teacher turnover in the OSs is a key objective of PROUD. With stronger preparation and recruitment of new teachers, increased mentorship and support for all teachers, and higher retention of experienced teachers engaged by professional and career advancement, TPS expects PROUD to reduce gaps in equitable access to high-performing educators in OSs. Teacher and BL TRACS roles are likely to entice talented educators in other TPS schools to move, as well as attract new candidates to OSs. This cycle, when repeated throughout the grant period, will produce a thriving professional culture, increase educator effectiveness and ultimately, drive gains in student achievement.

3. *Increasing stakeholder support and communications:* In working to sustain PROUD, TPS will need to strategically communicate with and maintain the support of key stakeholders. This work has already begun as evidenced by Letters of Support from educators, the community, and the TPS Board, which can be found in Appendix C (*AR iii*). Continuing to out to stakeholders who can help provide the types of support needed will be key to ensuring program continuation (Pasley et al., 2015). TPS has described many ways communications will flow internally and externally. The PROUD team includes the communications department, and they will leverage current communications channels to publicly report on the work. Creating a webpage to share information will also help share information with the broader TSL community and districts in Ohio. These committees are all structured to ensure that TFT, TAAP, TPS leadership, and the TPS School Board are all able to provide input into the HCMS.
4. *Building PROUD on current efforts and commitments:* TPS made a strong commitment to district improvement in 2014 and HCMS improvement in 2018. The strategic plan guides TPS's work, and improving the HCMS is part of that plan. Thus, some PROUD HCMS activities and

resources are already built into the TPS's ongoing operating budget. One example is the technology needed for recruiting, hiring, and TPS University. TPS will continue to fund this technology after the grant because the district knows its level of importance in the day-to-day work of TPS employees and the experience people have with the district. TSL funds would allow for HCMS improvement work to happen more quickly. TPS will also review current funding sources (Schuermann et al., 2011) such as State funding opportunities, Private Foundation grants, Federal funds such as Title IA and Title IIA, and local discretionary funds.

5. *Utilizing data-driven decision making and examining return on investment:* TPS will continue to monitor and evaluate the resources that are required for PROUD activities on an ongoing basis. For example, the teacher and BL PBCS programs will be evaluated for their effectiveness. It makes no sense to sustain programs that do not reach targeted students or that fail to produce intended outcomes. When positive returns are seen as evidenced by data, those programs will be added to the list for review for general funding. TPS routinely operates by monitoring data and making data-driven decisions.

These five steps will sustain PROUD programs beyond the grant period. Grant resources will help TPS accelerate and expand its work, as well as attract and prepare the teachers and leaders our schools and students need. By the end of the grant, TPS will have built a foundation in Opportunity Schools and across district HCMS processes to construct a larger model for improvement across the entire district.

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