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## ENTERPRISE GRANT PROPOSAL NARRATIVE

### Executive Summary

“Building the Pipeline of Highly Effective Charter Teachers and Leaders” is a focused initiative between The Georgia Charter Schools Association (GCSA) and Lake Oconee Academy (LOA) to purposefully:

- Raise student achievement in Georgia’s public charter schools;
- Recruit, train, support and retain both teacher leaders and charter school leaders;
- Create a career ladder to retain quality personnel and provide for succession planning; and
- Drive educational reform in the state of Georgia and disseminate these practices amongst all public charter schools and beyond.

This initiative was started by GCSA three years ago with the development of two non-degree-bearing programs, a charter leadership development program (CharterLeader), as well as the establishment as an Educator Preparation Unit approved by the Georgia Professional Standards Commission to offer an alternative teacher preparation program titled Georgia Teacher Academy for Preparation and Pedagogy [GaTAPP]). In 2011, GCSA partnered with KSU, the largest preparer of educators in the state of Georgia, and LOA, a highly successful charter school to expand CharterLeader into a degree program through KSU. The partnership earned a federal Dissemination Grant to pilot the program, and now, the partnership wishes to develop new and expand existing programs as outlined below. The GCSA/KSU/LOA partnership has been notified that a second year of Dissemination Grant funds will likely be awarded, and therefore, the scope of this grant proposal has been reduced so that the Dissemination Grant funds will not be supplanted. For purposes of this application, GCSA and LOA will partner, and the KSU partnership will continue only through the Dissemination Grant. At a later opportunity, once the Dissemination Grant period ends, the GCSA, LOA, and KSU will see additional Innovation Grant funds to support the remainder of the original proposal to GOSA.

The initiative aligns with current state initiatives including implementation of the state’s new career ladder initiative, use of the State Longitudinal Data System (LDS), application of teacher and leader keys (TEM and LEM), and the integration of Race to the Top goals including 2) Strengthening teacher quality, recruitment, and retention and 4) Developing strong educational leaders, particularly at the building level. Specifically, the proposal *directly* aligns with Priority 2 of this fund: Creating Comprehensive Teacher and Leader Induction Programs. The proposal also supports to some degree Priorities 3 and 4 which are related to growing a pipeline in hard to staff areas and fields and developing and expanding charter schools.

“Building the Pipeline of Highly Effective Charter Teachers and Leaders” was initiated to address a variety of issues impacting student achievement. Extensive empirical data exists to support the direct and substantial connection between effective teaching and leadership and student achievement. The data shows that current educator preparation programs for both teachers and leaders, particularly in the charter sector, are not adequately preparing individuals and cannot keep up with the demand due to high attrition and lack of quality training programs. Demand for quality teachers and leaders in the charter sector is driven by a number of factors including:

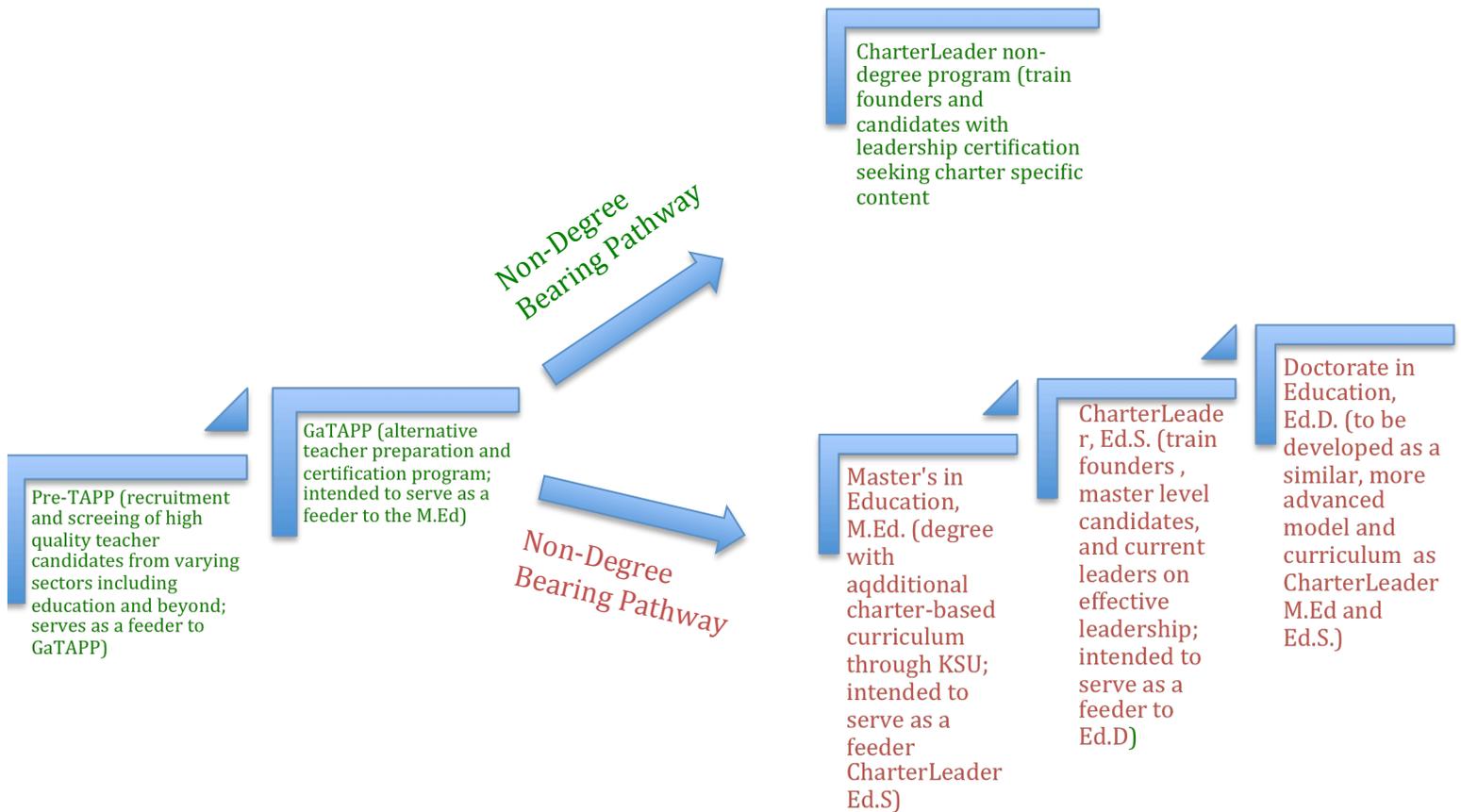
- Growth of the sector in number of schools and expansion and replication of existing charter schools;
- High turn-over rates in charter leadership and teachers nationwide, particularly in Georgia ;
- Data demonstrating that teacher attrition is directly tied to quality of the school leader;
- Number of charter leaders lacking appropriate skills and credentials in managing a non-profit business and public school;
- Number of charter teachers and leaders coming from other sectors into the education field with lack of quality training;
- Lack of career ladder opportunities in the charter sector to succession plan for leadership positions;
- Limited options in higher education to address the very unique programming needs for charter school teacher and leaders in preparation programs; and
- Lack of coaching and mentors for new and novice teachers, teachers transitioning to the charter environment, and new and novice leaders.

The initiative will establish priority for teachers and leaders to participate in the programs who:

- Demonstrate capacity to provide effective instruction and leadership and show a commitment to impacting public education broadly; and
- Serve in high need schools and districts (greater than or equal to 35% of children from low income families below the poverty level as measured by free and reduced lunch status, a high school graduation rate of less than 60%, and/or serving in schools with high populations of non-highly-qualified/certified teachers. Specific priority will be provided to those meeting this criteria serving in rural areas or areas outside of metro Atlanta OR serve in districts demonstrating the inability to historically meet Annual Yearly Progress (AYP) in consecutive years on the state’s accountability measures. In the future, GCSA will utilize the Reward, Priority, Focus, and Alert School lists required by the Elementary and Secondary Education Act (ESEA) Flexibility Waiver of February 6 to establish priority areas. Letters of support

from schools that are representative of the high need demographic we will serve are included in the appendix.

The visual below demonstrates the programs offered through “Building the Pipeline of Highly Effective Charter Teachers and Leaders” initiative to build a strong pipeline of highly effective teachers and leaders. For the purposes of this proposal, we are seeking funding for the Non-Degree Bearing Pathway, as the Degree Bearing pathway is being piloted with funds from a federal Dissemination Grant.



The reach and impact of the programs collectively is substantial for the two year grant period: 70 educators impacting more than 3600 charter school students. In addition, for the first two years of the grant, ten formally trained coaches will be established to support new teachers and leaders, and thereafter, the programs will continue to produce additional coaches and mentors exiting the programs in an effort to maintain succession planning in the sector.

### Partnership Overview

In this proposal, GCSA envisages a partnership with LOA – one of the highest achieving charter schools in Georgia. Through this partnership a scaffolded set of programs will be developed or expanded. The performance-based residency based programs will include a proven mentor and coaching model that will effectively prepare highly effective and enthusiastic charter school teachers and leaders that will dramatically impact the academic outcomes of Georgia students. Furthermore, the partnership hopes to attract and retain exceptional talent in the charter sector and develop a succession plan and training delivery model that may be replicated in the traditional sector for broad impact in the future.

The partnership between GCSA and LOA, “Building the Pipeline of Highly Effective Charter Teachers and Leaders” is purposeful. Rigorous and relevant instruction in teacher preparation programs that are offered in a “residency” based model, as proposed, in which candidates are expected to observe best practices and then demonstrate proficiencies in their work environment and in which candidates receive ongoing support are most effective (Campbell & Grubb, 2008; Cohen, Darling-Hammond, LaPointe, Meyerson, & Orr, 2007; Bottom, Fry, & O’Neil, 2006 ;; Botom, Fry, Gray & O’Neil, 2007). In the context of educational leadership (and specifically in charter schools), research particularly validates instructional models in which candidates are selected by their schools for leadership positions and are moved into deeper leadership experiences in a guided “apprenticeship” model. *Id.*; Dishman & Redish, 2011 (education leadership sector). Candidates in all programs will receive instruction in their respective programs facilitated by GCSA, will observe best practices in teaching and leadership at Lake Oconee Academy and via multi-media case studies developed with LOA, will receive support of a mentor or coach and through a candidate support team from their home school, GCSA, and LOA.

GCSA, a non-profit 501(c)(3) organization, is the sole trade association in Georgia supporting charter schools and will take responsibility as the lead partner and fiscal agent for the grant. GCSA’s mission is to be an effective advocate, resource, and service provider for quality public charter schools. The Association is a national leader in charter school support organizations, providing an array of programs, expertise, and consulting services to strengthen member schools and the charter sector as a

whole. The Association is frequently called upon by national and state organizations such as The National Alliance for Public Charter Schools, the United States and Georgia Departments of Education, Georgia institutions of higher education such as Kennesaw State University, Georgia Institute of Technology, Georgia State University, and University of West Georgia, and the Georgia Chamber of Commerce to contribute to or speak on a variety of issues, policies, and topics related to school reform and chartering.

GCSA has been a major gifts grantee of the Marcus Family Foundation and the Walton Family Foundation for the last five years and has successfully implemented a number of large projects including development of a charter incubator program, development of a professional development program for charter schools including a state-approved teacher certification program, and the creation and implementation of a performance management data system working in concert with the state's new Longitudinal Data System. GCSA is accustomed to grant funds accountability and reporting for more than \$2M annually. Each of the large gift grants are tied to specific measurable outcomes required, and GCSA has successfully met or exceeded the expected outcomes of both funders and the larger projects set forth in its strategic plan. In addition, GCSA was a partner with Kennesaw State University and LOA in a recently awarded Federal Dissemination Grant supporting a degree pathway for educational leadership, and although not the lead partner, GCSA has been actively engaged in all related work and outcomes.

Kelly Cadman, Vice President of School Services will support the development and expansion of the Pre-TAPP, GaTAPP and CharterLeader programs to meet the needs of the charter sector. She and her team of four other experienced charter founders and leaders, as well as experienced contracted instructors, will support the delivery of charter specific content, instruction, and will participate as coaches, along with other experienced educators and business leaders in the charter sector. GCSA staff will support development of quality professional development through a case study model and dissemination of best practices throughout the charter sector. GCSA will publish information about the program offerings via collateral materials, its Georgia Charter Educator Network, website, and the weekly newsletter. GCSA will further ensure that conference sessions at the annual conference are dedicated to dissemination of the project information about the programs and relationships with national entities hosting conferences are leveraged for maximum impact in the charter sector.

LOA, the model school site in the partnership, currently serves 242 students in grades K through 6, with projected expansion of one grade level annually until reaching a K-12 school serving approximately 880 students. Modeling early educational intervention, LOA houses a Georgia "Bright from the Start" PreK-4 program with twenty-two students. At LOA, 75% of the students qualify for and participate in the federal free and reduced lunch program (the third highest participation rate of the five county schools), and LOA has a targeted Title I program. Approximately 8% of the students receive

Special Education services. LOAs charter provides a broad flexibility waiver, and LOA exercises this flexibility in many ways to achieve its school's mission and vision. LOA has complete academic autonomy, and has adopted both the Georgia Performance Standards and the rigorous Common Core Standards. LOA also uses the Core Knowledge curriculum developed by Dr E.D. Hirsh and is a National Core Knowledge Visitation Site. The school uses a flexible funding model to reduce categorical spending associated with traditional education funding, and allocates resources in alignment with education reforms driving its mission. This is perhaps best represented by LOAs adoption of a Professional Development (or Learning) School model for developing teachers, utilizing residency-based paths for teacher certification, and a unique staffing model. One of LOAs practices contributing significantly to high student achievement is the strength of its leadership model , both at the school building and board levels.

The school has performed exceptionally well academically, significantly exceeding all goals set forth in the charter and exceeding state and district averages. In each of the first three years of operation, 100% of LOAs students “met” or “exceeded” expectations on Georgia criterion-referenced tests (CRCT). LOA has consistently averaged over 60% of its students “exceeding expectations” on state testing. In 2010, the 3<sup>rd</sup> grade science students and the 1<sup>st</sup> grade reading students earned the third highest scale scores in the state on the Georgia CRCT. In the school's third year of operation (and the first year it was eligible), LOA was recognized by the Governor's Office of Student Achievement as a Platinum School of Highest Achievement. With the influx of over 70 new students in 2011 (an expansion of nearly 30%), LOA had its first year for any student not to meet expectations. LOA had an overall “meets or exceeds” rate of 97.7%, with 61% of students scoring in the “exceeds” category. For 2012, CRCT results yielded 61.5% exceeding and 37.5% meeting state standards for a total of 99% meeting or exceeding standards.

This achievement is significant in light of comparative state and local performance data. Most recently, 12% of comparable Georgia students (statewide) failed to meet expectations, 53% met expectations, and only 35% exceeded expectations. Greene County data as a whole (including LOAs scores) show 18% of students not meeting expectations, 57% meeting expectations, and 24% exceeding expectations. The Greene County school system has never made AYP while LOA has met (AYP) requirements every year.

Unlike many charter schools, LOA has a true “partnership” with its hosting school district. Dr. Otho Tucker, the Chief Executive Officer of LOA, and Dr. Barbara Pulliam Davis, Superintendent of Schools of Greene County School District, were invited to present at the Georgia Charter Schools Conference on building and maintaining organizationally and culturally symbiotic relationships between charters and local school districts. The culmination of the level of local support and cooperation was Greene County funding the construction of LOA, and the inclusion of LOA in the special purpose local

option sales tax referendum. LOA and Greene County's partnership has produced one of the most stable and sustainable funding models for charter schools in the state of Georgia.

Dr. Tucker, will facilitate implementation of LOAs responsibilities in the project related to coordinating observations, collaboration with candidates, development of case studies, and dissemination of best practices. Dr. Tucker has been the sole leader of LOA since inception and has served in a variety of roles throughout his career including higher education, charter school authorizing at the state and national level, and as a multiple charter founder and operator..

The mission of LOA is to increase student achievement by building a culture of high expectations for all students. The Academy incorporates commonsense and proven principles, such as a research-based curriculum, high expectations for all students, both academically and behaviorally, an emphasis on outstanding school leadership and faculty, and parental involvement. The culture of the Academy will be built on these fundamental principles.

In addition to the established partnership with GCSA and LOA, GCSA has a mutual agreement with Georgia Regional Educational Service Agencies related to referring candidates between GaTAPP, endorsement programs, and professional development course offerings to serve as many teachers in the charter sector through our programs as possible in both charter and traditional public schools.

### Need for Project

There are a variety of reasons that demonstrate the need for a comprehensive approach to attracting, training, supporting, and retaining charter school teachers and leaders as proposed through "Building the Pipeline of Highly Effective Charter Teachers and Leaders" initiative:

- The legislative intent of charter schools in the state of Georgia is to raise student achievement (Charter Schools Act of 1998, O.C.G.A. 20-2-2061 (2010). The National Governors Association (NGA) has noted that the quality of a school's leader is the most influential school-based factor affecting learning, only slightly trailing the quality of a school's teachers (National Governors Association - NGA Center for Best Practices, 2008). NGA Center for Best Practices provides specific strategies aimed at raising achievement including job-embedded teacher training programs, support of new university based charter school leadership training programs, and securing funding to support such programs. *Id.*
- The charter sector nationally has continued to grow exponentially at an average of 7% annually (National Alliance for Public Charter Schools) and representing 5.8% of the public school

students. Georgia has a charter sector representing almost 6% of the total public school students in Georgia. Conversion and start up charter schools represent 3.5% of all public school students. The Constitutional Amendment on the ballot for November of 2012, if passed, will restart the authorization of high quality schools, and thus will create the need for highly effective teachers and leaders. Georgia is unique in its additional approach to chartering through the use of System Charters. System charter schools have seen dramatic growth since 2008 (17,827 students) to 39,070 in 2010-2011. Recently, Fulton County was authorized as a charter system and became the largest charter system in the state. With the IE2 and Charter System decision looming ahead for all school districts, we anticipate an increasing number of districts to become charter systems. With new federal pressures being passed down to meet the definition of chartering throughout autonomy, there is a need to attract and retain a more entrepreneurial cadre of teachers and leaders to work in these schools and impact systemic reforms.

- The research is mixed (Gatlin, 2008; Viadero, 2009) on how well traditional, university-based pathways are in preparing enough high quality teachers to meet the growing need for teachers (HubbPages, 2012), particularly in critical needs and subject areas such as math, science, special education, and foreign languages. According to Gatlin (2008), the goal of teacher preparation is to support innovative practices, rather than replicate traditional approaches that have presented mixed findings on effectiveness in preparing teachers for P-12 classrooms. The study noted that teachers trained by conventional certification pathways are typically prepared to seek employment in traditional public education, but may lack the skills that are necessary in schools with specified programmatic goals, such as charter schools. Due to the need for effective charter school teachers in response to both the growth of the sector (GCSA, 2012) and high teacher attrition rate in traditional public schools (Ingersoll, 2008), teachers need preparation programs that address the challenges that are not always common in traditional teacher preparation (including business and educational practices).
- Alternative routes to certification were implemented state-to-state to help alleviate the teacher shortage and high attrition rates. These non-traditional teacher preparation programs are focused on preparing teachers in high turnover areas and hard to staff areas (e.g., geographically and economically disadvantaged areas, high-need subject areas; Nakai & Turley, 2003) by providing schools with a qualified applicant pool of teachers.
- Charter schools realize the importance of ensuring teacher quality and understand the need to adhere to the state and federal mandates of staffing highly-qualified teachers, as well as the value of certification. Charter schools continue to seek effective teachers to staff this growing sector. One factor increasingly viewed as important to charter school success is the quality and stability

of the teaching force (Miron, 2007). According to Donaldson (2011), the growing shortage of effective teachers in P-12 public schools is reaching alarming numbers. A new report released by the not-for-profit, non-partisan National Council on Teacher Quality (NCTQ) finds major advances in teacher policy across the country, largely driven by state adoption of policies for including student achievement as a measure of effectiveness in teacher evaluations, and using teacher effectiveness evidence in decisions about teacher tenure and dismissal. However, while many states have shown dramatic progress, the report finds Georgia has done little to support and measure teacher effectiveness. Georgia received an overall grade of C, based on the following grades: delivering well-prepared teachers, expanding the pool of teachers, identifying effective teachers, retaining effective teachers, and exiting ineffective teachers. Experts predict that over the next ten years the nation will need 2.2 to 2.4 million teachers, and Georgia is no exception to this unfolding need. There will be 150,000 to 250,000 openings for teachers in the nation's elementary and secondary schools. The needs are greatest in urban and rural communities and in curricular areas such as special education, mathematics, science, bilingual education, and English as a second language (HubPages, 2012).

- This high demand and need to employ effective public school teachers is resulting in staffing issues in all public schools, and due to the growth of the charter sector this will have an even greater impact on the need for quality teacher preparation. Thus, charter schools need to identify tactics to recruit, hire, and retain quality teachers through effective training and mentoring initiatives. Quality teacher preparation program exemplars were reported to include strong partnerships between preparation programs and school districts, a rigorous but flexible selection process, teacher education that delivers content and pedagogy, and a strong support system (Gatlin, 2008; Saphier, J., Freedman, S., & Aschheim, B., 2001). Program exemplars to include rigorous screening processes, such as passing tests and interviews, mastery of content, performance-based programs, coursework or equivalent experiences in professional learning before and during teaching, working with mentor and/or other support personnel, and high performance standards for program completion were indicative of successful programs (Gatlin, 2008).
- Data from a study conducted by The University of Washington estimates that nearly 10% of charter school leaders leave yearly; 43% are expected to leave within 3 years, 71% expected to leave within 5 years; and 92% expected to leave within 6-10 years. The cause in large part reported in the study was lack of capacity or formal training in business management or educational leadership, and sometimes both (Campbell & Gross, 2008). Furthermore, according to the Center for Educational Reform, more than 2/3 of the charter school closures were caused

due to financial issues, and more than 70% of charter school leaders earn their highest degree from Colleges of Education, which underscores the need for specialized preparation programs, both degree and non-degree bearing for the responsibilities of charter school leadership, which include non-profit management core competencies. *Id.*

- A recent survey conducted by the Bill and Melinda Gates Foundation of almost 40,000 K-12 public school teachers in the U.S. found that the number 1 factor in retaining teachers was leadership. The numbers leaving teaching due to ineffective leadership is staggering: 12% in the first year; 28% by year three, and 46% by year 5 (Foundation, Scholastic Inc. and the Bill and Melinda Gates, 2010).
- In the pilot of the degree bearing Ed.S. program supported by the federal Dissemination Grant, GCSA had \_\_\_% of applicants who already had an ED.S. or Doctorate apply. This made apparent the need to provide a non-degree route for training in charter specific skills and competencies.

### Project Design.

The partnership proposes to develop and expand 3 recruitment, training, and certification non-degree programs to attract, support, and retain highly effective teachers, teacher leaders, and leaders in the charter sector. The components of the plan and rationale for inclusion of each are outlined below:

**Pre-GaTAPP Program.** To purpose of Pre-GaTAPP is to recruit and screen potential charter teachers to address high attrition and growth of the sector and build a viable pool of candidates for charter schools to meet their growing demand for effective teachers. Pre-GaTAPP seeks talented and experienced individuals from the education field and beyond to enter classrooms in an effort to positively impact student achievement. The program will include a series of training workshops (“The Nuts and Bolts of Teaching” which include various pre-requisite skills and knowledge for success in teacher certification programs such as standards (particular focus on Common Core), curriculum unpacking, mapping and monitoring, assessment, classroom management and culture, communication, and legal/regulatory basics. The program will include opportunities for mentoring with experienced teachers, observations in the model school and other sites, multi-media case studies supporting professional development, support with interviewing and hiring skills, access to a charter school job fair, support with preparation for competency tests (i.e. GACE), and development of an electronic portfolio via LiveText of professional work. Expected outcomes for successful implementation of this program will be

focused on percentage of candidates hired, percentage of candidates passing competency exams, and achieving a non-renewable certificate.

**GaTAPP Program.** The charter sector has a disproportionate number of educators coming from other sectors to the field of education. Although many have advanced degrees and non-renewable certification, highly qualified status is only available for three years under a non-renewable certificate, and thus, an alternative pathway to a clear and renewable certificate is necessary. The current educator preparation programs often do not provide candidates with some of the specific training and competencies to work in a charter environment. To support this, GCSA has obtained status as a state-approved program provider for an alternative teacher preparation and certification program. The program was piloted in 2012 with 29 educators. The partnership wishes to expand the program offerings and increase the number and range of educators throughout the state to participate in the program. The program will serve up to 40 educators seeking a renewal teaching certificate and will provide educators with skills, knowledge and competencies required for highly effective instruction with specific focus to the unique requirements of working in a charter environment. Candidates will receive support from mentors and a candidate support team from their home school, GCSA, and LOA. The program is a residency based program where candidates acquire and apply skills through job embedded work assignments, observations at the model school site, LOA, and other schools. Each candidate will develop an electronic portfolio via LLiveText to utilize as they continue to grow and mature as an educator. Outcomes from this program are geared towards demonstrated achievement on the Professional Standards Commission’s GaTAPP rubric, percent proficiency in core subject areas taught meeting or achieving the rigorous objectives set forth in the charter, achievement of all subgroups and meeting or exceeding charter objectives for each subgroup, and retention in the charter sector.

**CharterLeader Ed.S. Program.** As noted in the section on Project Need, many leaders in the charter sector come to the field directly out of the classroom and even some have leadership certification and some limited school level leadership; however, many lack the business and operational expertise to manage a multi-million dollar non-profit enterprise and to handle the requirements of labor relations, financial management, plant operations, and legal and regulatory matters. The grant will support 5 candidates each year to participate in CharterLeader.

### **CharterLeader Program Principles**

<b>The program will provide evidence of participant growth and development in a leadership capacity</b>
1. Participants will demonstrate professional knowledge related to charter school leadership functions
2. Participants will demonstrate strategic decision making ability and reflective practices
3. Participants will develop caring leadership skills that support a professional learning community
<b>The program will conduct a valid assessment of participant growth and development</b>

1. Participants will be evaluated using a 360° assessment model measuring growth and development against established curriculum standards
2. Participants will be provided frequent and accurate feedback of performance against established curriculum standards

The program will provide evidence of institutional learning

1. Program decisions will be based on evidence collected on participant growth and development against established standards and other evaluation mechanisms

The program will be developed based on a comprehensive set of standards that address a variety of areas required for successful charter school leadership.

1. Mission and Vision
2. Curriculum, Pedagogy, and Assessment Practices
3. Human Resources and Labor Relations Matters
4. Resources
5. Facilities
6. Finance and Accounting
7. Communication and Marketing
8. Policies
9. Risk Management
10. School Culture
11. Legal and Regulatory Compliance
12. Marketing
13. Organizational Development and Strategic Leadership and Planning

Furthermore, CharterLeader was developed around a set of Charter Leadership Standards which includes elements of the Leader Keys, Standards for Advanced Programs in Educational Leadership National Policy Board for Educational Administration. Candidates will participate in a 50 hours of intensive instruction on education and non-profit leadership standards and elements and will apply knowledge and skills through job-embedded activities designed to promote effective decision making, use of data, and quality leadership principles. Using LOA as a model school site, participation in this program will enable candidates to purposefully study, apply, and disseminate best practices at LOA. These practices, aligned with a curriculum steeped in research in effective leadership practices and relevant to required charter school skills and competencies, will form the “core” experience for the cohort group of fifteen candidates annually. Candidates will have the support of trained coaches (who will receive Coaching Endorsement through Kennesaw State University) with both educational and business leadership experience, particularly serving in the charter sector. The end goal for candidates participating in the program are to raise student achievement and attain rigorous charter goals, ensure sustainability of charter schools, and to attract and retain talent in the sector.

Quality leadership is the second most influential school level factor impacting student achievement. Leaders make decisions, both direct and indirect over personnel, school culture, policy and budgets, and these decisions can drastically impact the quality of teachers, school culture, and how resources are allocated. (Behrstock & Clifford, 2010) Charter school leaders are particularly impactful,



	(LiveText)			Candidate contributions of \$250
	2. Develop a course on the certification process and GACE support	October	GCSA	
	3. Develop a course for teachers on interviewing and hiring techniques	November	GCSA	
	4. Adhere to an application/requirements process (B.A. or higher, transcript, 2.5 or greater, resume) and rubric for selection	November	GCSA	
		November	GCSA,	
	5. Develop a marketing and implement recruitment plan	January	GCSA and LOA	
		January	GCSA	
		March	GCSA and LOA	
		August	External evaluator	
	6. Application process and candidate selection			
	7. Identify mentors			
	8. Recruitment/job fair			
	9. Commence program			
	10. Measure program results against objectives			
GaTAPP Program	1. Further develop professional learning courses for teachers via LiveText based on state	September	GCSA	RTTT grant, GCSA and LOA personnel

	requirements	September	GCSA	and resource commitment;
	4. Adhere to an application/requirements process (B.A. or higher, transcript, 2.5 or greater, resume) and rubric for selection	September	GCSA	Candidate contributions of \$2000;
	5. Further develop a marketing and implement recruitment plan	October and March	GCSA	GCSA program fee remission of \$1000
	6. Application process and candidate selection	October and March	GCSA and LOA	
	7. Identify mentors	March	GCSA	
	8. Recruitment/job fair	December and June	GCSA and LOA	
	9. Commence program	September	Program Evaluator	
	10. Measure program results against objectives			

**GOAL 2: BUILD THE PIPELINE OF HIGHLY QUALIFIED TEACHER LEADERS AND SCHOOL LEADERS SERVING IN PUBLIC CHARTER SCHOOLS THAT POSITIVELY IMPACT STUDENT ACHIEVEMENT OUTCOMES AND CHARTER SCHOOL SUSTAINABILITY**

ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
CharterLeader	1. Refine curriculum and vet with charter school leaders and experts nationally	October	GCSA and LOA	RTTT grant, GCSA, LOA personnel and resource commitment;
	2. Adhere to application requirements (minimum Masters	November	GCSA	

	degree, employment with charter school in a leadership role, MOU with school's board)			
	1. Develop a marketing and recruitment plan	November	GCSA	
	2. Application process and candidate selection	December-January	GCSA	
	3. Coaches training	February	GCSA and Kennesaw State University	
	4. Program Commencement	March	GCSA and LOA	
	5. Measure program results against objectives	September	Program Evaluator	

The plan for the “Building the Pipeline of Highly Effective Charter Teachers and Leaders” initiative directly addresses the state’s Race to the Top (RT#) reform plan goals 2 and 4 addressing strengthening teacher quality, recruitment, and retention and developing strong education leaders, particularly at the building level. To measure progress on the programs, utilization of the state’s new longitudinal data system and GCSA’s performance management data system will be used, which also aligns with the state’s reform agenda of using data systems to support instruction. Moreover, this proposal is *directly* aligned with Priority 2: Creating Comprehensive Teacher and Leader Induction Programs. Portions of the proposal do address other priorities such as growing the pipeline in hard to staff disciplines and areas and developing and expanding charter schools; however, Priority 2 will be the proposal’s primary focus in seeking approval. The multi-tiered training and certification opportunities with job-embedded practicum experiences, a strong mentor and coaching model, and charter experts supporting relevant and meaningful instruction ensure that charter sector teachers and leaders have the

knowledge, competencies, and support structures in place to successfully teach and lead in charter, and indeed, any educational environment.

Project Evaluation

The effectiveness of the plan will be measured in two primary ways: through student outcomes generated by the teachers and leaders of schools participating in the programs and through other project related specific objectives set forth below. The partnership is committed to submitting a public RFP for an external evaluator to determine if we meet our objectives for the grant.

<b>GEORGIA BENEFITS FROM A MEASURABLY STRONGER COMMITMENT FROM PUBLIC AND PRIVATE SECTORS TO SUPPORT AND ADVANCE POSITIVE ACADEMIC OUTCOMES FOR STUDENTS</b>		
<b>INDICATOR(S)</b>	<b>DATA COLLECTION METHODS(S)</b>	<b>FREQUENCY OF DATA COLLECTION/REVIEW</b>
The Building the Pipeline of Highly Effective Charter Teachers and Leaders initiative will leverage \$300,000 in Dissemination grant funds and more than \$40,000 in tuition remission and personnel and resource commitment from GCSA, and personnel and resource donations by GCSA and LOA.	Actual funds received or remitted and/or allocated towards the programs	Annually at fiscal year-end (June 30)
<b>GEORGIA BENEFITS FROM AN INCREASED NUMBER AND PERCENTAGE OF STUDENTS AND TEACHERS WHO WILL HAVE ACCESS TO INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES RELATED TO APPLIED LEARNING AND TEACHER/LEADER RECRUITMENT AND DEVELOPMENT</b>		
<b>INDICATOR(S)</b>	<b>DATA COLLECTION METHODS(S)</b>	<b>FREQUENCY OF DATA COLLECTION/REVIEW</b>

Annually approximately 3600 students will be positively impacted by candidates participating in the programs offered through this initiative by offering a multitude of professional learning opportunities ascertained by survey data.	FTE enrollment reports for schools with participating candidates	Annually after program enrollment with KSU and GCSA and March FTE count
Annually, 25 candidates for Pre-TAPP, 40 candidates for GaTAPP, and 5 candidates for CharterLeader will participate and successfully complete program requirements.	Program enrollment records	Annually after each program concludes and evaluations of program requirements are completed
<b>GEORGIA BENEFITS FROM A STRONGER UNDERSTANDING OF THE TYPES OF INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES THAT WILL LEAD TO POSITIVE IMPROVEMENTS IN APPLIED LEARNING, TEACHER INDUCTION, AND HOMEGROWN TEACHER PIPELINE EFFORTS</b>		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
<i>Only respond if applying in Priority 2</i> Number and percentage of teachers and/or school leaders that earned proficient rating on the TEM and LEM	Candidates will utilize Pre and post self-reflection and program supervisor	TEM and LEM scoring rubrics
92% of individuals completing the Pre-TAPP program will successfully achieve a non-renewable teaching certificate and pass the competency exams (GACE).	GACE results PSC website certification verification	Annually after each program concludes and testing results and certificates are verified
95% of individuals completing the GaTAPP program will successfully achieve a proficiency score in all 4 domains and 24 competencies.	Professional Standards Commission GaTAPP evaluation tool results; LiveText data	Annually after candidates conclude program requirements

100% of CharterLeader candidates will achieve proficiency scores on all CharterLeader Standards and objectives	Charterleader standards, LiveText data	Annually after candidates conclude program requirements
<b>GEORGIA BENEFITS FROM IMPROVED STUDENT OUTCOMES</b>		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
Classroom level scores for students of candidates in the GaTAPP program will meet or exceed the candidate’s charter specific goals for the grade level <u>and</u> will meet or exceed any relevant subgroup charter goals represented in the classroom using the CRCT, EOCT, or other measurement tool noted in the charter.	CRCT meets/exceeds percentages or PL 2 and 3 percentages on the EOCT; (State’s Longitudinal Data System) and GCSA’s Performance Management Data System	Annually – test results by July 31
School level scores for students in schools with candidates in the CharterLeader program will meet or exceed the candidate’s charter specific goals for the grade level <u>and</u> will meet or exceed any relevant subgroup charter goals represented in the classroom using the CRCT, EOCT, or other measurement tool noted in the charter.	CRCT meets/exceeds percentages or PL 2 and 3 percentages on the EOCT; (State’s Longitudinal Data System) and GCSA’s Performance Management Data System	Annually – test results by July 31

In addition to the absolute outcomes above, candidates in each of the programs will receive ongoing formative assessment, both quantitative and qualitative, embedded in each of the programs and document via e-portfolio systems. Candidates will be encouraged to utilize benchmark data to determine student progress towards specific outcomes. Data procured from the formative assessments and

benchmark results will be utilized to inform modifications in curriculum and instruction for each of the programs. Further, the data will be utilized by the candidates and instructors in to establish individual goals to meet the professional development needs.

### Project Management Plan

Kelly Cadman, Vice President of School Services for the Georgia Charter Schools Association, will serve as the Project Director, supervising the overall project and deliverables, as well as coordinating responsibilities of GCSA as defined under the Scope of Work. Mrs. Cadman worked for five years at the Coca-Cola Company, and was selected to serve on the Impact Team for a new human resources system development (PeopleSoft). After leaving The Coca-Cola Company, she achieved her Master's degree in early childhood education and taught elementary school for 8 years, as well as serving in a variety of leadership roles at the school and district level related to curriculum and partners in education. Mrs. Cadman is the founder of a highly successful charter school in Douglasville, Georgia and was the founding board chair, leading the development of the charter plan and site development, as well as an operational and facilities budget of more than \$2M. In her role at The Georgia Charter Schools Association, she has led the development and successful implementation of a number of programs including: CharterStart, CharterLeader (pilot, non-degree program), CharterRenewal, CharterUniversity, CharterPolicy, CharterExcellence, as well as the Association's performance management data system. She is responsible for the department generating all earned revenue supporting the Association. In addition, she manages the Walton Family Foundation Georgia Grant Partnership and oversees the committee awarding more than \$1.6M in funds to charter schools. She supports the Chief Executive Director in reporting on major grant gifts from The Marcus Foundation and The Walton Family Foundation. She has served on a number of state level committees and subcommittees, most recently being that of the Georgia Chamber of Commerce. She has demonstrated the capacity to successfully manage these grants and provide effective program offerings to the sector.

Supporting Mrs. Cadman's efforts and acting as liason with the Professional Standards Commission is Ms. Juli Sergi, Director of Certification Programs and GaTAPP Program Coordinator. Ms. Sergi, a doctoral candidate (dissertation on alternative teacher preparation and certification in the charter sector), worked for more than two years on development of a proposal to become the first non-accredited education program provider (approved by the GaPSC) and obtain approval for a GaTAPP program to prepare teachers for certification through non-traditional pathways. She has specific expertise in teacher and leader quality and federal Programs, particularly Title I and II.

Dr. Otho Tucker, CEO of Lake Oconee Academy, will manage responsibilities under the scope of work for LOA, which primarily includes hosting retreats, coordinating staff for interviews and visits, supporting curriculum changes, coordinating mentors and coaches with GCSA, and leading development and dissemination of case studies.

The grant budget includes funds to support a partner liaison providing administrative support to both parties related to facilitation of the programs. Responsibilities for this individual will include, but not be limited to: communication to candidates and amongst partners, processes such as recruitment coordination with schools, admissions coordination, and data collections. The committee plans to submit an RFP to procure a program evaluator as well.

### Sustainability Plan

Program costs for the GaTAPP program are highly competitive with other GaTAPP programs around the state. For the pilot of GCSA's GaTAPP program, interested in parties in excess of 50 individuals applied to participate, and 29 were selected. Professional relationships with RESAs around the state will help to field eligible charter candidates to the Pre-TAPP and GaTAPP programs as well. The PSC requirements for highly qualified status and limitations in Georgia will continue to provide for demand of a charter specific alternative certification program.

With the pilot of an Ed.S. program for charter leaders, more than 10% of the 120 applicants did not need a degree and only sought instruction on charter specific skills. We believe that the growth of the sector and demand for highly trained and effective leaders will continue to increase enrollment and sustainability of the CharterLeader program. The costs for CharterLeader are highly competitive with other non-degree training programs offered nationally.

To promote participation in the programs and selectivity of the highest quality candidates, the partnership will also seek external funding to subsidize tuition. The partnership has been actively researching foundations that support similar work and plans to approach the Broad Foundation, the Wallace Foundation, and possibly the Annie E. Casey Foundation. Charter school dissemination grant opportunities are also available annually.

The grant funds training for coaches will build a network of support in the charter sector. Training 10 coaches in the first two years of the program will lower the costs of the program in the future and support sustainability.

**GOVERNOR'S OFFICE OF STUDENT ACHIEVEMENT  
RACE TO THE TOP INNOVATION FUND BUDGET FORM**

Project Name:	Applicants requesting Venture grants should complete the column under "Project Year 1." Applicants requesting funding for Enterprise grants should complete all applicable columns. Please read all instructions before completing form.
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**SECTION A - BUDGET SUMMARY  
INNOVATION FUND COSTS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Total (d)
1. Personnel	93,000	93,000	186,000
2. Fringe Benefits	0	0	0
3. Travel	22,403	22,403	44,806
4. Equipment	29,237	0	29,237
5. Supplies	4200	4200	8400
6. Contractual	33,750	39,750	73,500
7. Construction	0	0	0
8. Other	9130	9130	18,260
9. Total Direct Costs (lines 1-8)	191,720	168,483	360,203
10. Indirect Costs*	22,224	22,224	44,448
11. Training Stipends	76,250	76,250	152,500
12. Total Costs (lines 9-11)	290,194	266,957	557,151

**SECTION B - BUDGET SUMMARY  
NON-INNOVATION FUND COSTS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Total (d)
1. Personnel	40,000	40,000	80,000
2. Fringe Benefits	6947	6947	13,894
3. Travel	0	0	0
4. Equipment	700	0	700
5. Supplies	0	0	0
6. Contractual	0	0	0
7. Construction	0	0	0
8. Other	0	0	0
9. Total Direct Costs (lines 1-8)	47,647	46,947	94,594
10. Indirect Costs*	4445	4445	8890
11. Training Stipends	40,000	40,000	80,000
12. Total Costs (lines 9-11)	92,092	91,392	174,594

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

Section A.

With the exception of equipment in year 1, budgets for both years are identical since the size of the cohorts remain constant.

**Personnel.** The grant proposal includes budgeted funds to effectively support the initiation or expansion of the programs. A Program Supervisor estimated at \$1000 per candidate served will be hired to facilitate successful completion of program requirements established by the Professional Standards Commission for GaTAPP. The grant also includes funds to support a part time individual to assist with technology to support the blended learning model, as well as a part time individual to act as administrative support and a partner liaison.

**Fringe Benefits.** No funds have been budgeted for staff, as the positions allotted are not benefit eligible.

**Travel.** Travel costs anticipated include costs for candidates in the programs to attend 2 retreats at Lake Oconee Academy (model school site), travel by GCSA or KSU program administrators to the schools to supervise candidates in the GaTAPP programs, and other school visits to observe best practices or for formative or summative assessment of candidates. Travel for program administrators or educators from GCSA and LOA LOA teachers to attend the state or national conference for the purpose of presenting and disseminating program practices are also included in travel estimations. The costs budgeted for travel include allowable expenses include estimated expenses for lodging, subsistence, and where applicable, commercial air travel. Expenses budgeted are based on estimations of reasonable and customary travel expenditures in compliance with GCSA policies but not to exceed costs defined under subchapter I of Chapter 57: Title 5 of the United States Code.

**Equipment.** To support the blended learning model, a mobile lab with 40 computers and 2 locking storage carts are budgeted for year 1. Estimations of \$699 per computer for Dell Inspiron and 2 carts at \$2019 were made.

**Supplies.** \$60 per participant is budgeted for supplies and professional literature for the programs.

**Contractual.** \$9250 of the grant proceeds are earmarked for the Pre-TAPP program's use to contract for development of a Nuts and Bolts of Teaching courses (to include curriculum mapping, classroom management and culture, communication, standards, and legal/regulatory), as well as mentors for these candidates. The GaTAPP program would utilize \$6000 to support and improve on its Behavior Management Course and other Essentials of Teaching content as well as a subscription for CaseNex multi-media cases. CharterLeader would utilize \$2500 for coaches and \$6000 for contracted speakers and instructors with relevant charter experience. The budget includes \$2000 per year for program evaluation.

**Construction.** Costs for construction are not relevant to the needs of this proposal and therefore have not been budgeted.

**Other.** Funds in this category support LiveText e-portfolio accounts for candidates which may be used throughout all programs within this proposal.

**Indirect Costs.** GCSA has identified in its budget the allowable amount of 10% to support indirect expenses such as insurance, audits, administration, rent, depreciation, accounting, etc. Current indirect costs for the association yearly are \$222,244. It is estimated that 12% of association resources are applied or will e applied to the programs in this proposal. The estimation provided in this budget is below our current indirect costs, and thus are reasonable and appropriate.

**Training Stipends.** In order to jumpstart the pipeline of participants, this proposal includes modest tuition subsidies for the respective programs. Remaining tuition costs will be borne by the candidates through personal contributions by schools supporting their employees, as applicable GaTAPP candidates (40) will receive a \$1000 subsidy which will be matched by GCSA. The budget also reflects training costs through for a coaching endorsement for 10 coaches each year to initiate the pipeline of trained coaches in the program

#### **Section B.**

**Personnel.** Given that an estimated 12% of staff resources are allotted for this project, the remainder of salaries are borne by GCSA in the amount of \$40,000 per year.

**Fringe Benefits.** Benefits for one eligible employee are listed.

**Travel.** All travel is covered by the grant.

**Equipment.** One laptop will be required for purchase by GCSA to support, in part, the work on these programs.

**Supplies.** All supplies are covered by the grant.

**Contractual.** All contractual requirements are covered by the grant.

**Construction.** Costs for construction are not relevant to the needs of this proposal and therefore have not been budgeted.

**Other.** No other costs are required for the grant.

**Indirect Costs.** GCSA has identified in its budget the allowable amount of 10% to support indirect expenses such as insurance, audits, administration, rent, depreciation, accounting, etc. Current indirect costs for the association yearly are \$222,244. It is estimated that 12% of association resources are applied or will be applied to the programs in this proposal. The difference between the yearly indirect expenses and allowable expenses under the grant are \$4445 per year that GCSA must fund.

**Training Stipends.** GCSA has committed to a fee remission of \$1000 per GaTAPP candidate.