

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND  
PROGRAM**

**CFDA # 84.385A**

**PR/Award # S385A100119**

OMB No. 1810-0700, Expiration Date: 11/30/2010

Closing Date: JUL 06, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/6/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Lowndes County Public Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
██████████	██████████

**d. Address:**

* Street1:	████████████████████
Street2:	
* City:	██████████
County:	██████████
State:	██
Province:	
* Country:	██
* Zip / Postal Code:	██████

**e. Organizational Unit:**

Department Name:	Division Name:
Curriculum and Instruction	

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

Prefix:	* First Name:	Huey-Ling
Middle Name:		

\* Last Name: Lin  
Suffix: Ph.D

Title: Project Director

Organizational Affiliation:  
Lowndes County Public Schools

\* Telephone Number: [REDACTED] Fax Number:

\* Email: [REDACTED]

**Application for Federal Assistance SF-424** Version 02

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

G: Independent School District  
Type of Applicant 2: Select Applicant Type:  
Type of Applicant 3: Select Applicant Type:  
\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.385A  
CFDA Title:  
Application for New Grants Under the Teacher Incentive Fund Program

**\* 12. Funding Opportunity Number:**

ED-GRANTS-0522110001  
Title:  
Teacher Incentive Fund

**13. Competition Identification Number:**

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Lowndes County, Alabama

**\* 15. Descriptive Title of Applicant's Project:**

Lowndes County Teacher Incentive Program

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: 2

\* b. Program/Project: 2

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 9/30/2010

\* b. End Date: 9/29/2015

**18. Estimated Funding (\$):**

a. Federal	\$	██████
b. Applicant	\$	
c. State	\$	
d. Local	\$	
e. Other	\$	
f. Program Income	\$	
g. TOTAL	\$	██████

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes  No

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

**IXI \*\* I AGREE**

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: \* First Name: Daniel

Middle Name:

\* Last Name: Boyd

Suffix: Ph.D

Title: Superintendent

\* Telephone Number: [REDACTED] Fax Number:

\* Email: [REDACTED]

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

**Application for Federal Assistance SF-424** Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Lowndes County Public Schools

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	█	█	█	█	█	█
2. Fringe Benefits	█	█	█	█	█	█
3. Travel	█	█	█	█	█	█
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	█	█	█	█	█	█
6. Contractual	█	█	█	█	█	█
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	█	█	█	█	█	█
9. Total Direct Costs (lines 1-8)	█	█	█	█	█	█
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	█	█	█	█	█	█

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No
- (2) If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is \_\_\_\_\_%
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
 Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is \_\_\_\_\_%



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Lowndes County Public Schools

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

**SECTION B - BUDGET SUMMARY**

**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Dr, Daniel Boyd

**Title:** Superintendent

**Date Submitted:** 07/06/2010

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> Dept of Education	<b>7. Federal Program Name/Description:</b> Teacher Incentive Fund  CFDA Number, if applicable: 84.385	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): na Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Dr. Daniel Boyd Title: Superintendent Applicant: Lowndes County Public Schools Date: 07/06/2010	
<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

<b>APPLICANT'S ORGANIZATION</b>
Lowndes County Public Schools
<b>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>
Prefix: Dr.      First Name: Daniel      Middle Name:
Last Name: Boyd      Suffix:
Title: Superintendent
Signature: _____      Date: 07/06/2010
ED 80-0013 <span style="float: right;">03/04</span>

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### **Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : LCTIP GEPA

File : <C:\fakepath\lowndes teach incentive gepa.doc>

## Lowndes County Teacher Incentive Program (LCTIP)

### GEPA

The proposed LCTIP will take steps to comply with Section 427 which requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The LCTIP program provides incentives to effective teaching to all teachers and principals without regard to gender, race, national origin, color, disability, or age.



# Project Narrative

## Project Abstract

Attachment 1:

Title: Pages: **1** Uploaded File: **lowndes teacher incentive abstract.doc**

Project Name: Lowndes County Teacher Incentive Program  
Applicant: Lowndes County School System (LEA)  
Applicant Address: 80 Commerce Street, Hayneville, AL 36064  
Application Type: MAIN TIF New Grantee  
Project Director: Huey-Ling Lin, Ph.D.  
Phone: 334-202-3287  
Email: [feelinglin@aol.com](mailto:feelinglin@aol.com)

### Abstract

The proposed Lowndes County Teacher Incentive Program (LCTIP) will serve seven schools in the Black Belt region of Central Alabama. The district enrolls 2,086 students in grades K – 12. Ninety-seven percent of the student are African-American, and the free-reduced lunch rate is 96%. The proposed LCTIP program is designed to prepare and reward K – 12 teachers and principals in the Lowndes County School System for excellence in teaching as measured by student outcome data and factors related to increasing student performance. Teachers in K-12 classrooms will be eligible for incentives based on participating in professional development activities, leadership activities, teacher evaluation outcomes, credentials, student performance, and school performance. Principals of schools will be eligible for monetary incentives based on the percentage of increase in student outcome data for their school and meeting district goals for graduation rate. The goal of the proposed program is to further develop the pedagogical skills and content knowledge of the teachers of the Lowndes County School System, AL and provide additional incentives for the teachers and principals to provide the level of instruction necessary to bring the student performance up to the national average.

# Project Narrative

## Application Narrative

Attachment 1:

Title: **LCTIP Narrative** Pages: **60** Uploaded File: **lowndes teacher incentive narr final.doc**

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## Need for Project

The Lowndes County School System is a new applicant for the Teacher Incentive Fund grant. The seven schools in the Lowndes County School System serve 2,189 students in the elementary and secondary grades in Lowndes County, Alabama, and employs 160 teachers. Lowndes County is located in the heart of the Black Belt region in central Alabama and is home to some of the poorest residents in the United States with a per capita income of \$12, 457 and 38.9% of the children living below poverty level (U.S. Census, 2008). The County is ranked 63 out of 67 counties in Alabama by the *2008 Kids Count Data Book* which evaluates and ranks counties based on a scale containing six indicators of child well-being including low-weight births, births to unmarried teens, single-parent families, children in poverty, vulnerable families, and high school graduation rate. The Lowndes County School system enrollment is comprised of 97% African-American students with a 96% free/reduced lunch rate. See Table 1 for individual school data. The high school graduation rate is 68.4%. Only sixty-four percent of parents have a high school diploma and 11% have a Bachelor’s degree.

Table 1: Free/Reduced Lunch Rate, % Minority Status, Grade Retention Rate, and Attendance Rate by School in Lowndes County School System

School	Free/Reduced Lunch Rate	% Minority Status	Grade Retention Rate	Attendance Rate
Central Elementary School	96.98%	97.8%	.02%	92.93%
Fort Deposit Elementary School	97.59%	96.4%	.01%	94.79%

Jackson-Steele Elementary	99.13%	99.7%	.01%	92.93%
Hayneville Middle School	96.14%	93.4%	.08%	93.58%
Lowndes County Middle School	96.06%	96.8%	.05%	92.37%
Calhoun High School	91.97%	94.1%	27.01%	88.85%
Central High School	97.59%	96.7%	18.00%	90.64%

These statistics are presented to illustrate the economic problems faced by Lowndes County School system in meeting the basic educational requirements of the students they serve. Before the recent 9% proration on the education budget for the State of Alabama resulting from the recent recession, the State contributed \$850 per student to LEA's to meet the cost of education. The remaining cost incurred by LEA's is met by property taxes which results in a tremendous inequity in the amount of funds available to educate students across Alabama. Wealthier counties which collect higher property taxes spend as much as \$7,863 per student, while poorer counties such as Lowndes County are able to spend an average of \$850 per student. This leaves children living in poor counties with school systems that struggle to meet their educational needs, little access to new and innovative programs that allow them to adequately prepare for a bright future in a global society, and few incentives to attract and retain high-quality teachers to meet the challenges presented by the students.

The challenges faced by the Lowndes County School System in respect to economic hardship and low-student academic performance make it difficult to attract and retain highly-qualified, effective teachers, particularly in critical-need areas such as mathematics, science, and special education. Two science teachers and three math teachers in the high schools are teaching

on emergency certificates due to the inability of the school system to attract qualified teachers. Recently, two of our English teachers, one having National Board for Professional Teaching Standards Certification, resigned to take positions in our neighboring state, Georgia, for significant salary increases. The incentives that will be available to teachers and principals by the proposed LCTIP will provide the school system with the ability to attract high-quality teachers with certification in critical-need content areas. The difficult to employ teachers in this District are math, all sciences, and English. One part of the LCTIP achievement plan indicates that teachers will receive a \$ [REDACTED] incentive for having or obtaining certification in one of these subject areas. This proposed program will assist in recruiting, hiring, and retaining teachers in these hard-to-hire areas.

Comparable School District

Midfield City School District, located in Jefferson County, AL, is deemed to be comparable to Lowndes County School District in size, racial make-up, free/reduced lunch rate, and district population. See Table 2 below for comparison data:

Table 2 : Comparative Data for Midfield City Schools and Lowndes County Schools

<b>School District</b>	<b># of Students Enrolled</b>	<b>% African- American</b>	<b>Free/Reduced Lunch Rate</b>	<b>District Population</b>
<b>Lowndes County</b>	2,189	97%	96%	10,899
<b>Midfield City</b>	2,026	96.1%	91.3%	7,312

Midfield City School District has comparable demographic descriptors as Lowndes County School District, but their students are outperforming the Lowndes County students on several critical factors. Midfield City School District has 2,026 students enrolled in grades K – 12, and approximately 96.1% of their student population is African-American. Their free/reduced lunch rate average across is 91.3% and the per capita income of the residents of the school district is \$14,332 (Kids Count, 2008). However, the graduation rate for the Midfield City School District is 89% compared to 68.4% for Lowndes County Schools. Midfield City Schools’ 5<sup>th</sup> and 7<sup>th</sup> grade students outperform the students in Lowndes County Schools on the Alabama Science Assessment. The performance of students on the Alabama Science Assessment for the two school districts is presented below:

Table 3: 5<sup>th</sup> and 7<sup>th</sup> Grade Scores on Alabama Science Assessment by District

<b>School Districts</b>	<b>5<sup>th</sup> Grade % of students meeting or exceeding State content standards for Science</b>	<b>7<sup>th</sup> Grade % of students meeting or exceeding State content standards for Science</b>
Midfield City Schools	61.71	66.67
Lowndes County Schools	44.96	33.33

The students at Midfield City Schools score significantly higher at the first and last administration of the Alabama Reading and Math Test administered in the 3<sup>rd</sup> – 8<sup>th</sup> grades.

The percentage of students meeting or exceed the Alabama Course of Study content standards for grades 3 and 8 for the two school districts are presented below:

Table 4: 3<sup>rd</sup> and 8<sup>th</sup> Grade Performance of ARMT by Lowndes County and Midfield City

Students

<b>School Districts</b>	<b>% of 3<sup>rd</sup> Grade Students Meeting or Exceeding State Math Standards</b>	<b>% of 3<sup>rd</sup> Grade Students Meeting or Exceeding State Reading Standards</b>	<b>% of 8th Grade Students Meeting or Exceeding State Math Standards</b>	<b>% of 8th Grade Students Meeting or Exceeding State Reading Standards</b>
Midfield City Schools	72.92%	52.07%	63.11%	67.97%
Lowndes County Schools	55.48%	49.65%	56.51%	51.72%

These data comparisons between the Midfield City School District and Lowndes County School District show that students with similar risk factors for low academic performance can achieve higher levels. The proposed LCTIP will provide the teachers and principals in Lowndes

County Schools with the resources and incentive to transform their schools into high-performing institutions of learning where children at high risk for academic failure succeed.

## **Project Design**

The proposed LCTIP program is designed to prepare and reward K – 12 teachers and principals in the Lowndes County School System for excellence in teaching as measured by student outcome data and factors related to increasing student performance. Teachers in K-12 classrooms will be eligible for incentives based on participating in professional development activities, leadership activities, teacher evaluation outcomes, credentials, student performance, and school performance. Principals of schools will be eligible for monetary incentives based on the percentage of increase in student outcome data for their school and meeting district goals for graduation rate.

The Lowndes County Board of Education (LCBOE) is fully committed to and supportive of the proposed LCTIP. At the March, 2010, LCBOE meeting, the members voted unanimously to add the following statement to the mission of the Lowndes County School System, “The LCBOE is fully committed to providing evidence-based practices that incorporate (a) a process for universal screening, (b) ongoing progress monitoring that drives instruction at the student level and monitors instructional implementation, (c) an explicit district-level, school-level, and student-level action plan, (e) time for data analysis, evaluation and use, (f) multi-tiered differentiated interventions, and (g) a flexible, data-responsive system of implementation. The development of a culture with effective instructional practices will be created and supported by decision-making that is transparent and on evidence-based measures of student achievement.”

(LCBOE minutes, March, 2010) The proposed LCTIP is designed to reflect the mission of the LCBOE.

In preparation for the LCTIP grant proposal, an initial system-wide meeting was conducted to inform all personnel about the district's intentions to develop a teacher incentive program to submit for funding consideration and to schedule a series of three meetings at each of the seven schools to discuss the criteria for the incentive plan and the types of teacher support that would be necessary to increase student performance. Three weeks later, each school submitted a report that delineated 1) types of incentives requested, 2) level of funding for incentives, 3) types of faculty support required, and 4) methods for evaluating faculty performance for incentives. All schools agreed that teacher incentives should be given in the form of monetary bonuses, different levels of bonuses should be related to the level of effort required to earn the bonuses, the criteria for earning bonuses should be attainable, student performance should be assessed by standardized tests, public recognition should be given recipients of the incentives, and high-quality mentors with experience working with students in high-need schools should be assigned to teachers. Some schools wanted time for teachers to work together to design effective teaching methods and assessments, more teachers to be employed, more job security, and higher State-approved salaries.

All of these suggestions were taken into consideration when designing the plan for the LCTIP. After the final draft of the plan was completed, the plan was distributed to all personnel for feedback. It was determined that 89% of the teachers and 100% of the principals were very satisfied with the plan, 4% of the teachers were somewhat satisfied, 2% disagreed with the plan, and 5% of the teachers did not respond.

Every teacher in the Lowndes County School System is eligible to participate in the LCTIP. At the beginning of each year, teachers will meet with their principal to complete an Annual Teacher Professional Development Plan (ATPD Plan) to be approved by the Superintendent. The purpose of the ATPD plan is for the teacher and the principal to work together to set short-term and long-term goals for the academic year that will result in higher student achievement. The ATPD Plan will consist of an individualized plan for each teacher that will include goals in professional development activities, leadership activities, classroom observation performance, and participation in the LCTIP Communities of Practice. The previous year's accomplishments and student performance data will be reviewed to ascertain a baseline of performance. At the end of the academic year, teachers will be evaluated by their principals on progress towards meeting their projected goals in the ATPD plan and on student and school performance directly related to each teacher's performance.

The Lowndes County School System was recently awarded a State grant that included funds to purchase an educational software system, *DataDirector*, that allows for tracking of student performance data that can be directly related back to teacher and principal performance. *DataDirector*<sup>™</sup> is an innovative online data and assessment management system that puts a fast, powerful, and easy-to-use decision-support system in the hands of educators and school systems. *DataDirector* allows users to compare multiple sets of data including teacher-designed assessments, State assessment, National assessment, and attendance records so that they may identify needed interventions, devise enhanced curricula, and drive the academic achievement of all students - from struggling readers to high performers to special student populations. *DataDirector* also will be able link student performance data to teacher and principal payroll in the Human Resource Department for verification of incentive award eligibility. **(Core Element**

**D).** Institutional use of *DataDirector* will comply with the Family Educational Right and Privacy Act. *Data Director* will be installed to allow for input of 1) teacher-designed assessment outcomes for each objective in the Alabama Course of Study using a 4-point scale rubric (1=Does not meet performance criteria; 2=Partially meets performance criteria; 3= Meets performance criteria; and 4=Exceeds performance criteria.); 2) attendance records; 3) State assessment scores; 4) National assessment scores; 5) Mid-semester and semester course grades; 6) Summary of parent conferences; and 7) Remediation plans. For subject areas that are not assessed by national and/or State evaluations, the LCTIP evaluators will develop and validate assessments that are in accordance with the content standards for the Alabama Course of Study. Every component of each student’s record will be directly linked to a responsible teacher and principal.

### **Components of LCTIP’s Comprehensive Approach to Increasing Student Achievement**

#### Professional Development

Teachers will be assigned to a Community of Practice which will consist of all teachers in the Lowndes County School System in each grade for K – 6 and teachers in each subject area for grades 7 – 12. So, there will be 7 Communities of Practice at the elementary level and a Community of Practice for each subject area at the secondary level (Reading and Writing will be included in the Communities of Practice for every subject area). Each Community of Practice will meet twice a month for Community of Practice workshops and have a master teacher as a mentor/consultant.

Online Master Teacher Mentoring. Teachers at each grade level for K – 6 and each secondary subject area will be assigned a master teacher located in Alabama or Georgia to consult concerning challenging individual cases (student identities concealed), suggestions for effective teaching methodologies, and classroom management issues. The criteria for a master teacher will include State recognition, National Board Professional Teaching Standards Certification, high student achievement, a minimum of 5 years teaching experience teaching in a district with similar student demographics as Lowndes County School System, and recommendation by his/her current administrator. The master teachers will be retained by LCTIP for professional guidance and mentoring for all teachers participating in the LCTIP. Three weekly meetings will be scheduled and moderated by the LCTIP Project Director at the beginning of the school year for each master teacher and LCTIP Community of Practice. The meetings will be held via videoconferencing and the agendas will be 1) first meeting, presentation of professional achievements, teaching philosophy, and pedagogical style by the master teacher, 2) second meeting, presentations of professional achievements, teaching philosophies, and pedagogical styles by the LCTIP Community of Practice members, and 3) third meeting, goals of LCTIP Community of Practice, methods to attain goals, and establishing a schedule of frequent contact for the LCTIP Community of Practice and master teacher. Following the third video-conferenced meeting for each master teacher and LCTIP Community of Practice, each group will be assigned a password-accessed discussion board and chat room on [www.ning.com](http://www.ning.com) for frequent communication. Also, the master teacher will be given a local Skype phone number for members of his/her Community of Practice to call at specified times during week or to leave messages. Communication on [www.ning.com](http://www.ning.com) is saved and can be

accessed for evaluation purposes. Frequency of contact for each team member on Skype can be determined for evaluation purposes.

Bi-Weekly Community of Practice Workshops. For two Saturdays each month during the first academic year of LCTIP implementation and for one Saturday each month on subsequent years, teachers will be asked to attend a 5-hour system-wide workshop to work together to plan effective pedagogical approaches for the following two weeks of learning objectives. A lead teacher will be assigned to lead the discussion for each Community of Practice. Communities of Practice facilitate quality teaching by supporting teachers and recognizing their existing knowledge and expertise in designing learning experiences for their students. They provide a context for sustained professional conversations around identified domain and practice issues. Lead teachers will be alternated so that all teachers will have the opportunity to assume leadership responsibilities. The lead teacher for each workshop will provide the Project Director and the other members of the Community of Practice the learning objectives for the following two weeks. All teachers will be asked to be prepared to share their previous successes and failures in teaching the lesson plans and to research innovative teaching strategies. At the end of each workshop, the Program Director will review the progress with each Community of Practice and determine if the members would benefit from further training in specific content areas and/or input from another Community of Practice. For example, the Community of Practice for 4<sup>th</sup> grade teachers may have questions concerning new information uncovered about the migration of Creek Indians from Alabama, and the Community of Practice for History at the secondary level may be able to direct them to new resources. Each Community of Practice leader will submit the teaching approaches and assessments for each learning

objective to the master teacher for suggestions and comments. Teachers will receive a \$■■■■ stipend for attending and contributing to each 5-hour bi-weekly workshop.

Each of the Communities of Practice will be encouraged to request the Project Director to schedule additional training in specific subject areas or pedagogical practices as they identify areas of need or interest. Alabama State University Teacher In-service Center has agreed to work with LCTIP to provide training for small or large groups of teachers in identified subject areas. The Project Director will work closely with the Director of Alabama State University's Teacher In-Service Center to meet the needs of the teachers at Lowndes County Schools.

### Leadership

Teachers in K – 12 who demonstrate excellence in teaching by participating in the Communities of Practice, teaching students who meet the Golden Achievement Criteria for two consecutive years, and providing leadership and mentoring to their colleagues and visiting teachers will be eligible to establish a LCTIP Model Classroom. Model Classroom Teachers will be honored by having a Model Classroom sign on their door, receiving a \$■■■■ bonus for the year, being featured in the local newspaper, and receiving a \$■■■■ budget for additional instructional supplies and materials for classroom use. Model Classrooms will be established in the third year of LCTIP implementation due to the requirement that teachers demonstrate two consecutive years of teaching students who meet the Golden Achievement Criteria. There will be a limit to one Model Classroom per grade for K – 6 each year beginning the third year and one Model Classroom for each State assessed subject area in grades 7 – 12.

Teacher Evaluations. The principal and a senior-level teacher at each school will conduct one unscheduled classroom observation each based on the Professional Education Personnel Evaluation program (PEPE). The (PEPE) is the product and culmination of the intense, informed and dedicated efforts of the many educational practitioners who participated in its development. Rather than focusing on personal traits, which may or may not relate to the quality of performance, the program concentrates on competencies and knowledge/skills which effective educators are known to possess, on performance standards, and on results. The evaluation program's primary goal is the improvement of teaching and learning; and it seeks to effect growth, collegiality and assistance as opposed to dismissal or demotion.

The PEPE evaluates teachers using a 4-point rubric on 1) preparation for instruction, 2) delivery of instruction, 3) assessment of student performance, 4) classroom management, 5) positive climate, 6) oral and written communication, 7) professional development, and 8) leadership. Following each classroom observation, the completed evaluation will be given to the teacher for review, and the teacher is allowed to submit written comments in response to the evaluation results.

Student Achievement. The DataDirector software system will allow student achievement indicators to be linked directly back to the teacher responsible for teaching the related learning objectives. For the LCTIP, the teacher and principal incentives are linked to student achievement. The National and State student assessments that are currently being administered include the Stanford Achievement Test 10, Alabama Science Assessment, Alabama Reading and Math Test, and the Alabama Direct Assessment of Writing. Table 5 indicates the grades that

four different instruments are administered, and Table 6 shows the subject areas assessed for each of the four instruments.

Table 5: Current National and State Assessments by Grade

Assessments	Grades Assessments are Conducted											
	1	2	3	4	5	6	7	8	9	10	11	12
Stanford Achievement Test 10 (SAT10)			■	■	■	■	■	■	■			
Alabama Science Assessment (ASA)					■		■					
Alabama Reading and Math Test (ARMT)			■	■	■	■	■	■				
Alabama Direct Assessment of Writing (ADAW)					■		■			■		

Table 6: Subject Areas Assessed in Current State and National Assessments

Assessments	Subjects Assessed					
	Reading	Math	Language	Science	Writing	Soc Sci
Stanford Achievement Test 10	■	■	■	■	■	■
Alabama Science Assessment				■		
Alabama Reading and Math Test	■	■				
Alabama Direct Assessment of Writing					■	

The SAT 10 is currently being administered to grades 3 – 9 and assesses Reading, Math, Language, Science, Writing, and Social Sciences. The LCTIP will expand the SAT 10 to include K – 2 and 10 – 12. Assessments for subject areas that are not annually assessed by the SAT 10 and the other State Assessments will be developed using the Alabama Course of Study content

standards. The program evaluators will develop assessments and determine their validity. The assessments will be administered at the end of each academic year.

The Alabama Math and Reading Test (ARMT) is a criterion-referenced test. It consists of selected items from the *Stanford Achievement Test (Stanford 10)* which matches the Alabama state content standards in reading and mathematics. Additional test items were developed to be included so that all content standards were fully covered. It is this combination of Stanford 10 items and newly developed items that is known as the ARMT. The ARMT has a 100% alignment to the Alabama state content standards in reading and mathematics. Students in grades 3 – 8 are required to take this assessment.

The Alabama Direct Assessment of Writing assesses students' writing performance in descriptive, narrative, expository, and persuasive modes of discourse. Each essay receives a holistic score and an analytical score. This is the only standardized writing assessment for Alabama students with exception for those students who take the college entrance tests requiring writing samples. Students in grades 5, 7, and 10 are required to take this assessment.

The Alabama Science Assessment is administered to students in grades 5 and 7. This assessment was developed with the input of science teachers throughout the State. The content includes all standards in the Alabama Course of Study for 5<sup>th</sup> and 7<sup>th</sup> grades.

#### K – 6 Teacher Incentive Criteria

All K – 12 teachers will have the opportunity to earn monetary rewards based on student performance, school performance, increases in credentials, leadership activities, classroom evaluations, and participating in professional development activities. Table 7 indicates the LCTIP Achievement Criteria for teachers for each year of program implementation. The

Achievement Criteria includes four components: 1) student performance on the SAT 10; 2) student performance on all State assessments administer to K – 6 students, the Alabama Reading and Math Test administered to 7<sup>th</sup> and 8<sup>th</sup> grade students, and the Alabama Direct Assessment of Writing test administered to 10<sup>th</sup> grade students; 3) classroom observation outcomes; and 4) completion of professional development activities. Student Achievement is divided into two categories for each year, the Golden Achievement Criteria and the Silver Achievement Criteria. The student achievement data used to determine the eligibility of each teacher to earn a monetary incentive is based on assessments that are valid and reliable.

Table 7: Components of the Teacher Incentive Program Achievement Criteria by Year of LCTIP Implementation

<b>Teacher Incentive Program Achievement Criteria</b>					
<b>LCTIP Year</b>	<b>Academic Year</b>	<b>Student Performance Criterion/ National Level</b>	<b>Student Performance Criterion/State Level</b>	<b>Classroom Observation Criterion</b>	<b>Professional Development Criterion</b>
Year 1	2010- 2011	<b>Golden Achievement</b>	<b>Golden Achievement</b>	Satisfactory on all PEPE Classroom Observations	Completes 50 hours of Professional Development
		25% of students score at the 50 <sup>th</sup> percentile or above at the	40% of students score at the 50 <sup>th</sup> percentile or above on all State		

		National Level on the SAT10	Assessments administered at the specific grade level		
		<b>Silver Achievement</b>	<b>Silver Achievement</b>		
		20% of students score at the 50 <sup>th</sup> percentile or above at the National Level on the SAT10	35% of students score at the 50 <sup>th</sup> percentile or above on all State Assessments administered at the specific grade level		
Year 2	2011- 2012	<b>Golden Achievement</b>	<b>Golden Achievement</b>	Satisfactory on all PEPE Classroom Observations	Completes 50 hours of Professional Development
		30% of students score at the 50 <sup>th</sup> percentile or above at the National Level	45% of students score at the 50 <sup>th</sup> percentile or above on all State Assessments		

		on the SAT10	administered at the specific grade level		
		<b>Silver Achievement</b>	<b>Silver Achievement</b>		
		25% of students score at the 50 <sup>th</sup> percentile or above at the National Level on the SAT10	40% of students score at the 50 <sup>th</sup> percentile or above on all State Assessments administered at the specific grade level		
Year 3	2012-2013	<b>Golden Achievement</b>	<b>Golden Achievement</b>	Satisfactory on all PEPE Classroom Observations	Completes 50 hours of Professional Development
		35% of students score at the 50 <sup>th</sup> percentile or above at the National Level on the SAT10	55% of students score at the 50 <sup>th</sup> percentile or above on all State Assessments administered at		

			the specific grade level		
		<b>Silver Achievement</b>	<b>Silver Achievement</b>		
		30% of students score at the 50 <sup>th</sup> percentile or above at the National Level on the SAT10	45% of students score at the 50 <sup>th</sup> percentile or above on all State Assessments administered at the specific grade level		
Year 4	2013-2014	<b>Golden Achievement</b>	<b>Golden Achievement</b>	Satisfactory on all PEPE Classroom Observations	Completes 50 hours of Professional Development
		40% of students score at the 50 <sup>th</sup> percentile or above at the National Level on the SAT10	55% of students score at the 50 <sup>th</sup> percentile or above on all State Assessments administered at the specific grade		

			level		
		<b>Silver Achievement</b>	<b>Silver Achievement</b>		
		35% of students score at the 50 <sup>th</sup> percentile or above at the National Level on the SAT10	50% of students score at the 50 <sup>th</sup> percentile or above on all State Assessments administered at the specific grade level		
Year 5	2014-2015	<b>Golden Achievement</b>	<b>Golden Achievement</b>	Satisfactory on all PEPE Classroom Observations	Completes 50 hours of Professional Development
		45% of students score at the 50 <sup>th</sup> percentile or above at the National Level on the SAT10	60% of students score at the 50 <sup>th</sup> percentile or above on all State Assessments administered at the specific grade level		

		<b>Silver Achievement</b>	<b>Silver Achievement</b>		
		40% of students score at the 50 <sup>th</sup> percentile or above at the National Level on the SAT10	60% of students score at the 50 <sup>th</sup> percentile or above on all State Assessments administered at the specific grade level		

Based on the Achievement Criteria in Table 8, the possible teacher incentives that K – 6 teachers can earn are presented in Table 8 in four levels. Level 1 is linked to student performance and states that a teacher who meets all four components of the Achievement Criteria presented in Table will receive \$ [redacted] and an additional [redacted] if his/her school meets the States criteria for Adequate Yearly Progress (AYP). In addition to earning a bonus for meeting the Achievement Criteria, teachers can earn up to \$ [redacted] for increasing their credentials, \$ [redacted] for establishing a Model Classroom, and up to \$ [redacted] for participating in additional professional development hours beyond that required by the Achievement Criteria.

Table 8: Incentive Plan for K - 6

<b>Teacher Incentive Program for Grades K – 6</b>		
<b>Levels of Teacher Assessment</b>	<b>Criteria</b>	<b>Compensation</b>
<p>Level 1: Student Performance</p> <p>\$ [REDACTED]</p>	<p>A. Meets all four components of Silver Achievement Criteria (Table)</p> <p>OR</p> <p>B. Meets all four components of the Golden Achievement Criteria AND/OR</p> <p>C. School meeting AYP as determined by student assessment scores</p>	<p>A. If teacher meets Silver Achievement Criteria for the year, teacher receives \$ [REDACTED] bonus</p> <p>B. If teacher meets Golden Achievement Criteria for the year, teacher receives \$ [REDACTED] bonus</p> <p>C. If school meets AYP Criteria, teacher receives \$ [REDACTED]</p>
<p>Level II: Credentials</p> <p>[REDACTED]</p>	<p>A. Possessing an advanced degree in science, math, or literacy</p> <p>OR</p> <p>B. Possessing a second certification in a high-need</p>	<p>A. [REDACTED]</p> <p>B. \$ [REDACTED]</p> <p>C. \$ [REDACTED]</p>

	<p>area such as math, science, literacy OR</p> <p>C. Possessing National Board Professional Teaching Standards Certification</p>	
<p>Level III: Leadership Roles</p> <p>██████</p>	<p>A. Having at least two consecutive years of meeting Achievement Criteria ( Table) AND</p> <p>B. Participating in a minimum of 75% of Community of Practice hours of Professional Development for two years AND</p> <p>C. Serving as a Model Classroom Teacher AND</p> <p>D. Establishing a Model Classroom that will be visited frequently throughout the year AND</p> <p>E. Providing leadership and</p>	<p>A. All criteria must be met to qualify for the bonus AND</p> <p>B. There will be a maximum of one model classroom for each grade each year</p> <p>C. Designation will be made by the Principal, continuation will be based on school needs, continuation of student progress, and funding</p>

	training for colleagues and visiting teachers	
Level IV: Professional Development ██████████	A. Attending 100% of Community of Practice Workshops and Recommending In-service workshops  B. Attending 80% of Community of Practice Workshops and recommended In-service workshops	A. ██████████ B. \$ ██████████

Table 9: Teacher Incentive Program for 7 – 12 Grades Teachers

<b>Teacher Incentive Program for Grades 7 – 12</b>		
<b>Levels of Teacher Assessment</b>	<b>Criteria</b>	<b>Compensation</b>
Level 1: Student Performance ██████████	A. Meets all four components of Silver Achievement Criteria (Table)	A. If teacher meets Silver Achievement Criteria for the year, teacher receives ██████████ bonus

	<p>OR</p> <p>B. Meets all four components of the Golden Achievement Criteria AND/OR</p> <p>C. School meeting AYP as determined by student assessment scores</p>	<p>B. If teacher meets Golden Achievement Criteria for the year, teacher receives [REDACTED] bonus</p> <p>C. If school meets AYP Criteria, teacher receives [REDACTED]</p>
<p>Level II: Credentials</p> <p>[REDACTED]</p>	<p>A. Possessing an advanced degree in science, math, or literacy</p> <p>OR</p> <p>B. Possessing a second certification in a high-need area such as math, science, literacy OR</p> <p>C. Completing National Board for Professional Teaching Standards Certification</p>	<p>A. [REDACTED]</p> <p>B. [REDACTED]</p> <p>C. [REDACTED]</p>
<p>Level III: Leadership Roles</p>	<p>A. Having at least two consecutive years of</p>	<p>A. All criteria must be met to qualify for the</p>

	<p>high academic achievement as measured by standardized student assessments AND</p> <p>B. Participating in a minimum of 75% of Community of Practice hours of Professional Development</p> <p>C. Serving as a Model Classroom Teacher AND</p> <p>D. Establishing a Model Classroom that will be visited frequently throughout the year AND</p> <p>E. Providing leadership and training for colleagues and visiting teachers</p>	<p>bonus AND</p> <p>B. There will be a maximum of one model classroom for each grade at each school</p> <p>C. Designation will be made by the Principal, continuation will be based on school needs, continuation of student progress, and funding</p>
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Level IV: Professional  Development	A. Attending 100% of  Community of Practice  Workshops  B. Attending 80% of  Community of Practice  Workshop	A. [REDACTED]  B.\$ [REDACTED]
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The incentive amounts for teachers to earn are adequate to motivate teachers to meet the criteria. Teacher salaries range from [REDACTED] for Class B certification to [REDACTED] for Class A or AA certification per academic year. Table 10 shows the possible incentive amounts as a percentage of teacher salary. In addition, teachers have not received any pay raises or cost of living allowances for the past two years due to proration of the State education budget.

Table 10: Levels of Incentives as a Percentage of Base Salary for Teachers

Base Salary	Level I – IV Incentives	Incentive Description	Incentive Amount	Incentive as a % of Salary
[REDACTED]	I A / I B	Silver Achievement/ Golden	[REDACTED]	8.6% / 5.7% / 1.4%
[REDACTED]	I A / I B	Achievement/ AYP	[REDACTED]	7.2% / 4.8% / 1.2%
[REDACTED]	II A / II B or C	Credentials	[REDACTED]	2.9% / 1.4%
[REDACTED]	II A / II B or C		[REDACTED]	2.41% / 1.2%
[REDACTED]	III	Model Classroom	[REDACTED]	5.7%
[REDACTED]	III		[REDACTED]	4.8%
[REDACTED]	IV A / IV B	Additional Professional	[REDACTED]	2.9% / 1.4%

██████	IV A / IVB	Development Hours	██████	2.41% / 1.2%
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Using the LCTIP method of teacher incentive allowances, the most that a teacher could receive for one academic year is ██████ (20% for Class B, 17% for Class A/AA) if he/she met the Golden Achievement Criteria, taught at a school that made AYP, earned an advanced degree in a critical-need area, was eligible to establish a Model Classroom, and attended 100% of all recommended professional development activities. Even the smallest possible incentive, \$500, requires significant teacher effort. A ██████ incentive may be earned by a teacher's school making ADP or that the teacher attends 75% of professional development activities. Therefore, the criteria for earning incentives are rigorous and require considerable effort to achieve. The student achievement criteria on national, State, and program developed tests are set at graduating levels of difficulty so that teachers will have to work harder every year to insure that their students meet the standards. However, there will be two levels of student achievement, Golden and Silver, which will allow teachers to meet the Achievement Criteria for incentives. It is important that the criteria to receive an incentive are attainable but increase in difficulty over time to bring students and teachers to higher levels of performance. Also, incentives can be earned for different activities linked to increasing student performance, but the highest level of incentives is directly reflective of student performance. The LCTIP's incentive plan is objective, transparent, and fair for all teachers. The amount of possible incentives for teachers to earn is great enough to retain effective teachers who meet the Achievement Criteria and to attract teachers in critical-need areas to come to Lowndes County to teach at a high-need school.

Teacher performance on the LCTIP plan will be included in the personnel files for all teachers and will be used in making promotion and tenure decisions. The LCTIP criteria for

earning incentives are in accordance with and complements the existing criteria for promotion and tenure.

At the beginning of each year, all teachers and principals will attend a mandatory LCTIP Orientation Meeting by the Project Director and the Superintendent. The purpose of the meeting will be to present the LCTIP plan to all teachers and principals. The criteria for earning incentives will be clearly explained, and the Project Director will announce that she will be available at any time to review a teacher's progress towards earning incentives or to answer questions about the incentive plan. A pamphlet explaining the LCTIP plan will be distributed to all teachers and principals.

#### LCTIP for Principals

There are seven principals in the Lowndes County School System, representing each of the seven schools. The principals will receive monetary incentives based on student performance on the SAT 10 and the meeting ATP graduate rate goals. The total amount available for principal incentives based on student performance on the SAT 10 will be [REDACTED]. The amount earned by each principal will be determined after receiving the student performance report for the SAT 10 scores for each school. The percentage of increase for each school will determine the percentage of [REDACTED] each principal will receive. The procedure for calculating each principal's incentive will include the following steps: 1) Determine the number of points of increase of the average SAT 10 score across all subjects for each school above the previous year's average score; 2) Add the total number of points of increase from all seven schools; 3) Determine the percentage of increase for each school out of the total number of points increased; 4) multiply by [REDACTED] to determine each principal's percentage of [REDACTED] as an incentive. For

example, if three principals show increases in the average SAT 10 score compared to the previous year; Principal A, 10 points, Principal B, 5 points; and Principal C, 5 points. The total number of points of increase is 20. Principal A earned 50% of the total number of points of increase, so she receives 50% of [REDACTED]. Principal B and Principal C earned 25% of the total number of points of increase, so they each receive 25% of [REDACTED]. Decreases in average SAT 10 scores will be calculated as zero improvement. In addition, each principal will receive [REDACTED] if the district meets the AYP graduate rate goals.

The State Report Card determining if AYP was met is released in August of each year. So, at the beginning of the following school year, the teacher and principal awards will be distributed at the Annual LCTIP Awards Ceremony. The accomplishments of teachers and principals will be highlighted and the State of Alabama Superintendent of Education will be the keynote speaker. The media will be invited and press packets will be released describing the accomplishments of each teacher and principal.

### **Adequacy of Support for the Proposed Project**

Table 11: Timeline for Proposed LCTIP

<b>LCTIP Timeline: Year 1</b>				
<b>Plan of Action</b>	<b>Activity Required</b>	<b>Date Initiated</b>	<b>Date Completed</b>	<b>Responsible Member</b>
Notification of funding	Notify Governor and State Superintendent	9/30/10	10/1/10	Project Director
Schedule and conduct	Notify teachers and	9/30/10	10/15/10	Project Director

teacher/principal system-wide seminar to discuss and review  LCTIP	principals of funding and  conduct Saturday  Seminar			
Announcement released to  community of impending  funding	Schedule local press  conference and send a  press release to local  newspapers	9/30/10	10/15/10	Project Director
Recruit staff for unfilled  positions	Publish job  announcements	9/30/10	Until filled	Project Director
Establish Annual Teacher  Professional Development  Plan	Meet individually with  each teacher to establish  and approve Annual  Teacher Professional  Plan	10/15/10	11/15/10	Project Director  and Principals
Schedule Bi-weekly Saturday  Teacher Professional  Development Workshops	Schedule workshops,  establish agendas, notify  teachers	9/30/10	10/15/10	Project  Director,  Assistant  Director
Establish Online Teacher  Mentoring System	Recruit Master Teachers,  schedule initial online  meetings, establish initial	10/15/10	10/30/10	Teachers

	agendas for online meetings			
Schedule Stakeholders' Advisory Board Meeting	Hold initial meeting for Stakeholders' Advisory Board	10/30/10	11/15/10	Project Director, Superintendent
Order office equipment for Project Director and Assistant Director	Place order for laptops, printers	10/15/10	10/30/10	Project Director
Present program at PTA meetings	Request for program presentation to be placed on agenda	10/15/10	10/30/09	Project Director
Conduct unscheduled classroom observations	Principal and Assistant Principal conduct observations	9/30/10	4/15/10	Principals and Assistant Principals
Schedule school-wide SAT 10 administration	Order and schedule SAT 10 to be administered in spring 2011	10/30/10	11/15/10	Project Director, Principals
DataDirect Software established as central data storage center	Input student data from classroom assessments, attendance data,	8/15/10	Ongoing	Project Data Manager, School Data

	demographic data and teacher LCTIP participation data			Specialist
Teacher and Principal LCTIP Evaluations	Analyze results of school and student achievement, and teacher and principal eligibility for LCTIP incentives	5/1/11	8/1/11	Project Director, Superintendent
Distribution of Teacher/Principal Incentives	Determine earned incentives and distribute at LCTIP Awards Ceremony	8/15/11	9/1/11	All school and LCTIP staff
Stakeholders' Advisory Board Data Review Meeting	First year student, teacher, school performance data reviewed	7/1/11	7/30/11	Program Director, Advisory Board, Superintendent, Principals
Prepare Annual Report	Analyze data and prepare annual report	6/1/11	9/30/11	Project Director, Program

				Evaluator
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<b>LCTIP Timeline: Year 2</b>				
<b>Plan of Action</b>	<b>Activity Required</b>	<b>Date Initiated</b>	<b>Date Completed</b>	<b>Responsible Member</b>
Schedule and conduct teacher/principal system-wide seminar to discuss and review LCTIP	Notify teachers and principals Saturday Seminar	8/30/11	9/15/11	Project Director
Recruit staff for unfilled positions	Publish job announcements	8/30/11	Until filled	Project Director
Establish Annual Teacher Professional Development Plan	Meet individually with each teacher to establish and approve Annual Teacher Professional Plan	8/30/11	9/30/11	Project Director and Principals
Schedule Monthly Saturday Teacher Professional Development Workshops	Schedule workshops, establish agendas, notify teachers	8/30/11	9/15/11	Project Director, Assistant Director

Establish Online Teacher Support System	Recruit Master Teachers, schedule initial online meetings, establish initial agendas for online meetings	8/15/11	9/30/11	Teachers
Establish Model Classrooms in Schools	Order classroom signs, provide stipend for additional supplies	8/15/11	9/30/11	Project Director, Principals
Present program at PTA meetings	Request for program presentation to be placed on agenda to discuss goals for this year and last year's achievements	10/15/11	10/30/11	Project Director, Superintendent
Conduct unscheduled classroom observations	Principal and Assistant Principal conduct observations	9/30/11	4/15/12	Principals and Assistant Principals
Schedule school-wide SAT 10 administration	Order and schedule SAT 10 to be administered in spring 2011	10/30/11	11/15/11	Project Director, Principals
DataDirect Software established as central data	Input student data from classroom assessments,	8/15/11	Ongoing	Project Data Manager,

storage center	attendance data, demographic data and teacher LCTIP participation data			School Data Specialist
Teacher and Principal LCTIP Evaluations	Analyze results of school and student achievement, and teacher and principal eligibility for LCTIP incentives	5/1/12	8/1/12	Project Director, Superintendent
Distribution of Teacher/Principal Incentives	Determine earned incentives and distribute at LCTIP Awards Ceremony	8/15/12	9/1/12	All school and LCTIP staff
Stakeholders' Advisory Board Data Review Meeting	First year student, teacher, school performance data reviewed	7/1/12	7/30/12	Program Director, Advisory Board, Superintendent, Principals
Prepare Annual Report	Analyze data and prepare annual report	6/1/12	9/30/12	Project Director,

				Program Evaluator
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<b>LCTIP Timeline: Year 3</b>				
<b>Plan of Action</b>	<b>Activity Required</b>	<b>Date Initiated</b>	<b>Date Completed</b>	<b>Responsible Member</b>
Schedule and conduct teacher/principal system-wide seminar to discuss and review LCTIP	Notify teachers and principals Saturday Seminar	8/30/12	9/15/12	Project Director
Recruit staff for unfilled positions	Publish job announcements	8/30/12	Until filled	Project Director
Establish Annual Teacher Professional Development Plan	Meet individually with each teacher to establish and approve Annual Teacher Professional Plan	8/30/12	9/30/12	Project Director and Principals
Schedule Monthly Saturday Teacher Professional	Schedule workshops, establish agendas, notify	8/30/12	9/15/12	Project Director, Assistant

Development Workshops	teachers			Director
Establish Online Teacher Support System	Recruit Master Teachers, schedule initial online meetings, establish initial agendas for online meetings	8/15/12	9/30/12	Teachers
Establish Model Classrooms in Schools	Order classroom signs, provide stipend for additional supplies	8/15/12	9/30/12	Project Director, Principals
Present program at PTA meetings	Request for program presentation to be placed on agenda to discuss goals for this year and last year's achievements	10/15/12	10/30/12	Project Director, Superintendent
Conduct unscheduled classroom observations	Principal and Assistant Principal conduct observations	9/30/12	4/15/13	Principals and Assistant Principals
Schedule school-wide SAT 10 administration	Order and schedule SAT 10 to be administered in spring 2011	10/30/12	11/15/12	Project Director, Principals

DataDirect Software established as central data storage center	Input student data from classroom assessments, attendance data, demographic data and teacher LCTIP participation data	8/15/12	Ongoing	Project Data Manager, School Data Specialist
Teacher and Principal LCTIP Evaluations	Analyze results of school and student achievement, and teacher and principal eligibility for LCTIP incentives	5/1/13	8/1/13	Project Director, Superintendent
Distribution of Teacher/Principal Incentives	Determine earned incentives and distribute at LCTIP Awards Ceremony	8/15/13	9/1/13	All school and LCTIP staff
Stakeholders' Advisory Board Data Review Meeting	First year student, teacher, school performance data reviewed	7/1/13	7/30/13	Program Director, Advisory Board, Superintendent, Principals

Prepare Annual Report	Analyze data and prepare annual report	6/1/13	9/30/13	Project Director, Program Evaluator
<b>LCTIP Timeline: Year 4</b>				
<b>Plan of Action</b>	<b>Activity Required</b>	<b>Date Initiated</b>	<b>Date Completed</b>	<b>Responsible Member</b>
Schedule and conduct teacher/principal system-wide seminar to discuss and review LCTIP	Notify teachers and principals Saturday Seminar	8/30/13	9/15/13	Project Director
Recruit staff for unfilled positions	Publish job announcements	8/30/13	Until filled	Project Director
Establish Annual Teacher Professional Development Plan	Meet individually with each teacher to establish and approve Annual Teacher Professional Plan	8/30/13	9/30/13	Project Director and Principals
Schedule Monthly Saturday Teacher Professional Development Workshops	Schedule workshops, establish agendas, notify teachers	8/30/13	9/15/13	Project Director, Assistant

				Director
Establish Online Teacher Support System	Recruit Master Teachers, schedule initial online meetings, establish initial agendas for online meetings	8/15/13	9/30/13	Teachers
Establish Model Classrooms in Schools	Order classroom signs, provide stipend for additional supplies	8/15/13	9/30/13	Project Director, Principals
Present program at PTA meetings	Request for program presentation to be placed on agenda to discuss goals for this year and last year's achievements	10/15/13	10/30/13	Project Director, Superintendent
Conduct unscheduled classroom observations	Principal and Assistant Principal conduct observations	9/30/13	4/15/13	Principals and Assistant Principals
Schedule school-wide SAT 10 administration	Order and schedule SAT 10 to be administered in spring 2011	10/30/13	11/15/13	Project Director, Principals

DataDirect Software established as central data storage center	Input student data from classroom assessments, attendance data, demographic data and teacher LCTIP participation data	8/15/13	Ongoing	Project Data Manager, School Data Specialist
Teacher and Principal LCTIP Evaluations	Analyze results of school and student achievement, and teacher and principal eligibility for LCTIP incentives	5/1/14	8/1/14	Project Director, Superintendent
Distribution of Teacher/Principal Incentives	Determine earned incentives and distribute at LCTIP Awards Ceremony	8/15/14	9/1/14	All school and LCTIP staff
Stakeholders' Advisory Board Data Review Meeting	First year student, teacher, school performance data reviewed	7/1/14	7/30/14	Program Director, Advisory Board, Superintendent, Principals

Prepare Annual Report	Analyze data and prepare annual report	6/1/14	9/30/14	Project Director, Program Evaluator
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<b>LCTIP Timeline: Year 5</b>				
<b>Plan of Action</b>	<b>Activity Required</b>	<b>Date Initiated</b>	<b>Date Completed</b>	<b>Responsible Member</b>
Schedule and conduct teacher/principal system-wide seminar to discuss and review LCTIP	Notify teachers and principals Saturday Seminar	8/30/14	9/15/14	Project Director
Recruit staff for unfilled positions	Publish job announcements	8/30/14	Until filled	Project Director
Establish Annual Teacher Professional Development Plan	Meet individually with each teacher to establish and approve Annual Teacher Professional Plan	8/30/14	9/30/14	Project Director and Principals
Schedule Monthly Saturday Teacher Professional	Schedule workshops, establish agendas, notify	8/30/14	9/15/14	Project Director,

Development Workshops	teachers			Assistant Director
Establish Online Teacher Support System	Recruit Master Teachers, schedule initial online meetings, establish initial agendas for online meetings	8/15/14	9/30/14	Teachers
Establish Model Classrooms in Schools	Order classroom signs, provide stipend for additional supplies	8/15/14	9/30/14	Project Director, Principals
Present program at PTA meetings	Request for program presentation to be placed on agenda to discuss goals for this year and last year's achievements	10/15/14	10/30/14	Project Director, Superintendent
Conduct unscheduled classroom observations	Principal and Assistant Principal conduct observations	9/30/14	4/15/15	Principals and Assistant Principals
Schedule school-wide SAT 10 administration	Order and schedule SAT 10 to be administered in	10/30/14	11/15/14	Project Director,

	spring 2011			Principals
DataDirect Software established as central data storage center	Input student data from classroom assessments, attendance data, demographic data and teacher LCTIP participation data	8/15/14	Ongoing	Project Data Manager, School Data Specialist
Teacher and Principal LCTIP Evaluations	Analyze results of school and student achievement, and teacher and principal eligibility for LCTIP incentives	5/1/15	8/1/15	Project Director, Superintendent
Distribution of Teacher/Principal Incentives	Determine earned incentives and distribute at LCTIP Awards Ceremony	8/15/15	9/1/15	All school and LCTIP staff
Stakeholders' Advisory Board Data Review Meeting	First year student, teacher, school performance data reviewed	7/1/15	7/30/15	Program Director, Advisory Board, Superintendent,

				Principals
Prepare Annual Report	Analyze data and prepare annual report	6/1/15	9/30/15	Project Director, Program Evaluator

The proposed LCTIP program has the support of the teachers, principals, Superintendent, Dr. Daniel Boyd, and the Lowndes County School Board of Directors. The Board of Directors adopted the motto, “Promoting Great Expectations” to denote the cornerstone for the transformation movement being implemented for the district’s seven schools categorized as persistently low performing schools/Tier I. During March 2010, at the LCBOE Board meeting, the LCBOE demonstrated its commitment to transformational by taking action to remove the current Calhoun High School principal that has not been replaced in the past three years. All other Tier I schools’ administrators have been in position less than three years. This was the first demonstration of transformational leadership at the Board level. It is the expectation of the Board that the transformation movement will be pervasive throughout all schools resulting in the awareness of the impact of all teachers and administrators on student achievement. This will be achieved through the hiring of strong transformational leaders and providing ongoing professional development and support for the novice principals. This transformational leadership will require an alignment of resources and stakeholders around the common LEA goals. The LCBOE is committed to the support of all transformation school improvement strategies, focused and specific with professional development assigned that provides expertise in each

identified area of need in the Tier I schools. The LCBOE will ensure that the leadership will be strong and sustained at all Tier I schools. The LCBOE is committed to providing evidence-based practices that incorporate (a) a process for universal screening, (b) ongoing progress monitoring that drives instruction at the student level and monitors instructional implementation, (c) an explicit district-level, school-level, and student-level action plan, (e) time for data analysis, evaluation and use, (f) multi-tiered differentiated interventions, and (g) a flexible, data-responsive system of implementation. The development of a culture with effective instructional practices will be created, supported by decision-making that is transparent and on evidence-based measures of student achievement.

Dr. Daniel Boyd, Superintendent, has indicated his full support for the proposed LCTIP program. He views the proposed program as a timely opportunity to support the implementation of the the transformational changes described by the LCBOE which include professional development opportunities, teacher evaluation that is based on student achievement, and a data-driven system that is responsive to students' needs. The proposed LCTIP will add the teacher and principal incentives that will allow these goals to be met.

The proposed Project Director, Huey-Ling Lin, Ph.D., has a doctorate degree in Education, years of experience directing large federal grants, and 12 years of experience teaching in a College of Education at a Historically Black College/University. She has worked extensively with low-performing school systems in developing curriculum and assessments and teaching best-practices in the classroom. Dr. Lin has the experience and knowledge to develop the proposed program into a model program for teacher and principal incentives.

The evaluation team, Jeffrey Gorrell, Ph.D. and Anthony Guarino, Ph.D., have a wealth of experience serving as program evaluators. Dr. Anthony Guarino, Professor of Statistics and Education, Harvard University, has considerable experience serving as a program evaluator and statistician for large projects. Dr. Jeffrey Gorrell, formerly the Dean of the College of Education at Auburn University, AL, and George Mason University, VA, has much experience in data interpretation and program design. Both of these evaluators have extensive publishing histories which will be beneficial in the dissemination of the program data. See their CV's in appendices.

The position descriptions and percentage of effort of key personnel are presented below. Their qualifications and time contributions to the proposed LCTIP are adequate to meet the program goals and objectives.

Table 12: Positions Descriptions of Key Personnel

<b>Position</b>	<b>% FTE</b>	<b>Responsibilities</b>
Project Director,  Huey-Ling Lin, Ph.D.	100%	1) Meets with the Stakeholders' Advisory Board, LCBOE, and Superintendent to plan, implement, and modify proposed program.  2) Plans, organizes, staffs, directs and evaluates program activities to meet goals.  3) Hires, trains and supervises all program staff.  4) Manages fiscal operations including budget development and authorization of expenditures.  5) Develops, directs and implements public relations

		<p>and communication strategies to support program goals and increase community awareness of program.</p> <p>6) Collaborates with community groups to strengthen and expand the coalition (religious and faith communities, ethnic/cultural, health and human service providers, business, education and neighborhood groups).</p> <p>7) Monitors trends, legislation and regulations that are relevant to the program’s mission and makes program and advocacy recommendations to the board.</p> <p>8) Prepares and submits all required reports to the funding agency.</p> <p>9) Researches, prepares and submits proposals for additional funding opportunities</p>
<p>Assistant Director,  TBA</p>	<p>50%</p>	<p>1) Implements, supervises, and evaluates project activities.</p> <p>2) Assists the Director in recruiting, hiring, training, supervision and evaluation of staff.</p> <p>3) Develops and conducts training workshops</p> <p>4) Serves as a liaison to other student support</p>

		<p>services and community agencies and organizations.</p> <p>5) Consults with faculty and advisors to monitor program progress</p> <p>6) Plans, coordinates and presents professional development activities for teachers.</p> <p>7) Oversees project record keeping and databases to ensure compliance with grant regulations.</p> <p>8) Assists the Director in preparing and submitting Annual Performance and Progress</p> <p>9) Assists the Director in researching, preparing and submitting proposals for additional funding.</p>
Data Analyst, TBA	100%	<p>1) Collect, coordinate, and input all student data</p> <p>2) Run queries on data as requested</p> <p>3) Assist teachers and principals in data access and use</p> <p>4) Prepare reports on student data for data analysis</p>
Evaluation Team,  Anthony Guarino, PhD	Contractual	<p>1) Designing evaluation instruments as needed</p> <p>2) Collecting qualitative and quantitative data</p> <p>3) Prepare reports for in-house use and for Annual</p>

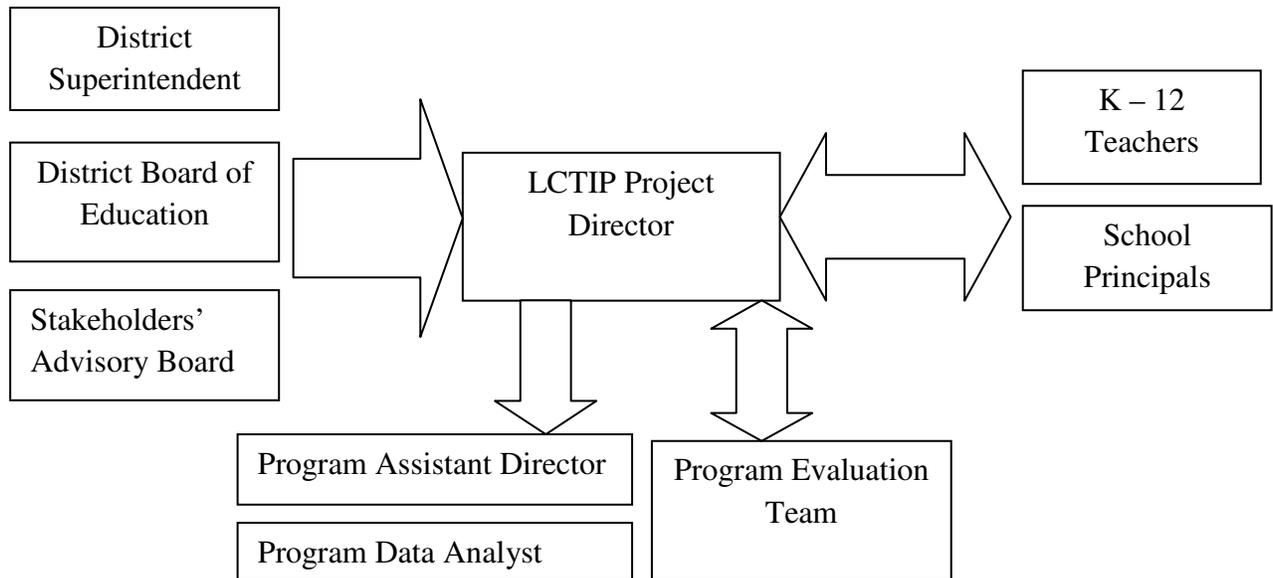
Jeffrey Gorrell, PhD		<p>reports</p> <ol style="list-style-type: none"> <li>4) Work closely with Program Director to make data-driven program modifications</li> <li>5) Analyze all data to determine teacher and principal incentives</li> <li>6) Develop and establish validity and reliability for subject area assessments not State assessed</li> </ol>
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The proposed budget annual budget of \$ [REDACTED] including teacher and principal incentives and program costs is adequate to meet the financial requirements of the proposed LCTIP. The cost is approximately \$ [REDACTED] per student in the Lowndes County School System. It is anticipated that providing \$ [REDACTED] per student will result in a stronger, highly-motivated, more knowledgeable and skilled teacher work force that will insure that each student will achieve a higher standard of performance. Beginning in the third year of implementation, the Lowndes County School System will assume an increasing percentage of the cost of teacher incentives and program costs. In the third year of implementation, Lowndes County School system will use Title 1 funds to incur the cost of 2% of the teacher and principal incentives. In the fourth year, the school system will incur the cost of the Data Analyst responsible for maintaining student achievement data and verifying incentive eligibility and use Title 1 funds to assume 5% of the cost for teacher and principal incentives. In the fifth year of implementation, the Lowndes County School System will incur the cost of the Data Analyst and incur 15% of the cost of

teacher and principal incentives through Title 1 funding and State funding. Lowndes County School System is committed to establishing and maintaining the LCTIP during the 5 years of funding and after funding has lapsed. It is certain that witnessing one of the lowest-performing schools in Alabama rise to a high-performing school will result in additional funding to maintain the proposed program.

Chart 1: LCTIP Organizational Chart

### LCTIP Program Organizational Chart



The proposed LCTIP Project Director will work in concert with the District Superintendent, District Board of Education, and the program’s Stakeholders’ Advisory Board. The Stakeholders’ Advisory Board will be comprised of the following twelve individuals who have agreed to serve the program to insure its success. They will meet semi-annually the first

year of program implementation and annually on subsequent years to review the data generated by the program to determine program modifications.

Table 13: Stakeholders’ Advisory Board Members

<b>Stakeholders’ Advisory Board Member</b>	<b>Position</b>
Ms. Peggy Grant	High School Principal, Central High School
Ms. Josie Menefee	Elementary School Teacher, Fort Deposit Elementary School
Ms. Mamie Stokes	Parent, Central High School student
Mr. Kelvin Jones	Student, Calhoun High School
Mr. James Calhoun	Business Owner, Hayneville, AL
Ms. Emma Faulk	Professor of Adult Education and Vocational Training, Alabama State University
Mr. Jacob McAuley	Graduate of Central High School
Ms. Tanya Finley	Graduate of Calhoun High School
Dr. Alethia Hampton	Professor of Education, Alabama State University
Dr. Robert McConnell	Dean of Education, Wallace Community College

Mr. Chester Mallory	Business Owner, Montgomery, AL
Dr. Eddie Johnson	Alabama Dept of Education

Quality of Local Evaluation

The goal and objectives for the proposed LCTIP are shown in the Logic Model presented on page 58. The method of evaluation for the program objectives includes quantitative and qualitative measures as shown in Table 14.

Table 14: Program Objectives and Methods of Measurement

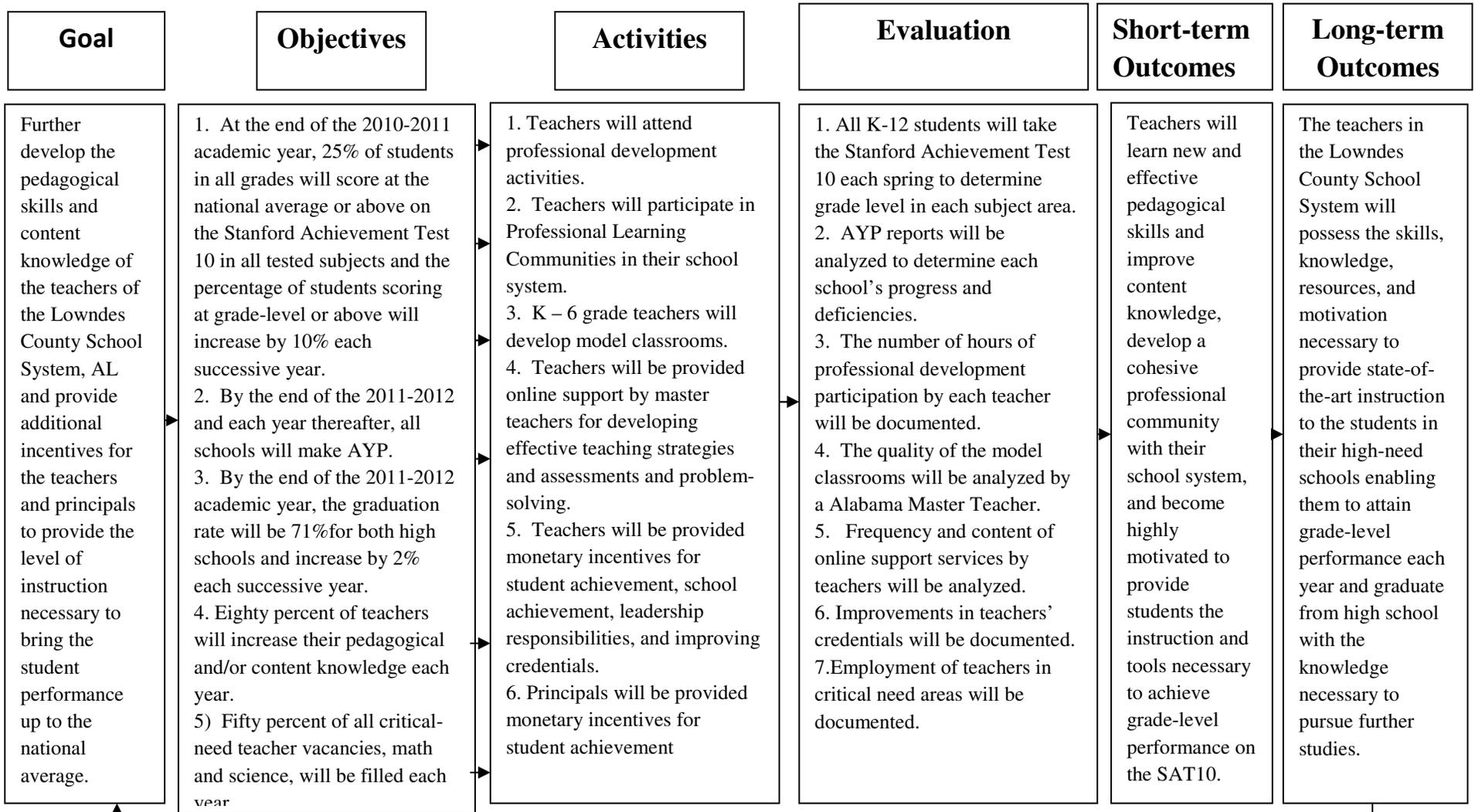
<b>Objective</b>	<b>Method of Measurement</b>
At the end of the 2010-2011 academic year, 25% of students in all grades will score at the national average or above on the Stanford Achievement Test 10 in all tested subjects and the percentage of students scoring at grade-level or above will increase by 10% each successive year.	All K-12 students will take the Stanford Achievement Test 10 each spring to determine percentile rank in each subject area.
By the end of the 2011-2012 and each year thereafter, all schools will make AYP as determined by the Alabama Department of Education.	AYP reports will be analyzed to determine each school's progress and deficiencies
By the end of the 2011-2012 academic year, the graduation rate will be 71% for both high schools and increase by 2% each successive year.	District Graduation Rate will be calculated and reported by the State in the State Report Card.
Eighty percent of teachers will improve their pedagogical	Teacher credentials will be

<p>skills and/or content knowledge each year.</p>	<p>evaluated at the end of each year to determine completion of additional certification, degrees; teacher attendance in professional development activities; teacher classroom observation scores; teacher self-report surveys of professional growth</p>
<p>Fifty percent of all critical-need vacant teacher positions will be filled each year.</p>	<p>Employment of teachers in critical-need areas, math and science, will be documented.</p>



## Logic Model

### Lowndes County Teacher Incentive Program



The project evaluations encompass two components. One is overall project evaluation in terms of examining the project goal. The second component is to examine the effectiveness and outcomes of the professional development involvement. The program Logic Model is the guide for planning, performance measurement and evaluation strategies. In order to examine the project goal, the evaluation team will conduct formative evaluation which will use extensive participant feedback, careful documentation of participation and participant progress, and bring implementation to a point of stability and clarity where it could be summatively evaluated. The implementation monitoring at the beginning of the project will start with an initial meeting with the interdisciplinary team and program personnel, representatives from school teachers and students. The purpose of the initial meeting is to form the evaluation questions and project focus, build consensus among groups, and create an opportunity for program participants to be involved in evaluation process (Patton, 1997 & 2002).

The summative evaluation will begin by validating that the specified program approach is being implemented as specified. This will involve interviews with project personnel and participants and observations of the program in operation. The evaluation team will review annual evaluation activities (including qualitative and quantitative data collection and analysis), complete evaluation documents for every activity, and quarterly review of progress to use findings for improvement. The evaluation team will hold the annual evaluation meeting to update, refocus, interpret interim findings, and examine the program's strengths and weaknesses, the extent of participants progressing toward the program outcomes, types of participants who are making good progress and which types are not doing progressing, implementation problems which have emerged and how are they being addressed, unexpected results, participants' perceptions of the program, and what new ideas are emerging that can be tried out and tested.

The applicant agrees to collect and report on the GPRA Measures for the TIF program including:

1. Changes in LEA personnel deployment practices, as measured by changes over time in the percentage of teachers and principals in high-need schools who have a record of effectiveness
2. Changes in teacher and principal compensation systems in participating LEAs, as measured by the percentage of district's personnel budget that is used for performance-related payments to effective (as measured by student achievement gains) teachers and principals.

# Project Narrative

## High-Need Schools Documentation

Attachment 1:

Title: **LCTIP High Needs Data** Pages: 1 Uploaded File: **lowndes teacher incentive high needs.doc**

Lowndes County Teacher Incentive Program (LCTIP)

All of the seven schools served in the proposed LCTIP are high needs schools. See the data in Table 1.

Table 1: Free/Reduced Lunch Rate, % Minority Status, Grade Retention Rate, and Attendance Rate by School in Lowndes County School System

<b>School</b>	<b>Free/Reduced Lunch Rate</b>	<b>% Minority Status</b>
Central Elementary School	96.98%	97.8%
Fort Deposit Elementary School	97.59%	96.4%
Jackson-Steele Elementary	99.13%	99.7%
Hayneville Middle School	96.14%	93.4%
Lowndes County Middle School	96.06%	96.8%
Calhoun High School	91.97%	94.1%
Central High School	97.59%	96.7%

# Project Narrative

## Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **LCTIP letters** Pages: **2** Uploaded File: **lowndes teacher incentive letter.doc**



OFFICE OF FOUNDATION  
AND PSYCHOLOGY

Dr. Daniel Boyd, Superintendent

Lowndes County Schools

80 Commerce Street

Hayneville, AL 36060

Dear Dr. Boyd:

We welcome the opportunity to assist the Lowndes County School district in meeting its Teacher In-service needs. Our center is dedicated to providing quality training for teachers throughout the State of Alabama. If you teachers request training in specific subject areas or pedagogical approaches, just let us know and we will make every effort to accommodate them.

We look forward to serving the needs of Lowndes County Public School teachers.

Sincerely,

A handwritten signature in black ink, appearing to read "T. Vazin", is written over the word "Sincerely,".

Dr. Tina Vazin

**ALABAMA**  
**STATE**  
**UNIVERSITY**  
P.O. Box 271  
MONTGOMERY,  
ALABAMA  
36101-0271  
334.229.4833  
[www.alasu.edu](http://www.alasu.edu)



# Lowndes County Public Schools

Daniel Boyd, Ph. D.

Post Office Box 755 · Hayneville, Alabama 36040 · Telephone 334-548-2131 · Fax 334-548-2161

## BOARD MEMBERS

Ben Davis  
Steven T. Foster  
Robert J. Grant  
Annie C. Hunter  
Dennis D. Maye

June 11, 2010

Teacher Incentive Fund Review Committee:

This letter is to confirm my strong commitment to the goals and objectives of the proposed Lowndes County Teacher Incentive Program (LCTIP). Our school system struggles to provide the best instruction possible for the students we serve, many of whom are at high risk for academic failure. Obstacles we face everyday include prorated State education budgets, teacher shortages, and our inability to provide adequate opportunities for professional development for our teachers and principals. I welcome the opportunity to offer our teachers and principals quality professional development, real incentives for hard work in the classroom, and recognition for their accomplishments.

The proposed program will have a tremendous impact on the educational experiences of our students and open doors for them in the future. Providing a fair, objective, and transparent teacher and principal incentive program that directly links to student assessment outcomes will revitalize our school district.

I welcome the opportunity to be the recipient of the Teacher Incentive Fund. The program has the support of our teachers and principals. We look forward to improving the quality of our school leaders and educational outcomes for the students of Lowndes County, and believe this program is a strong factor in the achievement of those goals. If you have any questions, do not hesitate to contact me at (334) 548-2131. Thank you in advance for your support of this much needed endeavor.

Sincerely,

Daniel Boyd  
Superintendent

# Project Narrative

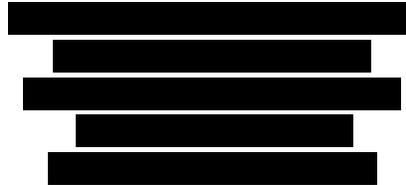
## Other Attachments

Attachment 1:

Title: **LCTIP Vita** Pages: **9** Uploaded File: **lowndes teacher incentive cvs.doc**

## CURRICULUM VITAE

Jeffrey Gorrell, Ph.D.  
Professor and Dean  
College of Education and Human Development  
George Mason University



### Education

Ph.D. (Educational Psychology)	University of Florida, 1975.
M.A. (English)	University of Florida, 1970.
B.A. (English)	Vanderbilt University, 1968.

### Administrative Experience

Dean, College of Education and Human Development, George Mason University, May 2001 to present.

Associate Dean for Research and Graduate Studies, College of Education, Auburn University, November 1992 to April, 2001.

Department Head, Educational Foundations, Leadership, and Technology, Auburn University, September 1989 to November 1992.

Acting Department Head, Department of Education, Southeastern Louisiana University, August 1987 to July 1988.

Director of Southeastern Louisiana University Human Development Institute, 1982-1988.

Faculty Liaison to the President, Southeastern Louisiana University, February 1984, to August 1984.

Co-director of Tangipahoa Crisis Phone, October 1981 to July 1982.

Administrator of College of Education (SLU) English Proficiency Examination, 1980-1984.

### Professional Experience

Evaluator, Four-Year Degrees for Head Start Teachers, Four year project funded by the U.S Department of Education, October 2005 to October 2009.

Research Consultant, Sri Lanka National Institute of Education, June 1989 to present (In country, June-July 1989, August-September 1991; August 1993; December 1994; January 1996; January 2003)

Principal Investigator, Evaluation Project for Three Federal Programs Sponsored by the Alabama State Department of Education, November, 2000 to May, 2001 (external consultant to the project May 2001 to January 2002).

Evaluation Director and Principal Investigator, South Florida Annenberg Challenge Evaluation Project, November, 1997 to September, 2000.

Co-Principal Investigator, Creating and Testing a Collaborative Leadership Training Model, July 1999 to June 2000.

Principal Investigator, Learning Connections Evaluation Project, August 1997 to October 2000.

Consultant on cross-site program evaluation and documentation for the National Annenberg Challenge, 1997 to 2000.

Principal Investigator, Celebration School Evaluation Project, August 1997 to 1999.

Consultant, Barry University and Miami Shores, Florida, Charter school proposal development and evaluation, 1996 to 1997.

Coordinator of research and program development activities involved in the Auburn University College of Education Brazil Initiative, 1995 to present.

### **Awards**

Walter Matthews Service Award, presented at the meeting of the Mid-South Educational Research Association (November, 2002), Chattanooga, TN.

Distinguished Paper Award, presented at the meeting of the American Educational Research Association (April, 1990), Boston, MA.

### **Articles and Chapters**

Lin, H., Guarino, A., Gorrell, J., & Vazin, T. (2006). A new model for predicting Adolescents' sexual intentions. *American Journal of Health Studies*, 21(3).

Lin, H., Lawrence, F. R., & Gorrell, J. (2003). Kindergarten teachers' views on children's readiness for school, *Early Childhood Research Quarterly*, 18, 225-237.

Lin, H., & Gorrell, J. (2002). The road to pre-service teachers' conceptual change, *Educational Research Quarterly*, 26(2), 54-65.

Ross, M. E., Robichaux, R., Reed, C. J., McDonough, S., Shannon, D., Gorrell, G., Miller, E. (2002). School reform: How are teaching and assessment affected? *The Professional Educator*, 24(2), 51-61.

Lin, H., Gorrell, J., & Taylor, J. (2002). The influence of culture and educational experiences on American and Taiwan pre-service teachers' efficacy beliefs, *The Journal of*

*Educational Research*, 96(1), 37-46.

Ares, N. & Gorrell, J. (2002). Middle school students' understanding of meaningful learning and engaging classroom activities. *Journal of Research in Childhood Education*, 16, 263-277.

Lin, H., Hazareesingh, N., Taylor, J., Gorrell, J., & Carlson, H. L. (2001). Early childhood and elementary pre-service teachers' beliefs. *Journal of Early Childhood Teacher Education*, 22, 135-150.

Lin, H., & Gorrell, J. (2001). Exploratory analysis of pre-service teacher efficacy in Taiwan. *Teaching and Teacher Education*, 17(5), 623-635.

Lin, H., & Gorrell, J., & Silvern, S. (2001). Taiwan's early childhood preservice teachers' professional beliefs. *Journal of Research in Childhood Education*, 15, 242-255.

Ares, N., Gorrell, J., & Boakari, F. (1999). Expanding notions of teacher efficacy. *Journal of Interdisciplinary Education*, 3, 1-28.

Lin, H., Silvern, S. B., & Gorrell, J. (1999). Early childhood pre-service teachers' beliefs in Taiwan. *International Journal of Curriculum and Instruction*, 1(2), 163-186.

Lin, H. & Gorrell, J. (1998). Pre-service teachers' efficacy beliefs in Taiwan. *Journal of Research and Development in Education*, 32, 17-25.

Gorrell, J. (1998). Current trends in cognitive psychology: A view of the successful learner from recent research. In A.D. Araújo & M.S. L. Boakari (Eds.) *Linguagem, Escola e Comunidade* (pp. 980-984). Teresina, Brazil: Federal University of Piauí.

Gorrell, J. & Ares, N. (1998). Personal meaning in learning. *Proceedings of the Higher Education and Law Conference*, Tampa, FL.

Gorrell, J., Dharmadasa, K.H., Kularatna, N.G., & Abeyratna, L.A. (1996). Understanding the Sri Lankan child: An observational study of primary school children's use of learning strategies in the classroom. *SAARC Journal of Educational Research*, 2, 1-20.

Gorrell, J., Dharmadasa, K.H., Kularatna, N.G., & Abeyratna, L.A. (1995). Understanding the Sri Lankan child: A Study of memory comprehension-related activities in Sri Lankan primary schools. *SAARC Journal of Educational Research*, 1, 57-91.

Gorrell, J., & Hwang, Y.S. (1995). A study of self-efficacy beliefs among pre-service teachers in Korea. *Journal of Research and Development in Education*, 28, 101-105.

# Anthony J. Guarino

---

## A. EDUCATION

### 1. UNIVERSITY of SOUTHERN CALIFORNIA

- Ph.D. Educational Psychology May 1996
- MAJOR: Statistics & Research Methodologies
- DISSERTATION: Self-Monitoring, Institutional Commitment, Social and Academic Integration and Community College Persistence.

- M.S. Psychological Counseling May 1980
- MINOR: Postsecondary and Higher Education
- THESIS: Assessing Concurrent Validity between the Personal Orientation Inventory (POI) and Faculty Evaluations of Practicum Students.

### 2. UNIVERSITY of CALIFORNIA at BERKELEY

- B.A. Social Welfare/Psychology, June 1975
- MINOR: Teacher Education

## B. CHRONOLOGY of EMPLOYMENT

Harvard University/Boston General Hospital  
Professor, Statistician

AUBURN UNIVERSITY. June 1999 to 2007,  
Associate Professor. Department of Educational Foundations, Leadership, and Technology.

Program Coordinator: Educational Research, Measurement, & Analysis (ERMA)

Courses: Analysis of Variance (ANOVA), Multiple Regression, Multivariate Analysis of Variance (MANOVA), Advanced Measurement Theory, Structural Equation Modeling (SEM), and Educational Research.

Graduate Faculty Level 2 (Chair dissertation committees).

### 2. UNIVERSITY of CALIFORNIA at LOS ANGELES. May 1996 to July 2005.

Adjunct Professor. Department of Social Science Computing

Courses: SPSS and AMOS workshops for faculty and students.  
Provided research and statistical consultation to faculty and students

## C. PUBLICATIONS

### 1. Books

Meyers, L., Gamst, G. & Guarino, A. J. (2006). *Applied Multivariate Research Design and Interpretation*. Newbury Park, CA: Sage.

Gamst, G., Meyers, L., & Guarino, A. J. (2007). *Fundamentals of Research Design and Data*

*Analysis*. New York: Cambridge Press.

Forbes, S. A. & Guarino, A. J. (2008). *Research Case Book for the Social Sciences*. Upper Saddle River, NJ: Pearson Education, Inc.

## 2. Articles

Brian J. Higginbotham, B. J., Scott A. Ketring, S. A., Hibbert, J. Wright, D. W., & Guarino, A. J. (2007). Relationship religiosity, adult attachment styles, and courtship violence experienced by females. *Journal of Family Violence*, 22(2),55-63.

Guarino, A. J. & Robichaux, R.R. (2007). Predict student integration, achievement, and persistence: Utilizing the Cooperative Institutional Research Program Survey (CIRP). (Abstract). *Contemporary Issues in Education Research*, 1(2), 6.

Robichaux, R.R., Paulette Rodrigue, & Guarino, A. J. (2007). Changes in content knowledge: Results of a preliminary investigation of the multidimensional content-based mathematics professional development program. (Abstract). *Contemporary Issues in Education Research*, 1(2), 9.

Eaves, R.C. & Guarino, A. J. (2006). Dunn's multiple comparison test. *Encyclopedia of Measurement and Statistics*, 293-296.

Lavelle, E., Petersen. R. & Guarino, A. J. (2006). Executive processes and learning styles. *Journal of College Reading and Learning Association*, 36(2), 59-67.

Petersen. R. & Guarino, A. J. (2006). Executive functioning, Ability, and achievement scores in LD college students. (Abstract). *The Clinical Neuropsychologist*, 20(3), 592.

[Smith](#), R. W., Guarino, A. J., Strom, P., & Adams, O. L. (2006). Effective Teaching and Learning Environments and Principal Self-Efficacy. *The Journal of Research for Educational Leaders*, 3(2), 4-23.

Robichaux, R. R. & Guarino, A. J. (2006). Misconceptions of Pre-Service Elementary Teachers Regarding Computational & Conceptual Understanding of Percentage Discounts. (Abstract). *Journal of the Louisiana Education Research Association* 2(1) 18.

Smith, R. W, Guarino, A. J., & Robichaux, R. R. (2006). Principals' Intent to Remain in a Leadership Position for the Next Five Years. (Abstract). *Journal of the Louisiana Education Research Association* 2(1) 20.

Guarino, A. J. & Hocevar, D. (2005). Tinto's Model and Locus of Control. *College & University*, 80(4), 43-45.

Adams, O. L. & Guarino, A. J. (2005). The Impact of the Change in the Carnegie Classification System on Empirical Research in Higher Education Finance. [Academy of Educational Leadership Journal](#).

Spencer, J., & Guarino, A. J. (2005). Neospora caninum: adoptive transfer of immune lymphocytes precipitates disease in BALB/c mice. *Veterinary Immunology and Immunopathology* 106, 329-333.

[Smith](#), R. W. & Guarino, A. J. (2005). Confirmatory factor analysis of the Principal Self-Efficacy

Survey. *Journal of Organizational Culture, Communications and Conflict* 9(1) 81- 86.

Adams, O. L., & Guarino, A. J. (2005). The Development of the Business Model in Intercollegiate Athletics. *College & University*, 81(1), 31-33.

Spencer, J., & Guarino, A. J. (2005). Cytokine Gene Expression in Response to SnSAG1 in Horses with Equine Protozoal Myeloencephalitis. *Clinical and Diagnostic Laboratory Immunology*, 12(5), 644-646.

Constantino, R. & Guarino, A. J. (2005). Who's got what: Access to pleasure reading material in low-income and middle-income communities. *Teacher Librarian: The Journal for School Library Professionals*, 32(3).

Powers, A. R., Struempfer, B. J., Guarino, A. J. & Parmer, S. M. (2005). Effects of a nutrition education program on the dietary behavior and nutrition knowledge of second-grade and third grade students. *Journal of School Health* 75(4) 128-132.

Robichaux, R.R., & Guarino, A. J. (2005). The Relationship between Pre-Service Elementary Teachers' Mathematical Anxieties and Mathematical Content Knowledge. (Abstract). *Journal of the Louisiana Education Research Association* 1(1) 3.

Smith R. W., Robichaux, R.R., & Guarino, A. J. (2005). Teachers' intent to remain in teaching for the next five years. (Abstract). *Journal of the Louisiana Education Research Association* 1(1) 13-14.

Guarino, A. J. (2004). A Comparison of First and Second Generation Multivariate Analyses: Canonical Correlation Analysis and Structural Equation Modeling. *Florida Journal of Educational Research* 42, 22-40.

Adams, O. L., & Guarino, A. J. (2004). A comparison of outsourcing in higher education, 1998-99 and 2003-04. *Journal of Educational Research & Policy Studies* 4(2), 90-109.

Wall, S. K., Sollie, D. L., & Guarino, A. J. (2004). Husbands' characteristics and marital friendship behaviors: The influence of family expressiveness, gender role conflict, and emotional intelligence. In P. Amato & N. Gonzalez (Eds.), *Vision 2004: What is the future of marriage* (pp. 9-15). Minneapolis, MN: National Council on Family Relations.

Guarino, A. J. & Hibbert, J. (2004). Exploring possible racial bias in GRE predictive validity. *College & University* 79(4), 53-54.

Spencer, J., & Guarino, A. J. (2004). Cell-mediated immune responses in horses with Equine protozoal myeloencephalitis. *Journal of Parasitology* 90(2), 428-430.

Spencer, J., Smith, B. F, Guarino, A. J., Blagburn, B. L., & Baker, H.J., (2004). The use of CpG as an adjuvant to *Toxoplasma gondii* vaccination. *Parasitology Research* 92(1), 313-316.

Lavelle, E. & Guarino, A. J. (2003). A multidimensional approach to understanding college writing processes. *Educational Psychology* 23(3), 295-304.

## CURRICULUM VITAE

### Huey-Ling Lin

334/229-4237 (office); 334/277-3633 (home); Email:feelinglin@aol.com

#### Education

Auburn University	Ph.D.	Curriculum & Teaching	1998
Auburn University	Doctoral student	Human Development & Family Studies	1994-1995
University of Wisconsin	M.S.	Family and Child Service	1994
Nation Taiwan Normal University	Certification	In-Service Teacher Training	1989
ChungShan Medical & Dental College	B.S.	Nutrition	1986
Shi Chien College	Diploma	Food and Nutrition	1982

#### Professional Experience

Alabama State University Curriculum & Instruction	Professor	1999-2010
Auburn University Curriculum & Teaching	Instructor	1997 summer
Auburn University College of Education	Research Coordinator	1995-1998
Auburn University Human Development & Family Studies	Graduate Research Assistant	1994-1995
<b>Early Childhood Education Center After School Program for K-6, Taiwan</b>	<b>Director/Owner of franchise</b>	<b>1987-1990</b>

#### Certification

Certified Instructor/Facilitator through the LANGEVIN Learning Services Company since July, 2004

Certified National Playground Safety Inspector through Georgia Recreation and Park Association (October 5, 2005 – November 29, 2008)

#### Grants Received

Lin, H., (Principal Investigator) (2004). The comprehensive System to Help Head Start Teachers to Obtain Four-Year Degrees, funded by the U.S. Department of Health and Human Services, Administration for Children and Families, ACYF-Head Start Bureau (HHS-2004-ACF-HS-YH-0002). \$717,947 over five years (9/30/2004 – 9/29/2009). The grant web site:

<http://coe.alasu.edu/headstart/default.htm>

Lin, H., (Principal Investigator) (2003). Food Safety Professional Development for Early Childhood Educators, funded by the U.S. Department of Agriculture: Cooperative State Research, Education, and Extensive Service – Integrated Research, Education, and Extension Competitive Grants Program (USDANO,04232). \$500,000 over three years (09/15/03 – 09/14/06). The grant web site: <http://coe.alasu.edu/ecefs/>

Lin, H., (Principal Investigator) & Vazin, T. (2001). Low-Cost Childcare for Nontraditional Students, funded by the U.S. Department of Education: Office of Postsecondary Education (CFDA NO,84.335A). \$299,922.33 over four years (10/1/2001- 9/30/2005). The grant web site: <http://coe.alasu.edu/earlychildhoodcenter/index.htm>

Lin, H., (Principal Investigator) & Vazin, T. (2005). Low-Cost Childcare for Nontraditional Students, funded by the U.S. Department of Education: Office of Postsecondary Education (CFDA NO,84.335A). \$425,016.00 over four years (10/1/2005- 9/30/2009). The grant web site: <http://coe.alasu.edu/earlychildhoodcenter/index.htm>

## **Project Participation**

### **1. Project evaluator**

Serving as a project evaluator for the Principals' Center in School Reform at Alabama State University (CFDA #84.367), funded by Alabama State Department of Education. \$185,000 for one year (2005-2006).

Serving as a project evaluator for the Principals' Center in School Reform at Alabama State University (CFDA #84.367), funded by Alabama State Department of Education. \$100,000 for one year (2004-2005).

Serving as a project evaluator for the triangular model of abstinence education (CFDA 93.110 NO, 1H1DMC03226-01-00), funded by Department of Health and Human Service: Special Projects of Regional and National Significance (SPRANS). \$2210,433 over three years (07/01/2004 – 06/30/2007).

Serving as a project evaluator for the comprehensive abstinence until marriage education program (CFDA 84.349A NO, 1APHPA002058-01-0), funded by Department of Health and Human Service: Office of Adolescent Pregnancy Program (OAPP). \$1200,000 over five years (07/01/2004 – 06/30/2007).

Serving as a project evaluator for the Project "AHEAD" - - Advancement of Head Start Educators to Associate Degree, funded by the Department of Health and Human Services: Administration for Children and Families (ACYF/HS NO,90YH0018). \$600,000 over four years

(9/30/1999 - 8/31/2003).

Serving as a project evaluator for the Project "AHEAD" - - Advancement of Head Start Educators to Associate Degree, funded by the Department of Health and Human Services: Administration for Children and Families (ACYF/HS NO,90YH003/01). \$750,000 over five years (10/01/2003 - 9/31/2008).

## **2. Grant participation**

Serving as a model for technology integration at high education institution in the Preparing Tomorrow's Teachers to Use Technology Grant (Modeling Technology Integration), funded by US Department of Education. 425,676 over four years (6/1/00-12/30/03).

## **Publications**

### **1. Refereed journal articles**

Lin, H., Dimitrov, D. M., & Vazin, T. (under review). Effects of a program intervention on factors of teens' sexual activities and risk taking behaviors across gender and ethnicity. Journal of Youth and Adolescence.

Lin, H., & Brouillette, E. J. (under review). School Expectations: From Head Start to Formal Schooling. Journal of Early Childhood Education and Family Review.

Lin, H., Guarino, A., Gorrell, J., & Vazin, T. (2006). A new model for predicting Adolescents' sexual intentions. American Journal of Health Studies, 21(3).

Lin, H., Lawrence, F. R., & Gorrell, J. (2003). Kindergarten teachers' views on children's readiness for school, Early Childhood Research Quarterly, 18, 225-237.

Lin, H., & Gorrell, J. (2002). The road to pre-service teachers' conceptual change, Educational Research Quarterly, 26(2), 54-65.

Lin, H., Gorrell, J., & Silvern, S. B. (2001). Taiwan early childhood pre-service teachers' professional beliefs. Journal of Research in Childhood Education, 15(2), 242-255.

Lin, H., Gorrell, J., & Taylor, J. (2002). The influence of culture and educational experiences on American and Taiwan pre-service teachers' efficacy beliefs. The Journal of Educational Research, 96(1), 37-46.

Lin, H., Hazareesingh, N., Taylor, J., Gorrell, J., & Carlson, H. L.(2001). Early childhood and elementary pre-service teachers' beliefs. Journal of Early Childhood Teacher Education, 22, 135-150.

Lin, H., & Gorrell, J. (2001). Exploratory analysis of pre-service teacher efficacy in Taiwan. Teaching and Teacher Education: An International Journal of Research and Studies, 17(5), 623-635.

Lin, H., Silvern, S. B., & Gorrell, J. (1999). Early childhood pre-service teachers' beliefs in Taiwan. International Journal of Curriculum and Instruction, 1(2), 163-186.

Lin, H., & Gorrell, J. (1998). Pre-service teachers' efficacy beliefs in Taiwan. Journal of Research and Development in Education, 32(1), 17-25.

## **2. Conference Proceedings**

Lin, H., & Vazin, T. (2005). Changes in adolescents' behavioral intentions over time. Evaluating abstinence education programs: Improving implementation and assessing impact. Baltimore, Maryland.

## **3. Technical reports**

Lin, H. (2001). Using portfolios to guide Head Start teachers' learning. Technical report submitted to the Department of Health and Human Service Administration for Children and Families.

Lin, H. (2000). Head Start teachers' characteristics, attitudes and their curricular focus. Technical report submitted to the Department of Health and Human Service Administration for Children and Families.

## **Teaching**

### **1-a. Courses Taught at Alabama State University**

#### **Graduate:**

The Early Childhood Curriculum  
Theory of Play  
Current Trends & Practices in Early Childhood Education  
Research in Early Childhood Education  
Seminar in Early Childhood Education  
Seminar in Early Childhood Education,  
(Co-teaching with Dr. Constance Kamii, University of Alabama at Birmingham)  
Instructional Strategies for Young Children

#### **Undergraduate:**

Child Growth and Development  
Managing the Classroom and Guiding Students' Behaviors  
Introduction to Early Childhood Education  
Creative Learning in Early Childhood Education  
Teaching Mathematics and Science in Early Childhood Education  
Home, School, and Community

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **LCTIP Budget Narrative Pages: 20** Uploaded File: **lowndes teacher incentive budget narrative.doc**

## LCTIP Budget Narrative for Teacher and Principal Incentives

### Year 1

Budget Category	# Staff	Amount of Award	In-Kind	Federal
<b>1. Personnel – Differentiated Incentives</b>				
Teachers: Based on incentive plan described on page of narrative Estimated incentives of 160 teachers	160	████████		████████
Principals: Based on incentive plan described on page of narrative Estimated incentives of 7 principals	7	████████		████████
<b>Total</b>				████████
<b>2. Fringe</b>				
Teacher incentives Calculated at 31% of base	160	████████		████████
Principal incentives Calculated at 12% of base	7	████████		████████
<b>Total</b>				████████
<b>3. Travel</b>				
<b>Total</b>				<b>0</b>
<b>4. Equipment</b>				
<b>Total</b>				<b>0</b>
<b>5. Supplies</b>				
<b>Total</b>				<b>0</b>
<b>6. Contractual</b>				
<b>Total</b>				<b>0</b>
<b>7. Construction</b>				
<b>Total</b>				<b>0</b>

<b>8. Other</b>				
<b>Total</b>				<b>0</b>
<b>Total Direct Costs Requested</b>				██████████
<b>Total Indirect Costs Requested</b>				<b>0</b>

## LCTIP Budget Narrative for Program Implementation

### Year 1

<b>Budget Category</b>	<b>In-Kind</b>	<b>Federal</b>
<b>1. Personnel</b>		
Program Director, Huey-Ling Lin, Ph.D. Provide oversight for all program activities and personnel 100% Effort		██████████
Director's Assistant, TBA Assist in the day-to-day operations of all program activities, schedule professional development 50% Effort		██████████
Data Analyst, TBA Collect, Coordinate, and input all student and teacher data for analysis, run queries, assist in assessment development 100% Effort		██████████
Professional Development Education Specialist Assist with development, evaluation, and monitoring of professional development activities 50% Effort		██████████
<b>Total</b>		██████████
<b>2. Fringe</b>		
Program Director, Huey-Ling Lin, Ph.D. Calculated at 31% of base		██████████
Assistant Director, TB Calculated at 12% of base		██████████
Data Analyst, TBA Calculated at 31% of base		██████████
Professional Development Specialist Calculated at 12% of base		██████████
<b>Total</b>		██████████
<b>3. Travel</b>		

Required Grantee Meeting – TIF Meeting 3 staff [redacted] for airfare + [redacted]/night x 4 for lodging + [redacted]/per diem x 5 + [redacted] ground transportation)		[redacted]
Required Grantee Meeting – TIF Topical Meeting 2 staff [redacted] airfare + [redacted]/night x 4 for lodging + [redacted]/per diem x 4 + [redacted]0 local transportation)		[redacted]
Dissemination of program results at professional conferences ([redacted] airfare + [redacted] lodging + [redacted] meals)		[redacted]
<b>Total</b>		[redacted]
<b>4. Equipment</b>		
<b>Total</b>		<b>0</b>
<b>5. Supplies</b>		
Office supplies for program: ink cartridges, paper, flash drives, calculators, notepads, pens		[redacted]
Computer/Printer for Program Director and Data Analyst 2 (Computer @ [redacted]; Printer @ [redacted])		[redacted]
<b>Total</b>		[redacted]
<b>6. Contractual</b>		
IES, Inc. Evaluation Team Program evaluation services, assessment development non-State assessed courses, validity and reliability assessments		[redacted]
Master Teacher Mentors for each Community of Practice 15 Master Teachers x [redacted] (36 weeks x 10 hrs per week x [redacted]/hour)		[redacted]
<b>Total</b>		[redacted]
<b>7. Construction</b>		
<b>Total</b>		<b>0</b>
<b>8. Other</b>		
Professional Development Activities Stipends 160 teachers x 18 workshops + 5 In-Service classes x [redacted]		[redacted]
Refreshments for Professional Development Workshops		[redacted]

18 workshops x [REDACTED] (160 teachers x [REDACTED] each attending)		
LCTIP Awards Ceremony 300 attending x [REDACTED]		[REDACTED]
SAT 10 testing for grades K – 2 and 10 – 12 978 students x [REDACTED]		[REDACTED]
Teacher In-service training 160 teachers x 5 classes x [REDACTED]		[REDACTED]
Classroom supply stipends for Model Classrooms [REDACTED] x 15 classrooms		[REDACTED]
<b>Total</b>		[REDACTED]
<b>Total Direct Costs Requested</b>		[REDACTED]
<b>Total Indirect Costs Requested</b>		<b>0</b>

**Year I: Combined Budget Summary**

<b>Program Cost</b>	<b>Teacher/Principal Incentives</b>	<b>Total In-kind</b>	<b>Total Federal</b>
[REDACTED]	[REDACTED]		[REDACTED]

## LCTIP Budget Narrative for Teacher and Principal Incentives

### Year 2

Budget Category	# Staff	Amount of Award	In-Kind	Federal
<b>1. Personnel – Differentiated Incentives</b>				
Teachers: Based on incentive plan described on page of narrative Estimated incentives of 160 teachers	160	██████		██████
Principals: Based on incentive plan described on page of narrative Estimated incentives of 7 principals	7	██████		██████
<b>Total</b>				██████
<b>2. Fringe</b>				
Teacher incentives Calculated at 31% of base	160	██████		██████
Principal incentives Calculated at 12% of base	7	██████		██████
<b>Total</b>				██████
<b>3. Travel</b>				
<b>Total</b>				<b>0</b>
<b>4. Equipment</b>				
<b>Total</b>				<b>0</b>
<b>5. Supplies</b>				
<b>Total</b>				<b>0</b>
<b>6. Contractual</b>				
<b>Total</b>				<b>0</b>
<b>7. Construction</b>				
<b>Total</b>				<b>0</b>

<b>8. Other</b>				
<b>Total</b>				<b>0</b>
<b>Total Direct Costs Requested</b>				██████████
<b>Total Indirect Costs Requested</b>				<b>0</b>

## LCTIP Budget Narrative for Program Implementation

### Year 2

<b>Budget Category</b>	<b>In-Kind</b>	<b>Federal</b>
<b>1. Personnel</b>		
Program Director, Huey-Ling Lin, Ph.D. Provide oversight for all program activities and personnel 100% Effort		██████████
Director's Assistant, TBA Assist in the day-to-day operations of all program activities, schedule professional development 50% Effort		██████████
Data Analyst, TBA Collect, Coordinate, and input all student and teacher data for analysis, run queries, assist in assessment development 100% Effort		██████████
Professional Development Education Specialist Assist with development, evaluation, and monitoring of professional development activities 50% Effort		██████████
<b>Total</b>		██████████
<b>2. Fringe</b>		
Program Director, Huey-Ling Lin, Ph.D. Calculated at 31% of base		██████████
Assistant Director, TB Calculated at 12% of base		██████████
Data Analyst, TBA Calculated at 31% of base		██████████
Professional Development Specialist Calculated at 12% of base		██████████
<b>Total</b>		██████████
<b>3. Travel</b>		

Required Grantee Meeting – TIF Meeting 3 staff (■■■■ for airfare + ■■■■/night x 4 for lodging + ■■■■/per diem x 5 + ■■■■ ground transportation)		■■■■
Required Grantee Meeting – TIF Topical Meeting 2 staff (■■■■ for airfare + ■■■■/night x 4 for lodging + ■■■■/per diem x 4 + ■■■■ local transportation)		■■■■
Dissemination of program results at professional conferences (■■■■ airfare + ■■■■ lodging + ■■■■ meals)		■■■■
<b>Total</b>		■■■■
<b>4. Equipment</b>		
<b>Total</b>		<b>0</b>
<b>5. Supplies</b>		
Office supplies for program: ink cartridges, paper, flash drives, calculators, notepads, pens		■■■■
Computer/Printer for Program Director and Data Analyst 2 (Computer @ ■■■■; Printer @ ■■■■)		■■■■
<b>Total</b>		■■■■
<b>6. Contractual</b>		
IES, Inc. Evaluation Team Program evaluation services, assessment development non-State assessed courses, validity and reliability assessments		■■■■
Master Teacher Mentors for each Community of Practice 15 Master Teachers x ■■■■ (36 weeks x 10 hrs per week x ■■■■/hour)		■■■■
<b>Total</b>		■■■■
<b>7. Construction</b>		
<b>Total</b>		<b>0</b>
<b>8. Other</b>		
Professional Development Activities Stipends 160 teachers x 18 workshops + 5 In-Service classes x ■■■■		■■■■
Refreshments for Professional Development Workshops		■■■■

18 workshops x [REDACTED] (160 teachers x [REDACTED] each attending)		
LCTIP Awards Ceremony 300 attending x [REDACTED]		[REDACTED]
SAT 10 testing for grades K – 2 and 10 – 12 978 students x [REDACTED]		[REDACTED]
Teacher In-service training 160 teachers x 5 classes x [REDACTED]		[REDACTED]
Classroom supply stipends for Model Classrooms [REDACTED] x 15 classrooms		[REDACTED]
<b>Total</b>		[REDACTED]
<b>Total Direct Costs Requested</b>		[REDACTED]
<b>Total Indirect Costs Requested</b>		<b>0</b>

**Year 2: Combined Budget Summary**

<b>Program Cost</b>	<b>Teacher/Principal Incentives</b>	<b>Total In-kind</b>	<b>Total Federal</b>
[REDACTED]	[REDACTED]		[REDACTED]

## LCTIP Budget Narrative for Teacher and Principal Incentives

### Year 3

Budget Category	# Staff	Amount of Award	In-Kind	Federal
<b>1. Personnel – Differentiated Incentives</b>				
Teachers: Based on incentive plan described on page of narrative Estimated incentives of 160 teachers	160	██████	██████ (2% will be incurred by Title I funding and other funding)	██████
Principals: Based on incentive plan described on page of narrative Estimated incentives of 7 principals	7	██████		██████
<b>Total</b>			██████	██████
<b>2. Fringe</b>				
Teacher incentives Calculated at 31% of base	160	██████		██████
Principal incentives Calculated at 12% of base	7	██████		██████
<b>Total</b>				██████
<b>3. Travel</b>				
<b>Total</b>				<b>0</b>
<b>4. Equipment</b>				
<b>Total</b>				<b>0</b>
<b>5. Supplies</b>				
<b>Total</b>				<b>0</b>
<b>6. Contractual</b>				
<b>Total</b>				<b>0</b>
<b>7. Construction</b>				
<b>Total</b>				<b>0</b>

<b>8. Other</b>				
<b>Total</b>				<b>0</b>
<b>Total Direct Costs Requested</b>			██████████	██████████
<b>Total Indirect Costs Requested</b>				<b>0</b>

## LCTIP Budget Narrative for Program Implementation

### Year 3

<b>Budget Category</b>	<b>In-Kind</b>	<b>Federal</b>
<b>1. Personnel</b>		
Program Director, Huey-Ling Lin, Ph.D. Provide oversight for all program activities and personnel 100% Effort		██████████
Director's Assistant, TBA Assist in the day-to-day operations of all program activities, schedule professional development 50% Effort		██████████
Data Analyst, TBA Collect, Coordinate, and input all student and teacher data for analysis, run queries, assist in assessment development 100% Effort		██████████
Professional Development Education Specialist Assist with development, evaluation, and monitoring of professional development activities 50% Effort		██████████
<b>Total</b>		██████████
<b>2. Fringe</b>		
Program Director, Huey-Ling Lin, Ph.D. Calculated at 31% of base		██████████
Assistant Director, TB Calculated at 12% of base		██████████
Data Analyst, TBA Calculated at 31% of base		██████████
Professional Development Specialist Calculated at 12% of base		██████████
<b>Total</b>		██████████

<b>3. Travel</b>		
Required Grantee Meeting – TIF Meeting 3 staff (████ for airfare + █████/night x 4 for lodging + █████/per diem x 5 + █████ ground transportation)		████
Required Grantee Meeting – TIF Topical Meeting 2 staff (████ for airfare + █████/night x 4 for lodging + █████/per diem x 4 + █████ local transportation)		████
Dissemination of program results at professional conferences (████ airfare + █████ lodging + █████ meals)		████
<b>Total</b>		████
<b>4. Equipment</b>		
<b>Total</b>		<b>0</b>
<b>5. Supplies</b>		
Office supplies for program: ink cartridges, paper, flash drives, calculators, notepads, pens		████
Computer/Printer for Program Director and Data Analyst 2 (Computer @ █████; Printer @ █████)		████
<b>Total</b>		████
<b>6. Contractual</b>		
IES, Inc. Evaluation Team Program evaluation services, assessment development non-State assessed courses, validity and reliability assessments		████
Master Teacher Mentors for each Community of Practice 15 Master Teachers x █████ (36 weeks x 10 hrs per week x \$15/hour)		████
<b>Total</b>		████
<b>7. Construction</b>		
<b>Total</b>		<b>0</b>
<b>8. Other</b>		
Professional Development Activities Stipends 160 teachers x 18 workshops + 5 In-Service classes x █████		████
Refreshments for Professional Development		████

Workshops 18 workshops x [REDACTED] (160 teachers x [REDACTED] each attending)		
LCTIP Awards Ceremony 300 attending x [REDACTED]		[REDACTED]
SAT 10 testing for grades K – 2 and 10 – 12 978 students x [REDACTED]		[REDACTED]
Teacher In-service training 160 teachers x 5 classes x [REDACTED]		[REDACTED]
Classroom supply stipends for Model Classrooms [REDACTED] x 15 classrooms		[REDACTED]
<b>Total</b>		[REDACTED]
<b>Total Direct Costs Requested</b>		[REDACTED]
<b>Total Indirect Costs Requested</b>		0

### Year 3: Combined Budget Summary

Program Cost	Teacher/Principal Incentives	Total In-kind	Total Federal
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

## LCTIP Budget Narrative for Teacher and Principal Incentives

### Year 4

Budget Category	# Staff	Amount of Award	In-Kind	Federal
<b>1. Personnel – Differentiated Incentives</b>				
Teachers: Based on incentive plan described on page of narrative Estimated incentives of 160 teachers	160	██████	██████ (5% incurred by Title 1 Funding)	██████
Principals: Based on incentive plan described on page of narrative Estimated incentives of 7 principals	7	██████	██████ (5% incurred by Title 1 Funding)	██████
<b>Total</b>			██████	██████
<b>2. Fringe</b>				
Teacher incentives Calculated at 31% of base	160	██████		██████
Principal incentives Calculated at 12% of base	7	██████		██████
<b>Total</b>				██████
<b>3. Travel</b>				
<b>Total</b>				<b>0</b>
<b>4. Equipment</b>				
<b>Total</b>				<b>0</b>
<b>5. Supplies</b>				
<b>Total</b>				<b>0</b>
<b>6. Contractual</b>				
<b>Total</b>				<b>0</b>
<b>7. Construction</b>				

<b>Total</b>				<b>0</b>
<b>8. Other</b>				
<b>Total</b>				<b>0</b>
<b>Total Direct Costs Requested</b>				
<b>Total Indirect Costs Requested</b>				<b>0</b>

## LCTIP Budget Narrative for Program Implementation

### Year 4

<b>Budget Category</b>	<b>In-Kind</b>	<b>Federal</b>
<b>1. Personnel</b>		
Program Director, Huey-Ling Lin, Ph.D. Provide oversight for all program activities and personnel 100% Effort		
Director's Assistant, TBA Assist in the day-to-day operations of all program activities, schedule professional development 50% Effort		
Data Analyst, TBA Collect, Coordinate, and input all student and teacher data for analysis, run queries, assist in assessment development 100% Effort		
Professional Development Education Specialist Assist with development, evaluation, and monitoring of professional development activities 50% Effort		
<b>Total</b>		
<b>2. Fringe</b>		
Program Director, Huey-Ling Lin, Ph.D. Calculated at 31% of base		
Assistant Director, TB Calculated at 12% of base		
Data Analyst, TBA Calculated at 31% of base		
Professional Development Specialist Calculated at 12% of base		
<b>Total</b>		

<b>3. Travel</b>		
Required Grantee Meeting – TIF Meeting 3 staff (████ for airfare + █████/night x 4 for lodging + █████ per diem x 5 + █████ ground transportation)		████
Required Grantee Meeting – TIF Topical Meeting 2 staff (████ for airfare + █████/night x 4 for lodging + █████/per diem x 4 + \$50 local transportation)		████
Dissemination of program results at professional conferences (████ airfare + █████ lodging + █████ meals)		████
<b>Total</b>		████
<b>4. Equipment</b>		
<b>Total</b>		<b>0</b>
<b>5. Supplies</b>		
Office supplies for program: ink cartridges, paper, flash drives, calculators, notepads, pens		████
Computer/Printer for Program Director and Data Analyst 2 (Computer @ █████; Printer @ █████)		████
<b>Total</b>		████
<b>6. Contractual</b>		
IES, Inc. Evaluation Team Program evaluation services, assessment development non-State assessed courses, validity and reliability assessments		████
Master Teacher Mentors for each Community of Practice 15 Master Teachers x █████ (36 weeks x 10 hrs per week x █████/hour)		████
<b>Total</b>		████
<b>7. Construction</b>		
<b>Total</b>		<b>0</b>
<b>8. Other</b>		
Professional Development Activities Stipends 160 teachers x 18 workshops + 5 In-Service classes x █████		████

Refreshments for Professional Development Workshops 18 workshops x [REDACTED] (160 teachers x [REDACTED] each attending)		[REDACTED]
LCTIP Awards Ceremony 300 attending x [REDACTED]		[REDACTED]
SAT 10 testing for grades K – 2 and 10 – 12 978 students x [REDACTED]		[REDACTED]
Teacher In-service training 160 teachers x 5 classes x [REDACTED]		[REDACTED]
Classroom supply stipends for Model Classrooms [REDACTED] x 15 classrooms		[REDACTED]
<b>Total</b>		[REDACTED]
<b>Total Direct Costs Requested</b>	[REDACTED]	[REDACTED]
<b>Total Indirect Costs Requested</b>		<b>0</b>

### Year 4: Combined Budget Summary

<b>Program Cost</b>	<b>Teacher/Principal Incentives</b>	<b>Total In-kind</b>	<b>Total Federal</b>
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

## LCTIP Budget Narrative for Teacher and Principal Incentives

### Year 5

Budget Category	# Staff	Amount of Award	In-Kind	Federal
<b>1. Personnel – Differentiated Incentives</b>				
Teachers: Based on incentive plan described on page of narrative Estimated incentives of 160 teachers	160	██████████	██████████ (15% incurred by Title I funding and other funding)	██████████
Principals: Based on incentive plan described on page of narrative Estimated incentives of 7 principals	7	██████████	██████████ (15% incurred by Title I funding and other funding)	██████████
<b>Total</b>			██████████	██████████
<b>2. Fringe</b>				
Teacher incentives Calculated at 31% of base	160	██████████		██████████
Principal incentives Calculated at 12% of base	7	██████████		██████████
<b>Total</b>				██████████
<b>3. Travel</b>				
<b>Total</b>				<b>0</b>
<b>4. Equipment</b>				
<b>Total</b>				<b>0</b>
<b>5. Supplies</b>				
<b>Total</b>				<b>0</b>
<b>6. Contractual</b>				
<b>Total</b>				<b>0</b>

<b>7. Construction</b>				
<b>Total</b>				<b>0</b>
<b>8. Other</b>				
<b>Total</b>				<b>0</b>
<b>Total Direct Costs Requested</b>			██████████	██████████
<b>Total Indirect Costs Requested</b>				<b>0</b>

## LCTIP Budget Narrative for Program Implementation

### Year 5

<b>Budget Category</b>	<b>In-Kind</b>	<b>Federal</b>
<b>1. Personnel</b>		
Program Director, Huey-Ling Lin, Ph.D. Provide oversight for all program activities and personnel 100% Effort		██████████
Director's Assistant, TBA Assist in the day-to-day operations of all program activities, schedule professional development 50% Effort		██████████
Data Analyst, TBA Collect, Coordinate, and input all student and teacher data for analysis, run queries, assist in assessment development 100% Effort	██████████	
Professional Development Education Specialist Assist with development, evaluation, and monitoring of professional development activities 50% Effort		██████████
<b>Total</b>	██████████	██████████
<b>2. Fringe</b>		
Program Director, Huey-Ling Lin, Ph.D. Calculated at 31% of base		██████████
Assistant Director, TB Calculated at 12% of base		██████████
Data Analyst, TBA Calculated at 31% of base	██████████	
Professional Development Specialist Calculated at 12% of base		██████████

<b>Total</b>	##	##
<b>3. Travel</b>		
Required Grantee Meeting – TIF Meeting 3 staff (## for airfare + ##/night x 4 for lodging + ## per diem x 5 + ## ground transportation)		##
Required Grantee Meeting – TIF Topical Meeting 2 staff (## for airfare + ##/night x 4 for lodging + ##/per diem x 4 + ## local transportation)		##
Dissemination of program results at professional conferences (## airfare + ## lodging + ## meals)		##
<b>Total</b>		##
<b>4. Equipment</b>		
<b>Total</b>		0
<b>5. Supplies</b>		
Office supplies for program: ink cartridges, paper, flash drives, calculators, notepads, pens		##
<b>Total</b>		##
<b>6. Contractual</b>		
IES, Inc. Evaluation Team Program evaluation services, assessment development non-State assessed courses, validity and reliability assessments		##
Master Teacher Mentors for each Community of Practice 15 Master Teachers x ## (36 weeks x 10 hrs per week x ##/hour)		##
<b>Total</b>		##
<b>7. Construction</b>		
<b>Total</b>		0
<b>8. Other</b>		
Professional Development Activities Stipends 160 teachers x 18 workshops + 5 In-Service classes x ##		##
Refreshments for Professional Development Workshops	##	##

18 workshops x [REDACTED] (160 teachers x [REDACTED] each attending)		
LCTIP Awards Ceremony 300 attending x [REDACTED]		[REDACTED]
SAT 10 testing for grades K – 2 and 10 – 12 978 students x [REDACTED]		[REDACTED]
Teacher In-service training 160 teachers x 5 classes x [REDACTED]		[REDACTED]
Classroom supply stipends for Model Classrooms [REDACTED] x 15 classrooms		[REDACTED]
<b>Total</b>	[REDACTED]	[REDACTED]
<b>Total Direct Costs Requested</b>	[REDACTED]	[REDACTED]
<b>Total Indirect Costs Requested</b>		<b>0</b>

**Year 5: Combined Budget Summary**

<b>Program Cost</b>	<b>Teacher/Principal Incentives</b>	<b>Total In-kind</b>	<b>Total Federal</b>
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]