

Teacher and School Leader

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Introduction to Project Narrative

HCMS AND PBCS

Absolute Priority 1 - HCMS/PBCS - The Local Educator Agency Partnership (LEAP) for Educator Effectiveness Project will refine the HCMSs in our three (3) participating LEAs in Michigan that serve very low-income students in high need schools. The improvements to the HCMSs proposed by LEAP will, among other things, refine current evaluation systems to reflect fair measures of educator performance, based in part on measures of student academic achievement, and provide our educators with high quality professional development based on needs linked to individual, school, and classroom evaluations.

- 1. Eagles Nest Academy** – This LEA is improving its current evaluation system by adding the evaluation supports to their teacher evaluation system. This LEA is replicating the YES PBCS model pioneered by Youth Empowerment Services, Inc. (YES), a non-profit headquartered in San Antonio, Texas working with school districts. This LEA is replicating the YES model for principal/superintendent and other evaluations systems. Finally, they will modify and improve their HCMS system and fill the gaps from the nine components of the YES HCMS.
- 2. George Washington Carver Academy** – This LEA is improving its current evaluation system by adding the evaluation supports to their teacher evaluation system. This LEA is improving the PBCS model for teachers and principal systems. Finally, they will modify and improve their HCMS system and fill the gaps from the nine components of the HCMS.
- 3. River Rouge School District** – This LEA is improving its current evaluation system by adding the evaluation supports to their teacher evaluation system. This LEA is replicating the PBCS model for teacher and principal evaluations systems. Finally, they will modify and improve their HCMS system and fill the gaps from the nine components of the HCMS.

HIGH-NEED SCHOOLS

Absolute Priority 2 - High-Need Schools - One hundred percent of the participating LEAs are high-need schools with poverty rates over 50%.

District Name	Students	% F& RL	#Teachers	#Effective Teachers	%Effective Teachers
Eagles Nest Academy	187	93%	8	2	25%
George Washington Carver Academy	550	94%	33	28	84%
River Rouge School District	2422	97%	102	100	98%

SUPPORTING EDUCATORS AND THEIR PROFESSIONAL GROWTH

1a. The Local Educator Agency Partnership (LEAP) for Educator Effectiveness will be create and establish a formalized Leadership Pipeline for individuals wanting to become leadership mentors, instructional coaches, and principals to ensure that our participating districts and their campuses have highly trained individuals to hire for leadership positions after they complete our training program.

1d. The Local Educator Agency Partnership (LEAP) for Educator Effectiveness Project will provide annual training in ESL and Special Education strategies for every teacher within our participating LEAs. We plan to ensure systematic training of 100% of each teacher assigned to our participating LEAs in Special Education and ESL strategies within the three (3)-year grant period with a four-week summer training program that provides continuing education units (CEUs)and includes quarterly booster training for skill refinement. The research in our literature review identified both Special Education and English as a Second Language are both areas found to experience shortages for the past few decades (Ingersoll & Perda, 2010; U.S. Department of Education Office of Postsecondary Education, 2017). This occurs locally as well, with each area listed as a shortage area by the U.S. Department of Education in the past three years within Michigan. Our Local Educator Agency Partnership (LEAP) for Educator Effectiveness Project proposes to address the issue identified by Allday et al. (2013) who found that “few [teacher preparation] programs offer courses specifically related to differentiation of instruction for students with disabilities or

collaboration between general and special education teachers”. Training regular education teachers on the best inclusion and ESL educational practices will help address this gap.

INCREASING EDUCATOR DIVERSITY

2a. The Local Educator Agency Partnership (LEAP) for Educator Effectiveness Project will design, develop, and implement a Grow Your Own Teacher Certification Program for paraprofessionals, including all school staff, who want to become teachers. The program will be structured to target individuals with at least one (1) year of college first and then move to those with no years of college and will cover all college and certification costs. We noticed several years ago that a lot of the High-Need Schools had paraprofessionals who were very effective but were not degreed nor certified to teach. We found out through discussions with the High-Need Schools’ teachers and leaders that there was an interest in supporting current paraprofessional staff who wanted to become teachers to assist the schools with their teacher recruitment and retention. This need is being addressed with the Grow Your Own program in the project design. In addition, there is a robust body of evidence, however, indicating that increasing teachers of color in the workforce is related to increased student achievement among minority students (Dee, 2005; Egalite, Kisida, & Winters, 2015) and has varying other benefits, including increased minority enrollment in a school’s gifted programs (Grissom, Rodriguez, & Kern, 2017) and decreased disciplinary gaps (Lindsay & Hart, 2017). Competitive priority 2 will contribute to the goal of diversifying the teacher workforce.

Need for the Project: SIGNIFICANT GAPS AND INSUFFICIENCIES

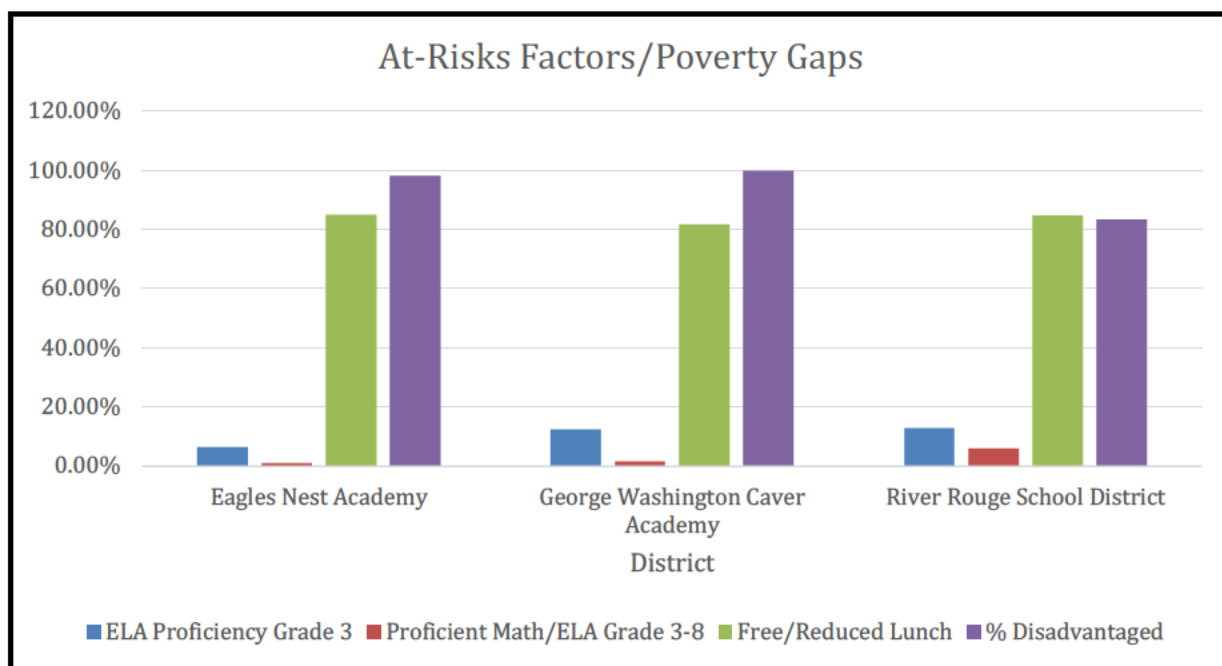
Environmental Gaps: Long before Flint’s water system was contaminated, its schools exemplified the struggles of urban districts — as its tax base shrank, its student population drifted to charter schools and its core public schools were left with a small but troubled and impoverished student body. In the 1960s, the city enrolled nearly 50,000 students in more than 50 buildings. Today, it educates 4,500 students on 11 campuses. A 2017 report found that 55 percent of Flint’s students attended charter schools — the second-highest charter enrollment in the country. When the lead crisis began unfolding in 2014, the tiny

school district had a \$21 million budget deficit that required it to cut more than 200 staff members, including special education teachers. It was transferring millions of dollars from its operating budget to pay for special education, and in violation of federal law, it was segregating special education students from their peers for most of the school day. Flint's teachers were and are among the lowest paid in Genesee County, though a new contract has pushed starting salaries to \$35,339 a year, from \$32,000 in 2014. In the 2013-2014 school year, 15.5 percent of the district's special education students dropped out of high school, compared with 8.63 percent statewide. In 2014-2015, 13 percent of special education students in the school system were suspended or expelled for more than 10 days — more than five times the statewide rate.

Undiagnosed Special Needs: The lead crisis evolved into a class-action lawsuit, filed in 2016, accused the city, the county, and the Michigan Department of Education of ignoring dismal outcomes that have worsened after Flint's children were exposed to lead. The state research estimates **14,000 students** under the age of six may have been exposed to lead in their water. Students were denied assessments for education plans or behavioral intervention plans, and then were segregated from their peers, secluded, and restrained, repeatedly sent home from school, expelled, or arrested. The city's lead crisis has migrated from its homes to its schools, where neurological and behavioral problems among students are threatening to overwhelm the city's education system. The contamination of this long-struggling city's water exposed nearly **30,000 school children** to a neurotoxin known to have detrimental effects on children's developing brains and nervous systems. Requests for special education or behavioral interventions began rising four years ago, when the water contamination became public, bolstering a class-action lawsuit that demanded more resources for Flint's children. Students at Eagles Nest Academy are struggling with the schoolwork five (5) years after the Flint water crisis happened because Flint was already an area full of the poverty that aligns with low socio-economic families living in substandard housing in a city where the median wage is under \$20,000 per year. It is also a known fact that Highland Park, Michigan is an impoverished community that is inundated with trauma, poverty level income households; government-

based housing programs servicing single parent families and high concentrations of crime. These are some of the major factors that lend themselves to the lower achievement levels of students. Like Flint, the City of Highland Park conducted lead tests on sample households and the percentage of homes with lead exceeding that of the known Flint, MI pandemic. However, the public awareness and funding was not equal to Flint's. There are behavioral similarities and high rates of students who exhibit ADHD, ODD, LD that far exceed the actual Special Education caseload because of fears that parents have with getting their children tested. George Washington Carver Academy's budget is strained with trying to meet the needs of students and the growing number of Special Education supports needed, and non-cases that require the same resources or more. Therefore, teachers must deal with the behaviors without the full support of services needed to remove the barriers for academic achievement. These barriers are not isolated, and therefore create barriers for the entire classroom and learning environment.

Poverty Gaps: These three (3) participating LEAs, are all high-need schools with NSLP rates as high as 90% and their students share the same types of failures to improve academics because of the gaps that exist within their communities.



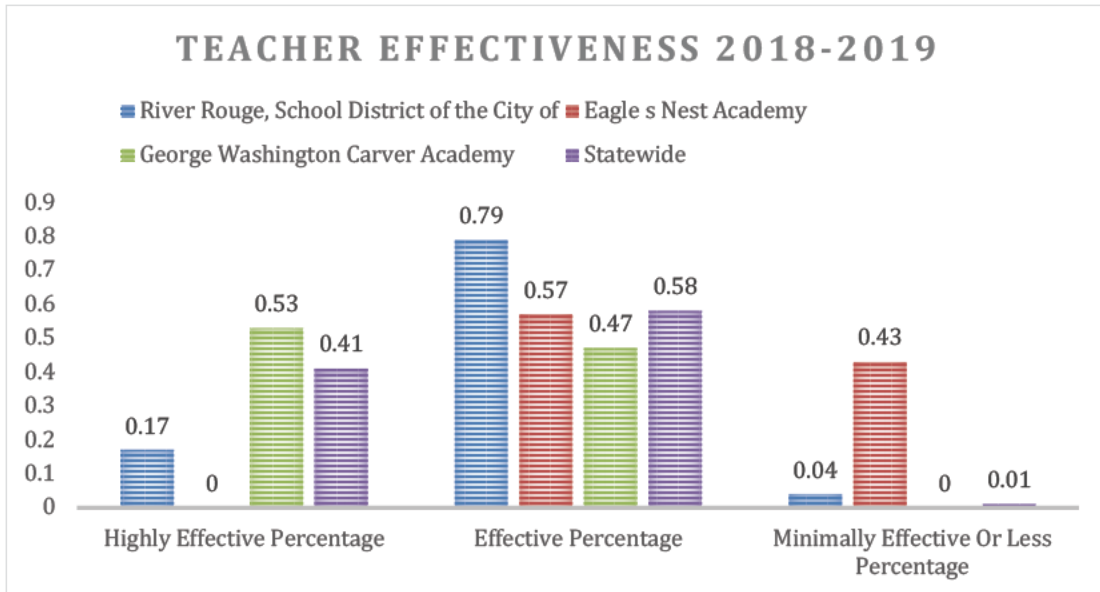
Each of the seven (7) high-need schools within the three (3) participating LEAs have agreed to partner together as a cohort for this TSL grant opportunity to 1) recruit and retain effective educators, 2) improve student achievement, 3) increase student growth and 4) close gaps in performance. In addition, all the participating charter public schools are "high need" under the definition of "high-poverty schools" provided in the NIA: 50 percent or more of each school's enrollment is from low-income families, based on eligibility for free or reduced-price lunch (FRL) subsidies (documented in the appendices). In Table 1, we have provided school demographic and achievement information (also included within attachments).

Covid Pandemic Gaps: Because the pandemic had very different effects on students, different interventions are needed to help those who suffered serious setbacks. Targeted approaches like individual or small-group tutoring, summer learning or enrichment, or comprehensive after-school programs will help struggling students get back on track. Our participating LEAs have undoubtedly tried to address school infrastructure improvements, including HVAC systems upgrades, roof repairs, windows, and broadband internet access. And the LEAs have received the CARES funding (one-time money) to support school operating budgets without solid plans for how to sustain these initiatives post pandemic for our high-need schools, our LEAP project will provide a well developed and tested model to attract or retain staff with targeted professional development, and social work and mental health services to address trauma arising from the pandemic. Lastly, in addressing the high prevalence of unresolved in the school age population is a public health epidemic that threatens children's academic and social mastery. All our participating LEAs will implement a trauma informed strategies and practices. Consequently, if schools are to successfully develop healthy and academically competitive students, they must have the capacity to meet the social-emotional needs of children. The high prevalence of unresolved trauma in the school age population is a public health epidemic that threatens children's academic and social mastery. Consequently, if schools are to successfully develop healthy and academically competitive students, they must have the capacity to meet the social-emotional needs of children. Adverse childhood experiences and trauma research is compelling and overwhelming relative to the negative effects from these

phenomena on children and adults. Unresolved trauma can undermine children's ability to learn, form relationships, and function appropriately in the classroom. The purpose of creating Trauma Informed Culture is to increase the capacity of each faculty and staff member in becoming equipped with trauma informed tools to advocate for students prioritizing their well-being, identifying the best interests, and advocacy for favorable student outcomes.

Outcomes to Improve Gaps: The LEAP participating LEAs, through over 20 hours of extensive meetings and planning sessions, beginning in July 2021, have identified the pathways towards addressing these needs in the following areas: 1) Increasing teacher and school leader effectiveness, 2) Targeted professional development in content knowledge, pedagogical, and leadership practice 3) Decreasing compensation inequity, and 4) Increasing educator diversity. The LEAP participating LEAs are ready to take bold steps to address their gaps and weaknesses by agreeing to replicate and improve their HCMS systems based upon the work of the National Institute for Excellence in Teacher TAP program and YES.'s USDE approved Educator Effectiveness Process (EEP).

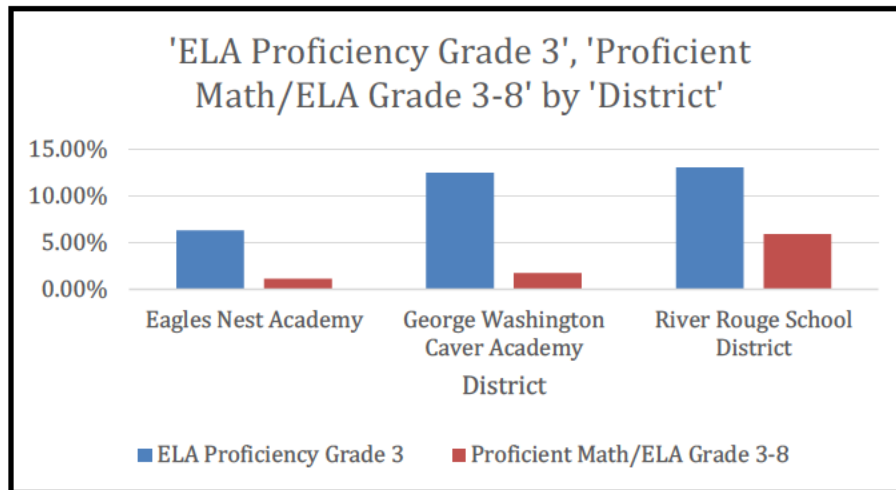
- 1. Teacher and School Leader Effectiveness:** A single initiative cannot solve the teacher quality puzzle, instead what is required and what is proposed in the program is a combination of "high-performer reach extension, recruitment, and retention, coupled with low performer dismissal" (Hassel & Hassel, 2010, p. 5). The retention rate of teachers in the participating LEAs has declined over the past three years (as shown in Table below). Improving the HCMS processes for the participating LEAs will impact the educator retention rate. High educator turnover has overwhelming impact on student performance.



Data from high-need districts show that the highest need schools often have fewer effective educators and the highest rates of educator turnover. In addition, turnover rate is 70% higher for educator in schools serving high populations of students of color.

Educator Retention Rates			
District	2016-17	2017-18	2018-19
Eagle's Nest Academy	78%	17%	43%
George Washington Carver Academy	65%	63%	84%
River Rouge School District	81%	77%	78%
State Average	84%	83%	83%

A successful implementation will triple the number of students engaging with high-quality teachers each year. The EEP model provides substantiated and targeted PD to provide the supports for growth and improved instruction. This intervention will help address the percent of students at or above proficiency, which is a major weakness within the LEAP participating LEAs.



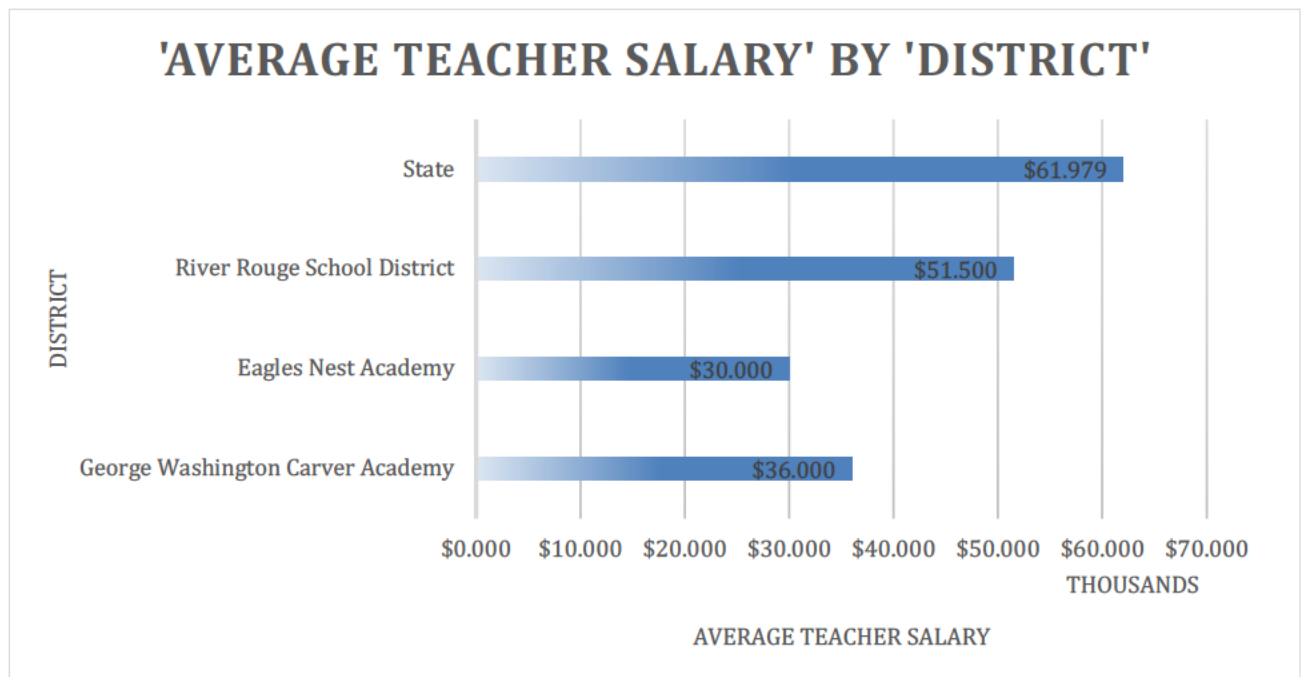
To improve learning and close the overwhelming gaps in student achievement, in LEAP participating LEAs, educator effectiveness and school leader practices must improve. High-quality teaching and learning are the most effective way to systematically address this opportunity. Increasing educator effectiveness that deepens content knowledge and enriches teaching and learning for student success in school is a must. This will be primarily accomplished, as each LEAP participating LEA replicates the Educator Effectiveness Process (EEP) PBCS when funding for this TSL project is approved. The second pathway towards increasing access to high-quality teaching is to transform leadership practices within the LEAs. Research from the Education Trust (2018) shows that school leaders must be “retooled” to better prepare students for advancement in today’s workforce and become a contributing member of the global community. This requires a shift in education philosophy, so that leadership content knowledge is deep, and they are trained and certified in leadership strategies that embody workplace readiness standards and state mandated standards. Teacher and school leaders' influence in the instructional lives of minority and low-income students is highly important. Our goal is to make a transformational impact using research-based best practices by accelerating from where our students begin based on how they learn. Our LEAP participating LEAs will experience success and grow in areas of deficiency due to the use of comprehensively aligned learning plans that fosters student engagement, student motivation, and ultimately student achievement. This

type of effective teaching and leadership approach will become the vehicle for success for all students, particularly those from low-income and high need schools.

Targeted and Focused Professional Development. The LEAP participating LEAs school leaders and teachers need high-quality professional development (PD) in content knowledge and approaches that are aligned and targeted to what students are expected to know and do, and they need PD that focuses on helping educators become more effective. Consequently, traditional PD opportunities are too often disconnected from rigorous content and effective teaching practices. Educators overwhelmingly state that “most PD opportunities are not connected to long term goals.” “Heather Hill describes PD as a “hodgepodge of providers, formats, philosophies, and content” (2007).

2. The LEAP participating LEAs are committed to redesigning their human capital resources so that PD is part of a broader process of continuous improvement. PD opportunities will be informed by individual teacher results from the evaluation system, and student data reviewed regularly and annually after state testing results are released.
3. **Decreasing Compensation Inequity.** This partnership will address the needs of equitable teacher and principal pay. In our efforts to assist our LEAP participating charter LEAs to adequately place an effective educator and certified school leaders in front of every student, we must implement a sustainable HCMS that provides the LEAs with multifaceted career ladder strategies that address recruitment, induction, retention, career ladder incentives, and performance-based bonus pay for teachers and school leaders. But these efforts will only be effective if we close the significant pay gap between LEAP charter schools and local comprehensive schools within their region. The LEAP participating LEAs in Michigan have an average charter school's teacher salary of \$38,000, and a non-charter school's teacher in Michigan averages just over \$61,000. This is a staggering difference of almost \$25,000 in average teacher salaries at our LEAP participating LEAs compared to their respective state teacher salary average. We recognize that we will need to build capacity and create targeted student supports in all instructional areas. The

LEAP project will use district evaluation data for teacher and principals to inform key human capital management decisions across all schools in participating LEAs. This data will be collected and analyzed stored in a data management system for integrity professional analysis.



- 4. Increasing Educator Diversity:** Research shows that teachers of color help close achievement gaps for students of color and are highly rated by students of all races—a fact that is more relevant considering persistent gaps between students of color and students from low-income families and their peers who are White or from more affluent families (Dee, T. S., 2005).

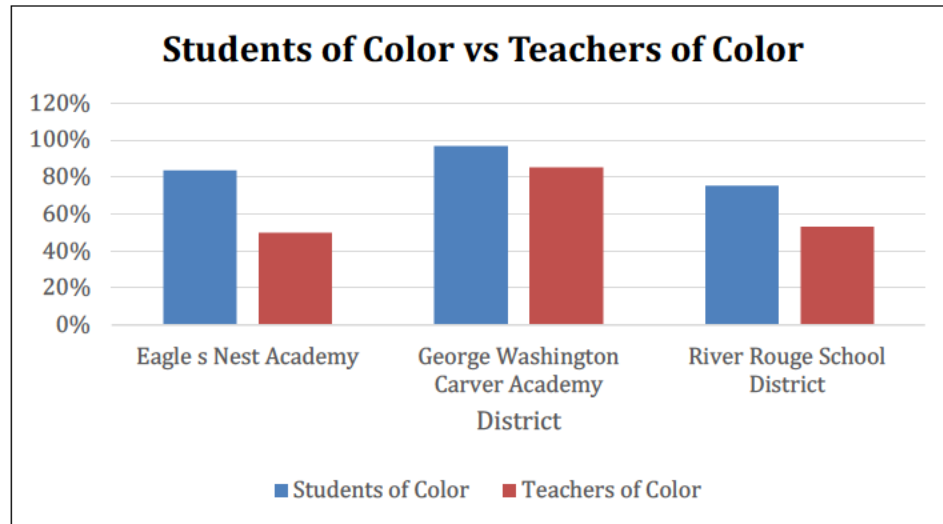
Unfortunately, although more teachers of color are being recruited across the nation, the pace of increase is slow and attrition rates are high, leaving growing gaps between the demand for such teachers and the supply.

This partnership has identified the following benefits of increasing educator diversity:

- Teachers of color boost the academic performance of students of color, including improved reading and math test scores, improved graduation rates, and increases in aspirations to attend college, (Dee, 2005; Egalite, Kisida, & Winters, 2015)
- Students of color and White students report having positive perceptions of their teachers of

color, including feeling cared for and academically challenged.

- Greater diversity of educators (teachers and school leaders) that align with the demographics of the community and student population will help mitigate feelings of isolation, frustration, and fatigue that can contribute to many educators of color leaving the profession when they feel they are alone.



Integration Efforts to Improve Relevant Outcomes: Other outcomes include increases in student's college and career readiness as well as improvements in graduation rates. To achieve these outcomes, LEAs implementing the LEAP partnership decided to replicate and improve their systems by utilizing two (2) successful programs; TAP (Teachers Advancement Process) by NIET and EEP (Educator Effectiveness Process) by YES. A review of the results of both programs evaluations found that implementation yielded success by increasing effective educators and improving student outcomes. (Barnett, Wills, & Kirby, 2015; Mann, Leutscher, & Reardon, 2012). This initiative is further complemented by a series of recent state statutes, policies, programs, and funding sources (Title I, Title II, and Title III) that will significantly contribute to the success and sustainability of this collaborative as each LEA will utilize this TSL opportunity to supplement existing programs. All the participating LEAs are recipients of Title I funds, to support students based on the school's poverty level and total enrollment. Each school determines the use of the funds because of information gathered in the School

Improvement process. For the most part, these funds are used for additional instructional staff and counseling staff who work with eligible students in their area of need. All the participating LEAs are recipients of Title II funds, to support activities to increase the academic achievement of all students by helping schools and LEAs improve teacher and principal quality and ensure that all teachers are highly qualified. Title II provides these LEAs with the flexibility to use these funds to also address challenges related teacher quality for preparation of new teachers, recruitment and hiring, induction, retention, and develop effective principals and assistant principals to serve as effective school leaders. All participating LEA are recipients of Title III funds, to support English Learner & Immigrant Education Programs. Title III provides these LEAS with resources to assure acquisition of English language proficiency, assist students to achieve in the core academic curriculum, and to assist students to meet State standards.

Project Design: The research is clear that our program design of the LEAP project is based upon the successfully implementation of the EEP model. This model has been tested for eleven (11) years, working in high-needs schools, where the principals and teachers report significant improvements in the effectiveness of their educators to improve instruction to all students so that students experienced improved academic performances (Pepper, M., & Plotz, M., 2020). There are over twenty (20) letters from former and current principals that attest to the efficacy of the program design for high need schools, their educators, and their students. This LEAP Project opportunity will provide each participating LEA with resources to improve upon existing foundations and will improve and expand services that have been proven successful (Hudson, 2010; Schacter & Thum, 2005, Jerald & Van Hook, 2011; Solmon, White, Cohen, & Woo, 2007). Additionally, this collaboration is supported by 20 days of development, identification of matching funds and consensus buy-in at each campus to support the partnerships amongst the LEAP participating LEAs. GLA and YES have made a joint commitment in writing and with each participating LEA to support their efforts to improve their HCMS, PBCS, and evaluation systems with support, so that they can experience success in improving equitable access to effective educators for all students. Specifically, this partnership brings its knowledge base of PBCS and HCMS and over 20

years of experience in the evaluation system with supports. GLA and YES will work side-by-side with each participating LEA in implementing the Educator Effectiveness Process model. Our comprehensive and collaborative efforts are outlined in this application narrative with a shared vision to improve teaching and leadership that will lean towards more rigorous academic standards for students. Each participating LEA surveyed staff to provide conclusive data confirming support of the plan, that is included in the attachment, strategies and supports outlined in our application and project design.

Appropriate Project Design to Address Targeted Needs: The poverty rate of Michigan residents enrolled in school is slightly higher than the national average of 20.1%. Approximately 24.2% of the total population of Michigan is currently enrolled in school. Many Michigan businesses, including K-12 schools, are falling behind because they're not getting the support they need to thrive in their communities. State leaders have announced that "if we want to call Michigan a successful state, we've got to expand opportunities for schools and families in our opportunity zones." Gov. Gretchen Whitmer called for a statewide goal of 60 percent of Michigan adults having a postsecondary education credential by 2030 as part of a larger strategy to address a growing talent shortage in the workforce. Michigan is the only state in the Midwest and one of just nine in the country that has no established state goal for increasing the number of adults with a bachelor's degree, associates degrees, or high-level credential. In 2020, Governor Whitmer proposed the creation of a MI Opportunity Scholarship to provide high school graduates with two years of free community college or the equivalent state financial aid for attending a not-for-profit four-year university or a post-high school job training program. All our participating LEAs are confident that this partnership will ensure that our schools will have the resources they need to grow the talent shortage for teachers and the graduates that will enter the workforce to improve the communities where our schools exist based on anecdotal and quantitative data collected from Texas participating school who substantiate their confidence in the EEP model. As challenging as it is for these high needs schools to recruit and hire highly qualified and effective teachers, it is even more difficult to retain the effective teachers once they are hired. Often, teachers who improve their craft in high needs

schools get recruited out to other schools that offer increases in salaries because of their proven effectiveness in the classroom. As previously stated, the gap between the comprehensive public and charter school's teacher salaries is approximately \$25,000. Not only do the effective teachers make higher salaries in these places, but sometimes the schools have fewer challenges than the high need schools, where they were recruited from in the first place. Our LEAP participating LEAs have identified their focus on four primary needs that each LEA will implement in this project. At the forefront of this project is recruiting, hiring, retaining, and training educators to become effective. The proposed PBCS and HCMS will be improved in LEAs with existing systems and replicated in those will replicate or improve using the USDE, approved Educator Effectiveness Process that includes teacher and principal observation tools, inter-rater reliability training and a comprehensive rubric. The second focus is on targeted and job-embedded professional development (PD) for the teachers, school leaders, and other instructional support staff. This is paired with access to an equity pipeline that provides job-embedded PD and career ladder opportunities within the LEAP. participating LEAs. The third focuses on an equitable teacher salary to address the significant pay gap between charter teachers and their peers. The final focus is to increase diversity with participating LEAs. These four areas of focus will assist in closing the gaps for LEAP participating LEAs to combat "doing more with less" with unacceptable student achievement and growth. The proposed project also accounts for extra duty support these educators will perform and provides bonus pay incentives based on student assessment results, which will focus on part or whole on student growth and achievement. This LEAP partnership when funded, will significantly impact the ability of the targeted high-need schools to recruit, motivate, and retain effective principals and teachers, thus leading to gains in student academic achievement, improved principal, and teacher effectiveness by providing systems that will include differentiated PBCS, improved evaluation process with supports, practical professional development, and improved value-added analysis of teacher and student performance.

Program Design: As challenging as it is for these high needs schools to recruit and hire highly qualified and effective teachers, it is *even more difficult to retain the effective teachers once they are hired.*

Oftentimes, teachers who improve their craft in high needs schools get recruited out to other schools that

offer increases in salaries because of their proven effectiveness in the classroom. As previously stated, the gap between the comprehensive public and charter school's teacher salaries is approximately \$25,000. Not only do the effective teachers make higher salaries in these places, but sometimes the schools have fewer challenges than the poor high need schools, where they were recruited from in the first place.

In the graph above (on page 11), the data shows the extent to how much less the teachers in persistently low achieving schools get paid versus their public-school counterparts. Reference the fact that most charter schools have fewer resources than the public schools, so a charter school educator often must do "more with less" to meet the needs of students. While this fact of doing "*more with less*" might also be a factor in some bigger public LEAs, this is often always the case our targeted cohort of persistently low achieving schools serving at-risk populations. Our LEAP participating LEAs in this partnership have identified their focus on four primary needs that each LEA will implement in this project. At the forefront of this project is recruiting, hiring, retaining, and training educators to become effective. The proposed PBCS and HCMS will be improved in LEAs with existing systems and replicated in those using the EEP model, USDE approved teacher and principal observation tools, that include-inter-rater reliability and rigorous rubric. The second focus is on targeted and job-embedded professional development (PD) for the teachers, school leaders, and other instructional support staff. This is paired with access to an equity pipeline that provides job-embedded PD and career ladder opportunities within the LEAP participating LEAs. The third focuses on an equitable teacher salary to address the significant pay gap between charter teachers and their peers. The final focus is to increase student growth and achievement with participating LEAs. These four areas of focus will assist in closing the gaps for LEAP participating LEAs to combat "doing more with less" with unacceptable student achievement and growth. The proposed project also accounts for extra duty support these educators will perform and provides bonus pay incentives based on student assessment results, which will focus on part or whole on student growth and achievement. This LEAP partnership when funded, will significantly impact the ability of the targeted high-need schools to recruit, motivate, and retain effective

principals and teachers, thus leading to gains in student academic achievement, improved principal, and teacher effectiveness.

Quality of the Project Design: The GoodLife Agency, Youth Empowerment Services, and each participating LEA have established a collaborative agreement and MOU, to replicate the USDE approved models for HCMS, PBCS, and Evaluation with Supports for this LEAP project design and management that has been tested and proven in over five (5) Texas charter school district for the past eleven (11) years. This collaboration will provide the knowledge, guidance, and supports we need for this project and the significance of utilizing a tried and tested project design that will include high impact practices, as noted in our attached agreement and MOU. The LEAP participating LEAs for this 2021 Teachers and School Leader (TSL) Project, will target some of the highest need schools, and we philosophically and practically believe that we can provide a collective means to impact access to effective teachers and school leaders for students in the communities they serve. In addition, there is a great need to improve the effectiveness of educators within the targeted high need communities, so that student achievement outcomes continuously improve. We sought to replicate a high-quality project design to guarantee that the needs are addressed and resolved. As noted in Kuh's research, our LEAP partnership was designed to implement *high-impact practices*, and all the LEAP participating LEAs will be replicating the EEP's USDE approved model for evaluations, HCMS and PBCS and improving existing evaluation systems to meet the identified needs of the targeted participating LEAs. The overall shared vision and goal for each LEAP participating LEA is to **1) increase educator effectiveness, and to 2) improve student academic outcomes**. To achieve the vision and goals, LEAP has three (3) major objectives as a part of the program design.

- ***Objective 1:*** Each targeted LEA will increase educator effectiveness by focusing on *improving* all nine components of the HCMS.
- ***Objective 2:*** Each targeted LEA will *replicate* the Educator Effectiveness Process (EEP) PBCS model into their HCMS, so that effective educator performance is

recognized and incentivized. (*API*)

- **Objective 3:** While each LEAP participating LEA has a functioning evaluation system, all the participating LEAs committed to **improving** their evaluation systems **with** for teachers and principals, to become more effective.

The objectives are included also serve as the foundation to achieve the major LEAP participating LEA milestones.

Proposed Project Demonstrates a Rationale: Our LEAP participating LEAs will align our efforts to the YES research- based Logic Model (See Attachment) rationale for the HCMS, PBCS, and Evaluation Systems with Supports. Over the past ten years, YES, has worked to refine this model as a critical part of their work. YES’ approaches are grounded in research-based upon the connected learning theories (Ito, M. et al., 2013, Garica, A., 2014), competency-based credentialing (Digital Promise, 2015 & 2016, Hickey, D. et al., 2014,) and high-leverage pedagogies (Ball and Forzani, 2012). Our program plan has taken the best practices of YES, and continued success of the National Institute for Excellence in Teaching’s Teacher Advancement Process (TAP). A culmination of these two leading program’s efforts have been comprehensively detailed in this narrative and are designed to increase the effectiveness of educators as they help students improve academic outcomes. The information detailed below is charted in the Logic Model (*See Attachment*) capacities and connect individuals, institutions, and community with the processes, strategies, and practices that will link to the inputs, outputs, and outcomes of this 2021 TSL Project. The three major goals and objectives provide the foundational rationale for the project design narrative that follows and fulfills the requirements of both Absolute Priorities.

Absolute Priority 1/Absolute Priority 2: Goal #1: Each of the participating LEAs has committed to improving and expanding their current HCMS systems (*nine components*) so that targeted educators in the **high-need schools** develop effective decision-making protocols based upon needs of students, receive effectiveness training, and supports that leads to increased educator (teachers and principals) effectiveness

and increased student academic achievements. Included in the HCMS is the PBCS model that each LEA will *replicate* from the USDE approved Educator Effectiveness Process- PBCS model.

Major Expected Outcomes: Each participating LEA has identified specific HCMS improvements the three (3) LEAs (7 schools) agreed that their HCMS required a major overhaul to ensure that there exists equitable access to effective educators by all students. The expected outcomes for educator and students include the following:

- a) Increased effective new teacher retention.
- b) Decreased, mid-year teacher turnover.
- c) Improved teacher preparation.
- d) Increase in effective decision making regarding equitable placement of teachers based upon needs of students.
- e) Increase the number of teacher applicants and teacher applicants of color.
- f) Increase the number of credentialed teachers.
- g) Increases in student academic performance.
- h) Increases in student promotion and graduation rates.

The chart below shows the Michigan districts: Eagles Nest Academy (**ENA**); George Washington Carver Academy (**GWCA**), and River Rouge School District (**RR**). The HCMS Improvements and Enhancement table identify each participating LEA's plan to "***T***" *improve* and/or "***R***" *replicate* their HCMS using the Educator Effectiveness Process, USDE approved model, to support the increase of equitable access to effective educators.

HCMS Improvements and Enhancements

9 HCMS Components	LEA HCMS Improvement and Enhancement	MI			CO
	Specific HCMS Strategies and Activities	ENA	GW CA	DO	DJ
1) Preparation	Ensure that new teachers are trained and prepared on Day 1 to be effective for their students, utilizing the residency programs, mentoring, and induction activities.	I	I	R	I
2) Recruitment	Recruit so that there are 5-10 eligible hires for each vacant position, utilizing HIREUP and the Equity Pipeline options.	I	I	R	I
3) Hiring	Hire by March of each year. The best teachers get hired first and early.	I	I	R	I
4) Placement	Use data (<i>evaluation; student</i>) to make decisions.	I	I	R	I
5) Promotion	Build capacity to prepare educators to scale their talents to become more effective.	I	I	R	I
6) Compensation	<i>PBCS Model (Attachments)</i>	I	I	R	I
7) Professional Development	Collaborate with teachers, teacher leaders, and principals to provide educators with ongoing, differentiated, targeted, and personalized support and feedback for improvement that leads to more effectiveness.	I	I	R	I
8) Retention	Use evaluation/student data to make decisions.	I	I	R	I
9) Dismissal	Use evaluation/student data to make decisions.	I	I	R	I

Our literature review confirmed that teacher feedback and support has been shown to increase teacher productivity both in the current and successive years (Taylor & Tyler, 2012), and improve classroom practice, principal leadership, and student achievement (Garet, et al., 2017). Further, a growing body of research has found that performance evaluation significantly improves student achievement through the strategic retention of higher performing teachers (Dee, James, & Wyckoff, 2021; Nicotera, Pepper, Springer, & Milanowski, 2017). Our participating LEAs continuing to their district adopted evaluation tools and enhance, improve, and replicates to develop a robust HCMS and PBCS that will be implemented with fidelity, embedded within the instructional culture of schools, and having the same

strategic retention impact found within other performance evaluation contexts (Pepper & Plotz, 2021). The following objectives, define the strategies and activities that will be implemented to improve the HCMS at our participating LEAs.

Objective 1: HCMS Specific Strategies and Activities – The project design strategies, activities, and events will lead to improvements in participating LEA’s practices, that will lead to equitable access to effective educators for all students. Professional preparation and training will be implemented virtually and/or onsite due to the current COVID pandemic protocols. The details for each of the nine HCMS components referenced above are described below. Recent evaluation results support the fact that teacher candidates who complete master’s degree residency programs remain in the classroom longer(*retention*) and have better student academic outcomes than teachers who only complete an alternative certification program before becoming the classroom teacher. While our LEAP project includes both residency and alternative certificate routes to becoming a certified teacher, alternative certification teachers will receive additional teacher preparation supports before becoming a teacher in the targeted LEAs.

- **Master’s Degree Residency** – Our LEAP project will implement and model Youth Empowerment Services’ partnership with Relay GSE (nationwide) and other local Michigan partner universities to implement master’s degree residency programs in each LEA (Michigan programs will be established, if needed). Given the Relay GSE partnership has been extremely successful, our partnership with LEAP participating LEAs will include select teacher applicants in this preparation process for them to become an effective educator. Feedback from aYES. participant: *“When I compared Relay GSE to Teach for America and Urban Teachers, I selected YES. because the two years of support provided by Relay GSE was a better fit for me to become an effective educator before being put in a classroom as a teacher.”*

Our LEAP program budget includes funding for each LEA to select individuals to complete master’s degree residency from the participants who are recruited through the HIREUP Equity Pipeline

recruitment process. Each LEA will interview, select, and train master/mentor teachers to be the resident advisor for the resident teacher during the first year of the master's degree residency program. The residency program prepares the resident during the first year with coursework towards a master's degree in teaching as the resident earns teacher certification credentials. Then the successful first-year resident is selected by the LEA to become a teacher during the second year of residency while the resident completes the master's degree credential.

- **ESL and Special Education Strategies** – These six-week teacher preparation sessions are designed to ensure that all educators in our participating LEAs have strategies to identify special education and ESL student needs as a regular education classroom. Each ESL/SPED session is one week in duration. The ESL/SPED training focuses on equitable access, cultural competency, effectiveness training, and other orientation to ESL/SPED resources for regular education teachers. Also, sessions on verbal ability, pedagogy, and knowledge of ESL/SPED students. Personal traits such as a positive and caring attitude, fairness, and respect for students, enthusiasm, dedication, and reflective teaching contribute to these teachers' effectiveness in the classroom.
- **Mentoring** – The research is clear regarding the positive impact mentoring/coaching has on new teachers entering the profession. Each LEA will receive training, guidance, and support in creating their local mentoring program for new teachers. The research shows that new teachers and teachers with three years or less experience benefit from high-quality mentoring support. With funding through this 2020 TSL opportunity, each LEAP participating LEA has committed to establishing a mentor program as part of their HCMS.
- **Induction** – Each participating LEA will establish a 3-5-day induction workshops to occur before school begins each year. During induction activities, the participating LEAs will orient and introduce new teachers to their school, staff, and the leaders. Each participating LEA will conduct training, so that new teachers know how to get their needs met. During induction, participants attend mentoring workshops, mentors are introduced, and mentorship begins. Funding from this

LEAP Project will provide our participating LEAs with the training and best practices in implementing induction programs, create an induction plan, schedule, and training topics based on the EEP model each year.

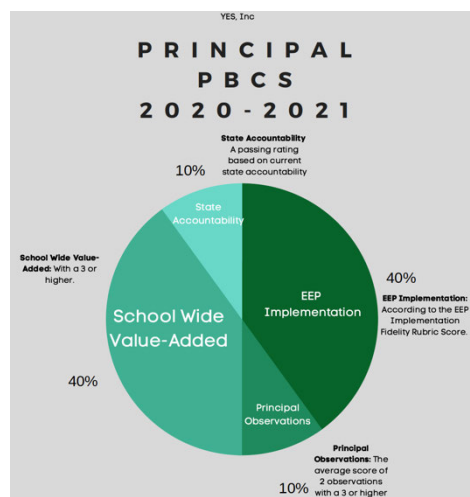
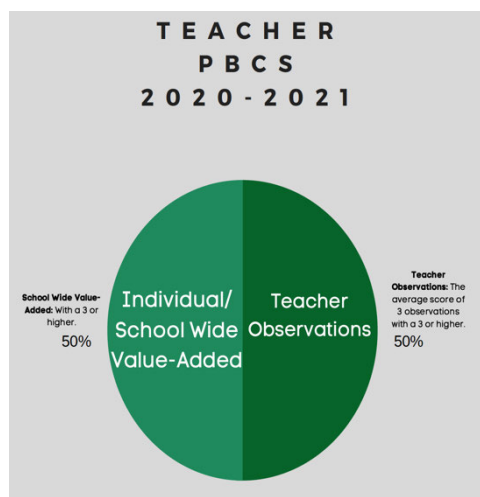
- **Content Mastery** – Each participating LEA will receive an allocation in the federal budget, to select effective educators who qualify to earn a content master’s degree in the content area, identified by low student achievement.
- **HCMS Recruitment** – Each participating LEA has agreed to replicate our LEAP adopted HIREUP Recruitment Program, exclusively for new hires and mid-year hires. HIREUP has been responsible for recruiting over 3,000 interested applicants to the teaching profession for the past three years. Our participating LEAs will receive training on how to utilize the system and integrate the HIREUP protocols in their current recruitment efforts.
- **HCMS Hiring** – Research shows that, *“Choosing effective teachers is critically important for schools trying to improve their performance. Therefore, it is critical that schools be able to identify effective teachers during the hiring process”* (Strong, 2011). To reach the goal of hiring the best teacher candidates by March 31 of each year, each participating LEA is committed to utilizing the interviewing and selection protocols that are a part of the adopted HIREUP program. HIREUP includes a strong vetting process for new teachers that our participating LEAs will be taught to utilize and to implement within their HCMS. The College of William and Mary’s work on teacher effectiveness, serves as the foundation for the hiring and selection protocols that all our LEAP participating LEAs will use to assist schools during the hiring process.
- **Placement** – Each participating LEA has committed to improving their HCMS, so that decisions regarding the placement of new teachers are based upon data analysis, including school and student data so that the most-in-need students get the best-prepared teachers. Each participating LEA's leadership team will receive training, support, and guidance to facilitate the changes in their current placement protocols.

- **Promotion** – Capacity building has been identified as a major need for each participating LEA. The professional development component and PBCS component will help our participating LEAs establish identified pathways for educators to be promoted as their skills, talents, and capacity improve, increased effectiveness is achieved. The district/campus coordinator will be a new concept for most of our participating LEAs and will be used to support each school in establishing clear pathways for educators who want to build their effectiveness capacity. All our participating LEAs are committed to building capacity with this proposal to implement HCMS.
- **Compensation** – The approved PBCS components begin with a fair, rigorous, and relevant evaluation system for teachers and principals, that measures performance, based in part on demonstrated improvement in student academic achievement and provides educators with ongoing, differentiated, targeted, and personalized support and feedback for improvement.
- **Professional Development** – Each of the LEA's schools will complete a professional development plan each year that includes the collaboration of teachers, school leaders, and other instructional support professionals and will include opportunities designed to increase effectiveness. School leaders will receive training, guidance, and support to lead their schools in creating and completing the PD Plan. The PD Plan rubric will be adopted from the EEP model and was developed by Basis Policy Research. All participating LEA schools must have an approved PD Plan at the beginning of the school year, before acquiring the designated federal funds for these efforts. Each school has a funding allocation of \$50,000 in the proposed budget to utilize for high-quality PD as outlined and describe in their individual school PD Plans. The majority of PD outlined in this plan, are for high-quality external PD. The job-embedded PD required within the program design is described within the EEP adopted Evaluation System with Supports process is discussed below. The GoodLife Agency has an MOU agreement with YES. to adopt the USDE approved EEP model which includes HCMS, PBCS, and Evaluation System with Supports process and protocol to support and fill the gaps, where needed for all participating

LEAs.

- **Retention** – Each participating LEA has committed to utilizing teacher and student data in making retention decisions. Each LEA is committed to ensuring that teachers who fail to become effective based on HCMS plan can be placed on an improvement plan or dismissed.
- **Dismissal** – Each participating LEA is committed to utilizing the dismissal process based upon teacher and student data as developed through improving their HCMS with this LEAP partnership. While tenure is usually an included HCMS component, none of the LEAP participating LEAs reported having tenure as a current HCMS component.

Objective 2: Performance-based Compensation System (PBCS): Each of the three (3) participating LEAs have signed the MOU and committed to *replicating* the EEP approved the USDE PBCS model. Only one (1) of the LEAs have a PBCS. This TSL grant award, will provide the other participating LEAs to establish a PBCS to ensure that differentiated compensation is provided to educators based upon their performance. The approved PBCS model components begin with a fair, rigorous, and relevant evaluation system for teachers and principals that measures performance based in part on demonstrated improvement in student academic achievement and provides educators with ongoing, differentiated, targeted, and personalized support and feedback for improvement. All our participating LEAs will replicate and utilize the USDE approved EEP model that includes a comprehensive PBCS. Both PBCS models are included in the attachments that includes the snapshot below, and funds are allocated in the proposed federal budget funding. Each LEA is committed to utilizing results from evaluation data and PBCS data to make HCMS decisions so that students have equitable access to effective educators. Both educator data and student data will be used by our participating LEAs, to determine differentiated performance compensation. The LEAP partnership initiated an RFI protocol to identify Battel for Kids and SAS-EVAAS and will be contracted as a service provider, given it has served as invaluable experts for the data analysis and collection activities so that LEAs have the valid and reliable data resources needed.



Objective 3: Evaluation System with Supports – Our *literature review* confirmed that effective teachers are the most important factor contributing to student achievement. The participating LEAs will implement in our project a system to pay teacher incentives to reward staff who raise student achievement, a reform effort that has been found to improve student performance with the right design and implementation (Pham, Nguyen, & Springer, 2020). All our participating LEAS are also required to use professional development with characteristics found by Desimone & Garet (2015) to be associated with increased student achievement (e.g., sustained duration, content-focused, etc.).

All of our participating LEAs have adopted and are implementing a state-required evaluation system. However, none of the LEAs had Evaluation System Supports to provide high-level feedback, guidance, and professional development for teachers and school leaders to enable them to become more effective through the implementation of the approved systems. All our participating LEAs will improve or replicate their current evaluation systems by adding the seven (7) major supports described previously. The milestones describe the training and support each participating LEA will receive, so that the supports described below, can be implemented with fidelity to all educators. Each of the seven (7) major evaluation system supports listed below, support an evaluation system that is fair, rigorous, and relevant and inclines educators to use it to become more effective. All our participating LEAs have committed, upon receipt of TSL funding, to completing the required training to implement the supports

described below.

- **1. Educators Self-Evaluation** – All of the participating LEAs will improve their evaluation systems by adding provisions for teachers being evaluated, to have their self-evaluations count towards their overall evaluation summary score at the end of each year.
- **2. Multiple Evaluations/Observations** – Each participating LEA has agreed (See MOU in Attachments) to ensuring that all educators have multiple announced and unannounced evaluations/observations each year that last, a minimum a class period, whether 45 minutes or up to 90 minutes.
- **3. Pre/Post Conferences** – Each participating LEA has agreed that a post-conference after the observation has been completed will include up to 45minutes of reviewing the lesson with the educator and providing high-quality feedback so the educator can facilitate more effective lesson next time the lesson is taught.
- **4. Weekly Professional Learning Communities (PLCs)**– Each participating LEA has committed to allocating time each week, so that educators can participate in weekly sessions that focus exclusively on the school's plan for effectively utilizing the evaluation system rubric and indicators as the major agenda items.
- **5. Weekly Leadership Team Meetings**– Each school's leadership team led by the principal, will utilize weekly PLCs to prepare to lead the weekly teacher PLCs. Leadership members will review student data, teacher evaluation data, professional development plans, and plan and prepare for weekly teacher meetings.
- **6. External Professional Development** – The PD plan mentioned in the HCMS above is a significant component of supporting educators with becoming more effective. Teachers and leaders will collaborate on the priorities for the plan each year and modify the plan throughout the year as

needed.

- **7. Inter-Rater Reliability Certification** –Each LEA is committed to ensuring that all leaders qualified to evaluate teachers receive their evaluation recertification each year or bi-annually as determined by the evaluation system.

The importance of our LEAP partnership adopting the EEP model and Evaluation System with Supports that has been used for the past eleven (11) years with Texas LEAs and high need populations and the results have been the same—*"100% of the surveyed participants confirm that they know and use the evaluation rubric"* --with supports, and they believe they are more effective educators because of the systems support. Youth Empowerment Services also has eleven (11) years of data on school improvement has been impressive to the USDE as noted in their annual performance APR based on GEPRAs measures. One school had been struggling for over 15 years to meet state standards due to serving very high-risk delinquent adolescents who were continually involved with law-enforcement. After implementing the system with fidelity for the past three (3) years, the school reported its first "met standard" for the State Academic Standards. Another school Superintendent accredited the YES system for its #1 Middle School rating in Houston. Although academically successful as a high-need school before implementing this program design, the Superintendent confirmed that the #1 rating was due to the systems put in place when the LEA was implementing the YES program design.

Evaluation of Program:

YES, INC. intends to contract with Basis Policy Research (Basis), a K-12 research and policy firm with over ten years of evaluation experience. Basis is headquartered in Grand Rapids, Michigan, but works for state departments of education, foundations, and school systems around the country. Basis has conducted evaluations for multiple TIF and TSL grants in San Antonio, Texas, Houston, Texas, Maricopa County, Arizona, and Toledo, Ohio. The evaluation would be led by [REDACTED]

██████ and ████████, both who have extensive experience in the evaluation educational reform efforts. The evaluation of LEAP is designed to include the following five components:

The evaluation will:	Frequency
Investigate implementation barriers and facilitators in order to guide real-time adjustments	Continuously, with frequent feedback
Determine and report on the extent to which program goals and objectives are met	Quarterly, linked to training events
Understand and improve program implementation and impact on teacher, principal, school, and district performance	Annually, linked to APR
Disseminate findings to local stakeholders	Quarterly, linked to training events
Contribute to research, knowledge, practice, and policy at the state and national levels	Annually

The evaluation approach to this project is best summarized through the parallel but linked lenses of implementation and impact, with a shift from the former to the latter as the program develops.

Years 1 and 2 will include a strong focus on implementation fidelity, which will be critical to understanding the facilitators and barriers of LEAP and the relationship to programmatic impact.

The evaluation is designed to explore the five dimensions of implementation fidelity: adherence, dosage, quality of delivery, participant responsiveness, and differentiation (Hulleman et al., 2013).

Lessons of implementation will provide timely feedback to inform mid-course adjustments. Years 2 and 3 will be centered on the program's impact, with an emphasis within the last year on its scalability and sustainability. Evaluation activities will use a mixed-methods methodology to provide preliminary program outcomes to identify promising program elements as well as areas that require improvement (Henry et al., 2013). Evaluation activities will inform the following project research questions:

Project Research Questions

Research Question	Program Component
RQ1. To what extent are district HCMS fair, rigorous, valid, reliable, and objective?	Absolute Priority 1
RQ2. Is the HCMS implemented with fidelity, and what is its impact on instruction, teacher retention, and student performance?	Absolute Priority 1

RQ3. To what extent is the Leadership Pipeline implemented with fidelity, and what is its impact on leadership preparation, retention, and student achievement	Competitive Priority 1a
RQ4. To what extent is the Teacher Pipeline implemented with fidelity, and what is its impact on teacher preparation, district hiring, and student achievement.	Competitive Priority 1b
RQ5. To what extent are students with disabilities and ESL students within partner districts served by certified teachers? To what extent do other teachers feel prepared to teach students with disabilities and ESL students?	Competitive Priority 1c & 1d
RQ6. To what extent is the GYO program implemented with fidelity and what impact does it have on the diversification of the teacher workforce?	Competitive Priority 2a

Qualitative Methods: Basis will conduct focus groups with training attendees and interviews with district leaders to gather feedback on program activities. Focus groups will be organized by teacher group and according to grade level and years of experience. Interviews will be semi-structured using a YES-reviewed protocol to guide conversation. These data will be supplemented with open-ended survey responses and a document review to provide a rich investigation into project implementation and impact. Qualitative data will be systematically analyzed using a standard content analysis, employing the four practices of identification, coding, categorization in a matrix, and inductive analysis.

Quantitative Data: Qualitative data will consist of administrative data on program outcomes educator survey results, and student achievement data. Administrative data will consist of educator recruitment and hiring statistics, demographic information, retention data differentiated by performance level, the internal validity of observation data and co-observation data, and staffing information. Educator demographics and pipeline information will inform the impact of the leadership development program, the educator pipeline program, and the district grow-your-own program. Administrative data will be tracked through the project's data management system and district human resource personnel. Finally, an annual educator surveys will explore the implementation of the PBCS and HCMS and educators' perspectives of the impact of the program.

Basis has historically solicited very high survey participation rates, which increases the validity of findings.

Evaluation of Outcomes: The evaluation will be framed by the six research questions and the project's GRPA measures. The project's impact will be explored through the use of more advanced longitudinal panel regression techniques that will examine changes in student achievement pre- and post- treatment, with a particular focus on the achievement on students with disabilities and ESL students. These techniques will control for a variety of student, teacher, classroom, school, and district factors in order to isolate the effect of the increased teacher training on instruction for specialized populations, determine how the effects of the program differ among participating students, teachers, schools, and districts, and identify factors that explain why the impact varies across these groups.

Dissemination: These evaluation methods will highlight the impact of TSL and the facilitators as well as identify barriers to success. By implementing evaluation efforts systematically across districts, Basis will provide YES, INC. with valid and reliable impact data for continuous improvement and sustainability. Basis will also produce results briefs for key stakeholder groups, including boards of education, community groups, and the broader educational community. These will be disseminated through each organization's social media accounts (e.g. Twitter, LinkedIn) and posted on an evaluation-focused section of the agency's website. Additionally, Basis will present findings from this project annually at national educational conferences. We anticipate these efforts will collectively contribute to the education knowledge base regarding best practices in HCMS and PBCS across multiple districts and state contexts.

LEAP Communication to the Public/Stakeholders: The evaluation reports along with the grant activities will be communicated with all stakeholders who supported the proposed LEAP Project via our website, school newsletters, social media platforms, board reports, and other media sources maintained by the GoodLife Agency, YES, and the participating LEAs, to ensure consistent, timely communication

across internal stakeholders to develop, drive, implement, and monitor the grant priority areas. Our internal communication plan will focus on the internal communication to foster the exchange of ideas and information amongst all internal stakeholders charged with the development and implementation of the LEAP grant work. The external communication plan will inform various audiences, to garner partnership to support, invest, and collaborate with the LEAP Project to ensure sustainability after the grant funding has ended.

Quality of the Management Plan: The management plan is designed to fulfill the goals and objectives of this project on time and within budget. Oversight, management, and coordination of this project will be the responsibility of the Project Director. These responsibilities include all activities related to the successful implementation of the LEAP Project and assurance that the goals and objectives are achieved on time and within budget. The GoodLife Agency assembled a well-planned staffing model that denotes positions required to complete the project responsibilities. All selected staff for the LEAP Project will be chosen based on their ability to provide leadership as well as manage the implementation of all the components of the project. In their respective roles, they are required to effectively communicate with the teachers, support staff, counselors, librarians, coaches, and others necessary for the project's success and to support the goal. to create world-class students in every participating school. They must work with staff to develop effective student growth opportunities as well as manage the monitoring of the school's progress. They must know and understand how to train and motivate teachers and staff; manage counseling and student services; prepare budgets; and handle effective relationships with parents, prospective and current students, and the community. The qualifications of key personnel and staff described below represent the full range of skills to guarantee quality and timely work on this project for effective implementation. We believe it is paramount to establish effective systems of control. Our management plan details the staffing model of how our work and budget planning, coupled with a systematic collaborative agreement with YES. to replicate its exemplar record with implementing TIF/TSL projects, will ensure success. This team of highly qualified staff will ensure that all federal and matched funds are utilized for the benefit of the programs outlined in the grant

priorities. We have begun the work with YES to align our program staffing model and components to timelines for successful reporting and management requirements for the federal grant annual performance reporting (APR). This decision to model our management plan after the by YES model is based on their successful implementation and management of the 2010 TIF3, TIF5, and 2017 TSL Projects. The evaluative data indicates that their model of success was due to the expertise and rigor of their staff and to successfully managing the program components, organizing tasks, adhering to timelines, and effectively utilizing resources based on federal grant requirements. Our LEAP Project staff will use the data and experiences from our YES collaborators as a model. This LEAP comprehensive management plan began in July 201 with 20 hours (2.5 days) of professional development and training sponsored by YES. This foundational training is based on the tasks outlined in the attached memorandum of understanding (MOU) and the approved project narrative to guide all decision-making related to the implementation of the approved LEAP Project with fidelity. Day 1 of the professional development training will include an initial orientation session focusing on the roles and responsibilities of the GoodLife Agency leadership team members, and all personnel funded by this LEAP Project. The staffing descriptions below highlight the LEAP personnel and partner leadership team members and includes their roles and responsibilities. All identified personnel roles and responsibilities are planned for the three-year period covered by the grant. The GoodLife team members are identified as personnel in the budget, budget narrative, detailed job descriptions, resumes, and included attachments. Their roles and responsibilities are denoted in the overall staff management list.

Management Staff: Vivian Palmer will lead this project. Vivian Palmer has led K-12 LEAs to improve systems and continuous performance improvement initiatives at several urban and rural, public, and charter LEAs in the U.S. for over 15 years. She has worked as program staff in four TIF project grants from 2010 to 2016, and her resume is in the attachments. The LEAP personnel and LEA staff titles and positions critical to the management of this project are listed below.

Project Director: This position will be responsible for oversight, management, and training of project

staff that will be selected and assigned to work with the LEAs to achieve the goals, objectives, and milestones detailed in this narrative.

Program Assistant: This position will focus on helping the LEAs with coordination of all the project requirements, trainings, and support. This position will coordinate all scheduled trainings, events, and conduct onsite/virtual trainings. This position will ensure that the necessary resources and supports are facilitated to provide oversight, training, coaching, and mentoring to the campuses.

HCMS Implementation Specialist: This position's major responsibilities include planning, scheduling, and facilitating all onsite/virtual training to support each LEA/campus in the establishment of an HCMS/Equity Committee, mentoring systems, and induction programs. This position supervises the specialists to ensure that all nine HCMS components are improved within each LEA.

Professional Development Implementation Specialist: This position ensures that each campus principal has a well-designed professional development plan each year and trains the principals on including teachers as collaborators. The PDD supports each campus in implementing their PD plan once the PD plan is approved.

Grants Manager: This position works with all staff to ensure timely submission of all required USDE APR reports, interim reports, and bi-monthly follow-up reports. This position updates all required USDE systems and ensures that the project director is managing grant responsibilities.

LEA Staff Supports:

Superintendents: The Superintendent is responsible for the overall implementation of the grant program components and will ensure campus leaders are able to execute this work. They are also responsible for actively participating in all required program trainings, meetings, institutes, and sustainability efforts.

Principals: The principal's major responsibilities are to build the capacity of all campus teacher leaders

and others in implementing all requirements to achieve the stated outcomes in their respective buildings.

Teacher Leaders: This position is responsible for attending and facilitating training, support, mentoring, coaching to all teachers being evaluated in the program.

Campus Implementation Coordinators: This position supports the Superintendent and the principal and leads the LEA in creating and implementing high quality mentoring and induction programs.

This LEAP Project has been established and created based upon the research studies, evaluation studies, and our LEAP directors working to implement the USDE funded Educator Effectiveness Process, PBCS, and HCMS and the Equity Pipeline programs. Each LEAP participating LEA believes in this proposed project and the management plan, as indicated by their signed MOU to participate. Our LEAP participating LEAs plan to replicate or improve their organizational systems with this request for funding.

Management Milestones: There are three (3) major overall objectives/categories of milestones to be achieved when implementing this project.

Objective 1: While each LEAP participating LEA has a functioning evaluation system, all the LEAs agreed and committed to ***improving*** their Evaluation Systems ***with Supports*** for teachers, and principals to become more effective.

Objective 2: Each targeted LEA will improve and increase the educator's effectiveness by focusing on ***improving*** all nine components of the HCMS.

Objective 3: Each targeted LEA will ***improve*** or ***replicate*** the Educator Effectiveness PBCS model into their HCMS, so that effective educator performance is recognized and incentivized. LEAP's major implementation milestones are outlined follow in the chart below. Fiscal activities will begin as soon as funding is awarded. Our LEAP Project has commitments from each LEA to participate at a July 2021 training to prepare for starting the project October 1, 2021, when funding is approved. All

funds needed to implement the major pre-milestones in the following table are in-kind match budget for this project.

Initial Implementation Pre-Milestones Before Funding

Major Implementation Milestones	Responsibilities	Timeline Dates	Year
Train GoodLife staff; update materials and program guidance documents	Director	July 1-18	1
Finalize essential services agreements for project evaluation/data analysis contracts	PD Specialist Grants Manager	By July 30	1
Finalize LEA implementation training dates	I-Specialist CI Specialists	By August 19	1
Begin External Project Evaluation activities	PD Specialist Vendor	October 1	1

Evaluation System with Supports Major Milestones

(Please note that most timelines are multi-year and occur before the start of the school year.)

<i>Major Implementation Milestones</i>	<i>Responsibilities</i>	<i>Timeline Dates</i>	<i>Year</i>
Interview, select teacher leaders	HR, Principals	By Aug. 30	1,2,3
Provide teacher leader training to implement the evaluation supports.	PD Specialist HCMS Specialist	By Sept. 30	1,2,3
Finalize 2020-2021 evaluation schedules with pre/post conferences for teachers and principal	Superintendent Principal Teacher Leader	September 30	1,2,3
Finalize all deliverables requiring scheduled meetings dates and times for weekly leadership and teacher meetings.	Principal Teacher Leader	September 30	1,2,3
Implement the evaluation system with supports	Principal Teacher Leader	October 1	1

Objective 2: HCMS Major Milestones

<i>Major Implementation Milestones</i>	<i>Responsibilities</i>	<i>Timeline Dates</i>	<i>Year</i>
Interview/select Campus Implementation Specialist	Principal	By Sept. 30	1
Train Principal, Teacher Leader	HCMS Specialist	By October 15	1
Provide mentoring and induction training so that LEA can create or revise the programs	HCMS Specialist Principal	By October 30	1
Identify mentors and mentees (<i>new teachers</i>)	HR, Principal	September 30	1,2,3
Train mentors, mentees, CI Specialists	HD	By October 30	1,2,3
Implement a teacher mentoring program following established protocols	Principal Mentors	BY Nov 15	1

Assist LEA campuses in establishing HCMS teacher-supported committees	HCMS Specialist	By Dec 5	1
Train HCMS committees	HCMS Specialist	By Jan 15	1
Schedule and implement HCMS monthly meetings	Director, Principal	By Feb 15	1,2,3
HIREUP Recruitment Program Begins: 9/2022	HR, Principal Superintendent	March 2022	1,2,3
Equity Pipeline recruitment and training for residency, alt. cert., content master programs	HR, Principal Superintendent	January – March 2023	1,2,3
Conduct Fundamental Foundation Session (FFS) for applicants three – weeks: Teacher preparation. <i>(See budget EQ2)</i>	HR, Principal Superintendent	January – March 2023	1,2,3
Hire 2022 new teachers by March 2022	HR, Principal	March 31, 2023	1,2,3
Conduct three-week ESL/SPED <i>(onsite or virtually)</i>	HR, Principal	Summer 2022	1,2,3

Conduct PBCS model training	Superintendent	March 2023	1
Set-up PBCS systems within the LEAs	Superintendent	APRIL 2023	1
Conduct Roster Verification	Director, Vendor	April 2023	1,2,3
Finalize evaluation system results for teachers and principals	Superintendent	May 2023	1,2,3
Get LEA State testing results	Director, Vendor	August 2023	1,2,3
Receive value-added results	Superintendent	October 2023	1,2,3
Complete PBCS payment matrix for each LEA	HR, Principal	November 2023	1,2,3
Make PBCS payments	Superintendent	December 2023	1, 2, 3

This management plan is developed to support the LEAP participating LEAs in the successful implementation of the HCMS, PBCS, and Evaluation Systems with Supports. The strategies and activities LEAP adopted and aligned with the NIET research have shown to lead to positive changes. Our management plan is driven by this focus on utilizing the project evaluation data, findings for continuous performance improvement of our processes throughout the year. Our planning methodologies will aid our high-need LEAs in building a culture of trust and supportive relationships with this project and to follow through with the plan as detailed above.

Adequacy of Resources: The GoodLife Agency is willing and capable of sustaining the project as a requirement to collaborate with YES. Consequently, the GoodLife Agency also instituted this as a prerequisite for all participating LEAs wanting to implement a partnership with us to perform this TSL work. We are partnering with LEAs and their participating schools in Michigan, to develop sustainable

systems for school improvement, teacher, and leader development, through our collaboration with YES, to implement their USDE approved EEP model for HCMS, Evaluation with Supports, and PBCS protocol. Thus, all our participating partner LEAs are required to agree to sustain the project without federal funding once federal funding has ended prior to the project team initiating a partnership with an interested LEA. The GoodLife Agency and the LEAP participating LEAs have committed and agreed to share the responsibility of implementing the prescribed TSL components with 100% fidelity using the federal resources and the non-federal resources that have been budgeted. The GoodLife Agency has committed to helping the participating LEAs sustain the required program design elements by successfully managing this project. We are prepared to replicate and learn more about the EEP model approach, services, stories, events, and sustained results in improving teacher instruction and student achievement. Knowing that the EEP model was used as the foundational structure initiated by the National Institute of Excellence in Teaching (NIET) to establish their research-based best practices of placing teacher quality at the forefront of their program design has been the single biggest in-school factor for student success. We will focus our work on educator effectiveness that is grounded in proven NIET principles that lead to school improvement. These are some of the strongest commitment statements the GoodLife can assert to demonstrate that each LEAP partner plans to sustain the project once federal funding has ended. This commitment is solidified with each LEAP partner's authorized official signature on the legal binding memorandum of understanding (MOU), and the signatures on the USDE required Match Assurance document. Both are included in the attachments.

Guaranteed System Changes and Improvements: There is no doubt that the EEP model success has been driven by NIET foundational concepts, extremely effective at assisting targeted LEAs in systemic change and improvement so that teachers become more effective, and students achieve greater academic outcomes. Some of the strongest evidence for our interest in this collaboration and desire to utilize the Educator Effectiveness Process, USDE approved protocol garnered from the fifteen (15) Superintendents that have been leading LEAs in partnership with YES. for the past eleven (11) years.

"After 12 years of struggling to find a structure for our academic program, implementing the Educator Effectiveness Process (EEP) gave us a strong foundation that has become the base from which we have been building our academic program." – Joseph Rendon, PVA Superintendent.

Another superintendent has been one of the Educator Effectiveness Process' strongest spokespersons for spreading the success the program. He sharesthe following information with anyone who will listen:

"We had a pretty solid academic program before EEP but implementing the EEP processes (HCMS and PBCS)-completely took our school to a level we never envisioned for our teachers and students." Larry Jenkins TSA Superintendent

In 2017, one hundred percent (100%) of the teachers who completed the external evaluation of the EEP project confirmed the following: #1) They **knew** what the teacher evaluation rubric for effectiveness was, #2) They **used** the effectiveness rubric daily when preparing lessons and when teaching their students and #3) they **believed** that the teacher effectiveness evaluation rubric made them more effective.

Once our external evaluator confirmed that he had never seen "100% of the educators" agree that a teacher evaluation process "made them more effective." The GoodLife Agency knew they had strong evidence that a collaboration with YES, and utilization of their USDE approved EEP protocol was an opportunity to replicate a proven project design. To increase the number of effective educators within the participating LEAs, so that students improve academically, the EEP model, approach, and strategy is helping LEAs develop a laser focus on having fidelity to the structure of the approved project. Helping each participating LEA discover, embrace, and respect the project design is a major factor in ensuring the participating LEAs would experience a highly successful implementation, and the GoodLife needs this level of support, guidance, and success to guide our LEAP participating partners for the 2021 TSL grant award. This level of support is necessary because the project design elements are comprehensive and require each LEA to modify, change and transform the current systems to be successful with the project design elements funded by this project. Investing the necessary time, effort, and energy to help

our LEAP Project and the participating LEAs align their focus to the program design, will prove to be invaluable in ensuring that they receive the appropriate training, guidance, and support needed to become more effective at helping to improve student academic outcomes that will be led by the GoodLife Agency. Additional evidence that the likelihood is great for the LEA participating LEAs to experience meaningful system changes and improvements are the results from the multi-year evaluations YES received from the USDE and used to implement a model for continuous performance improvement to enhance their program since 2010.

Building Local Capacity: The GoodLife Agency is striving to implement capacity building by replicating a model that has been tried and tested. The EEP, USDE approved model that was built on the foundational strategies designed by NIET. The research- based strategies are embedded in the LEAP project design with a deliberate focus on ensuring that our participating LEAs are implementing and simultaneously preparing for sustaining the project as a part of the project design. Our collaboration, approval to replicate the EEP model that was approved by the USDE will assist our agency in improving, expanding, and replicating services for our LEAP participating LEAs to utilize the successful protocols and supports provided within the EEP model throughout the implementation of the program. This project will provide guidance, structured, comprehensive training for the GoodLife to support our superintendents and other LEA leaders during our regularly scheduled Summer Institutes, monthly trainings, and individualized sessions to ensure that LEAs are utilizing the EEP approved protocol to transform systems throughout the LEAP participating LEAs.

Adequate Federal and Non-federal Resources and Broad Support. Our LEAP partners have prepared federal and non-federal match budgets designed to cover 100% of the costs of successfully implementing this project for the approved grant period. Each LEAP participating LEA has committed through the acceptance of the comprehensively written MOU to sustain this project once federal funding has ended.

The other attachments include the signed MOU and the sustainability planning forecast that will be utilized to train, support, and implement a sustainability plan for each LEAP participating LEA that includes a multi-year, financial and operating model, which will go into effect once federal funding has ended. The GoodLife Agency will launch our LEAP Project with our partnering LEAs with training resources received by YES. during a two-day Sustainability Institute conducted by LEAP participating LEAs. In addition, YES. will provide the GoodLife Agency, the for-profit partner, with a training protocol required of all Superintendents to ensure that each LEA has the information, training, and support needed to ensure a viable multi-year, financial and operating sustainability model for this project (See Agreement in Attachment). The GoodLife Agency was fortunate to secure a collaborative agreement with YES based on our success as providers of evaluation and data analysis services to K-12 public and charter LEA nationally. Our LEAP participating LEAs are working gather the required sustainability commitments from their community stakeholder and leadership members in hopes of being selected to begin a partnership to implement the project elements detailed in this narrative. Included in the other attachments are letters from the Michigan school leadership, staff, and community stakeholders attesting to their support for this project. The support of these committed community stakeholders showcases their increasing support for the project. When this project funded, the evidence that it will effectively assist our participating Michigan educators and stakeholders will be communicated to the community at large. We have researched and analyzed the long-term success that our adopted EEP model has demonstrated success, and the GoodLife Agency has a commitment to our LEAP participating LEAs, the community, and other stakeholders that we can achieve the goals and objectives of this project to increase educator effectiveness and student achievement.