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Tulare County Office of Education (TCOE), California Center for Teaching Careers (Center), is submitting this proposal for the 2023 Teacher and School Leader Incentive Program, Equity, Excellence, Effectiveness (E³), in partnership with the Visalia Unified School District. E³ has been designed to enhance educator growth, support leadership capacity at all levels, strengthen efforts to strategically manage school change, and build system coherence. The proposed project will achieve these outcomes through the development of a comprehensive Human Capital Management System (HCMS) with a structured Performance Based Compensation System (PBCS) that prioritizes recruitment, selection, placement, development, and retention of highly qualified educators and opportunities for career advancement for teachers, principals, and other school leaders in six high needs schools (*Absolute Priorities 1 & 2*).

E³ will address *Competitive Preference Priority 1* (Equity and Student Access to Educational Resources and Opportunities) through the implementation of evidence-based practices that differentiate instruction, services, and resource distribution to effectively respond to the diverse needs of students and narrow the achievement gap ensuring that *all* students are able to learn and be successful in school. Evidence-based strategies to recruit, hire, train, support, and retain a diverse educator workforce representative of the school community served (*Competitive Preference Priority 2*) is a key driver in the development of the HCMS/PBC designed through the project. E³ will build on best practices and lessons learned by TCOE/Center over more than two decades developing and implementing evidence-based recruitment, selection, and placement strategies to meet California's critical shortage of highly qualified, diverse educators.

NEED FOR THE PROJECT

Tulare County Office of Education (TCOE), located in the southeastern end of California’s San Joaquin Valley, provides support and services to 101,515 students in 233 schools within 44 districts dotted among acres of the nation’s richest agricultural land. The region is economically dependent on agriculture and related industries and attracts an extensive population of migrant workers and immigrant families. Cities are surrounded by farms, fields, and sparsely populated rural areas. The county population is predominantly Hispanic, many of whom do not speak English well (51%), and 27.1% of Tulare County residents have incomes below the poverty line (American Fact Finder, US Census Bureau, *2020 American Community Survey*).

The California Center on Teaching Careers (Center), a statewide body headquartered at TCOE, and, under the auspices of the California Commission on Teacher Credentialing (CTC), is charged with helping meet California’s teacher demand. Through collaborative leadership, personalized digital pathways to teaching, and a repository for best practices in recruitment, selection and hiring, the Center serves candidates as they navigate the process of becoming an educator. TCOE/Center has a long history of partnership with Visalia Unified to develop, enhance, and expand the district’s efforts to attract and retain a highly qualified, diverse educator workforce, including the design, development, and implementation of innovative teacher and counselor residency models in VUSD schools. The project aligns with the core values, beliefs, and commitments of both TCOE and VUSD for the continuous growth of students, teachers and leaders.

VUSD is in the heart of the agricultural Central Valley and serves 27,599 students in 42 schools; 67.4% are considered socioeconomically disadvantaged students, 69.8% are

Hispanic, and 14.6% are identified as English language learners (EL). There are 1,564 teachers in the district's schools. VUSD believes that all students deserve to be surrounded by the very best educators and support personnel and recognizes the benefits of having well-prepared, diverse teachers – strong teachers stay in the classroom longer, continuously build their professional abilities and stabilize schools that have high turnover (Carver-Thomas & Darling-Hammond, 2017).

i. Gaps/weaknesses in services, infrastructure, or opportunities

VUSD has identified four elementary schools (Goshen, Golden Oak, Washington, and Crowley), one middle school (Divisadero), and one comprehensive high school (Golden West) for participation in the E³ project – *VUSD's Leading Six (LVI)*. The six schools participating in the project will serve as a pilot for TCOE and VUSD to identify what modifications, conditions and supports are necessary to scale up for optimal implementation to all schools in the district (See table on page 5).

All target schools are identified as high need serving a significant population of socioeconomically disadvantaged students (Free and Reduced Price Meals, FRPM) ranging from 68.9% (Golden West High School) to 93.2% (Goshen and Washington Elementary Schools). Most students in the target schools are Hispanic (79% on average) with 12.2% (Golden West High School) to 41.9% of students classified as English Learners (EL). The E³ project will serve 209 teachers, 20+ administrators (principals/co-principals), and 4,129 students.

A comprehensive needs assessment in preparation for this application identified the following gaps in opportunities, services and infrastructure that will be addressed through the project.

Gap: Low student achievement gains

The challenges associated with the socioeconomic indicators highlighted above put VUSD students at extreme risk for educational failure. The district has demonstrated some incremental change in student academic growth; however, academic achievement at target schools remains lackluster with a continuing achievement gap between subgroups, particularly glaring for Students with Disabilities and ELs. The table below identifies participating schools, enrollment, demographics, percentage of socioeconomically disadvantaged students (SED) and student achievement in English language arts (ELA) and math (2022 CA Assessment of Student Performance and Progress, CAASPP).

SCHOOL	ENROLLMENT	DEMOGRAPHICS	SED	ELA	MATH
Goshen Elementary	578	Hispanic 84.9% EL 41.9%	93.2%	46 points below standards	64.6 points below standards
Golden Oak Elem	634	Hispanic 69.8% EL 16%	76.7%	52.8 points below standards	73 points below standards
Crowley Elementary	469	Hispanic 80.6% EL 38.9%	92.3%	47.5 points below standards	78.1 points below standards
Washington Elementary	265	Hispanic 82.6% EL 22.5%	93.2%	67.2 points below standards	94.7 points below standards
Divisadero Middle	722	Hispanic 80.6 EL 7.2%	75.9%	43 points below standards	125.5 points below standards
Golden West High School	2039	Hispanic 75.3% EL 12.2%	68.9%	3.5 points below standards	122.2 points below standards

Research shows that effective teachers are the most important factor contributing to student achievement (Chetty et al. 2014; Sharratt, L., 2018; Anderson, M., 2016). The research is also clear that most socioeconomically disadvantaged students are disproportionately served by higher percentages of ineffective and/or inexperienced

teachers (Reardon, 2012; Wiswall, M., 2013; Ladd, H., & Sorenson, L., 2020). High poverty schools with diverse populations such as VUSD are three to ten times more likely to have novice teachers in the classroom than schools in more affluent districts (Long, 2011). Target schools experience a disproportionate number of inexperienced teachers with less than three years of teaching experience - from a low of 5% to a high of 46% of the teaching staff.

Gap: Diversity of Workforce.

Emerging evidence suggests that a diverse teaching force has the promising potential to help minority students attain greater educational success (Howard, 2010; Zeichner & Payne, 2013). Outcomes such as test scores, attendance, and suspension rates are affected by the demographic match between teachers and students (Ladson-Billings, 2014; Thomas, L., & May H., 2010; Blomeke et al., 2016). An Equity Analysis was completed in 2021-22 (WestEd) as part of the evaluation of a VUSD School Climate Transformation Grant (U.S. Department of Education); results highlighted the disproportion in gender and ethnicity between VUSD teachers and the students they serve. Slightly less than three-quarters (72%) of the teaching staff are female, 42% of the teachers are white and 30% identify as Hispanic. Approximately 71% of VUSD students are Hispanic.

Visalia Unified is the third largest employer in the County; however, the Human Resources (HR) Division does not have a proactive plan for the intentional recruitment and selection of high quality, diverse candidates for positions in high needs schools. When leadership positions become available, many teachers within VUSD lack the prerequisite skills or experience to support them in career advancement. Additionally, the

district does not have a comprehensive human capital management system to focus on recruiting top teacher and principal talent representative of the student population and developing that talent throughout careers to be more effective.

Gap: Lack of systemic HCMS framework.

The district recognizes that sustainable education improvement relies on teaching quality and principal leadership. The goal to have an *effective teacher in every classroom and effective leadership in every school* highlights the critical need to develop a strategic approach to build a robust HCMS framework to recruit, place, develop, and retain high quality, experienced educators. The current VUSD Human Resources (HR) data system is used for payroll and other fiscal management operations. Teacher and student level data is often siloed – sometimes information is kept at school sites, some may be in the district database – which creates challenges in data quality and availability limiting the district’s capacity to conduct a full breadth of analysis. Gaps identified in the current system are: 1) a lack of communication and interconnected processes between HR and Finance Divisions for recruitment, hiring and placement of educators; 2) lack of a centralized database for informed data-driven decision-making; and 3) lack of an integrated structure aligned with district goals structured around measures of student learning and teaching performance. An improved comprehensive data system is needed to measure the impact and effectiveness of teachers and leaders.

Gap: Lack of structured Performance Based Compensation System.

A significant shortage of educators in the region and state has exacerbated efforts to recruit and retain high quality, experienced teachers, especially teachers that reflect the diversity of the student population. VUSD offers a competitive salary schedule; however,

performance-based compensation is limited in scope and application. Teachers are offered stipends to attend professional learning that takes place beyond the hours of the contract and may receive additional compensation to serve as mentors (induction program, residency programs). The HR Division supports classified staff who want to become teachers with up to \$3,000 to finish Bachelor's degree and/or Preliminary Credential. The rural location of some of the schools and the at-risk student population often hinder efforts to recruit and retain the experienced, high-quality teachers needed to support gains in student achievement. Additionally, the lack of a fully functioning HCMS has often delayed the new hire process to the extent that highly qualified candidates often take a job elsewhere in the time it takes to process the request to hire.

Gap: Educator evaluation not utilized for effective feedback.

VUSD's teacher and principal evaluation system does include data collected on student achievement; however, the tool and process is not a significant force behind feedback for improving educator effectiveness and outcomes for learners. Using the current evaluation, teachers and principals are rated on the California Standards for the Teaching Profession (CSTP) and the California Professional Standards for Education Leaders (CPSEL) using a 5-point scale - Emerging, Exploring, Applying, Integrating, Met/Exceeded Standards - but there is no rubric to use for each of the proficiency descriptors. Standards are not used strategically and intentionally to drive principal development. A mechanism to connect teachers and school leaders to relevant professional learning opportunities based on evaluation results has not been developed. Additionally, the current tool is not aligned to the district school improvement initiatives and accountability models.

ii. Integrate with/build on similar or related efforts to improve relevant outcomes

Building on evidence of promise, the district’s investment in teacher and leadership development and TCOE/Center’s commitment to strategic educator recruitment and innovative teacher preparation and support structures, the partnership will leverage resources and utilize funds from the project to foster alignment, coherence, and accountability across all systems building the capacity to effect district-wide change to improve student achievement. E³ builds on lessons learned, best practices, and evidence of success to implement the strategies outlined in this proposal. The project has the support and commitment from teachers, leaders, and administrative divisions at partner LEAs (see Letters of Support Appendix C). Representatives from school community stakeholders were involved in the development of the district’s school improvement initiative and contributed to the design of the proposed project (see page 11).

TCOE/Center and VUSD have collaborated on several innovative projects focused on building pipelines of diverse, highly qualified educators and effective mentors for the region’s high need schools. Funded through the Teacher Quality Partnership (U.S. Department of Education, 2019) and in partnership with California State University, Bakersfield (CSUB), TCOE/Center and VUSD designed and implemented the *Teacher Residency for Rural Education (TRRE)*. *TRRE* is an innovative and transformational teacher preparation program designed to make a significant impact on the rural communities in Tulare County by developing a far-reaching network of highly qualified, inclusive, collaborative, culturally responsive, and technologically skilled teacher leaders. *TRRE* prepares cohorts of Single Subject Credential Candidates – math, science, and English, with integrated Computer Science across content - in a year-long clinical experience in VUSD’s 7-12th grade classrooms.

In 2019, with funding through the U.S. Department of Education, Mental Health Service Professional Demonstration Grant, the Center designed and implemented the *Rural Access to Mental Health Professionals* (RAMHP) an innovative, multi-level collaboration designed to address the growing gap in mental health services in VUSD and other Tulare County high needs districts. Building on the RAMHP model, the Center secured funding through the School Based Mental Health Professionals Grant Program (U.S. Department of Education, 2022) to implement PRIMHE: *Preparing Rural Inclusive Mental Health Educators*, designed to increase the number of credentialed school-based mental health providers further strengthening the mental health workforce pipeline to support school success. These projects have been integrated into VUSD's initiatives to develop and retain effective teachers and leaders to improve outcomes for all students.

iii. Comprehensive effort to improve teaching and learning.

VUSD is dedicated to bold and transformative change in teaching, learning, and leading to ensure that every student has an effective teacher, and every school has effective leadership to improve and sustain positive outcomes for all students. The district has initiated a future-focused strategic plan and a strong equity blueprint to advance improvement efforts at all levels. These processes will be aligned and strategically managed through the development of an integrated HCMS structure with a set of policies and practices that work together to attract, develop, motivate, and retain educators with the competencies to achieve the district goals and improve student achievement. All components of the project will be integrated and braided with the mission and vision for leading and learning in VUSD.

To further the district's investment in teacher and leader development and strengthen lasting improvement in systems and school leadership, all educators at the E³ target

schools are participating in professional learning, training, and coaching through the University of Virginia (UVA Darden School of Business and the School of Education and Human Development) Partnership for Leaders in Education (UVA-PLE). Through this partnership, research-based practices will be leveraged to strengthen leadership capacity at every level to improve student learning and opportunity. Content areas include System Leadership, Support and Accountability, Talent Management, and Instructional Infrastructure. These structures will be integrated into the E³ HCMS framework to systematically bolster differentiated support, strengthen teacher and leader effectiveness, build capacity for innovation, and provide targeted professional learning. See Appendix F for UVA Rubric Content Areas.

Advancing the existing Grow Your Own Model will support a pipeline of high quality educators not only representative of the student population but with the skills and knowledge to support evidence-based practices aligned to VUSD academic and student support initiatives. Recognizing that 75% of the principals hired have come from outside of the district, VUSD developed (2022) an Aspiring Principal Cohort (See Appendix F: Aspiring Principal Cohort Roadmap) to support co-administrators in becoming principals; two of the eight administrators hired in 2023 came from the first cohort. VUSD Human Resources Division support classified staff who want to become teachers with up to \$3,000 in funding to finish their Bachelor’s degree and/or Preliminary Credential. To expand opportunities for teachers to move from teaching to leadership, a teacher to co-administrator pathway will be developed and integrated into the HCMS.

iv. Design is appropriate and successfully addresses the needs of target population

The development of the E³ design and VUSD school improvement initiative was deeply informed by multiple sources: a growing body of research on best practices in

teaching and leading; a comprehensive data dive to identify strengths and needs; deep engagement with stakeholders including students, educators, families and community members with special attention given to voices that are often underrepresented; collaboration with partners and other experts in the field; and an examination of future trends to understand how demands and opportunities will be changing. The result is a blueprint with coherent strategies for educational improvement that includes a comprehensive HCMS that provides a data-driven process for strategically recruiting and developing talent, building organizational capacity, aligning Human Resources Division and practices with district goals and school improvement plans, data system that provides reliable and valid data for assessing student growth and effectiveness of teachers and leaders.

All elements of the project are grounded in research and effective practices in leadership development and school improvement and school change management (Datnow, & Park, 2018; Donohoo, J. 2018). The district has an innovative superintendent and leadership team who are committed to doing the work needed to implement systems for leadership, support and accountability, and talent management to create a culture of change at all levels of the organization. Project activities target the gaps identified in the needs assessment and will support a culture of continuous improvement, equity in resource management, provide tools and resources to differentiate instruction to meet student needs, provide individualized professional learning and coaching based on needs and feedback identified through fair and reliable evaluation results. All project activities align with the goals identified in the TCOE and VUSD Equity Plans, and the VUSD Strategic Improvement Plan for Student Success.

QUALITY OF PROJECT DESIGN*i. Demonstrates a Rationale*

Rationale/Theory of Action: *By developing robust data systems for HR operations, including systems to measure teacher and leader effectiveness and student learning that includes instructionally focused leadership pathways and effective coaching models, VUSD will increase all students' access to effective educators.*

Project partners believe, and research supports, that educator effectiveness is the most important school-related factor affecting student achievement. TCOE/Center and VUSD have identified three evidence-based foundational human capital needs to improve outcomes across the system: 1) improving instructional quality of both new and veteran educators; 2) advancing instructional leadership for teachers and leaders; and 3) supporting career advancement pathways for effective educators. Through E³, the district will develop a supportive, coherent, sustainable infrastructure to enhance educator growth, support leadership capacity at all levels, strengthen efforts to strategically manage school change, and build system coherence. Key elements of the project include:

- 1) Development of an integrated Human Capital Management System prioritizing recruitment, selection, placement, development, and retention;
- 2) Deepen and differentiate professional learning for teachers and school leaders;
- 3) Support career advancement pathways at all levels;
- 4) Refine teacher and principal evaluation to align with district initiatives and provide formative feedback for continuous improvement; and
- 5) Develop structured performance-based compensation.

The E³ project is grounded in a well-articulated Logic Model (Appendix A) illustrating the shared relationships among the resources, activities, expected outcomes, and the anticipated impact on teaching, learning, and leading in VUSD high needs schools.

The design of the project addresses Competitive Preference Priorities 1 and 2. The key elements of the E3 project work together to support resource equity to accelerate and sustain learning across all schools and for all students (CPP 1) and strategies to increase the diversity of the educator workforce to mirror community demographics (CPP 2). Elements are aligned with the TCOE and VUSD Equity Action Plans and the State Plan to Ensure Equitable Access to Excellent Educators in high-need schools. Developing a robust HCMS (Element 1) within a reliable, accessible data system will allow the district access to data to make informed decisions about the effectiveness of educators. Supporting individual educators' growth and creating conditions that enable strong teaching and leading (Elements 2, 4) offer more culturally relevant, equitable opportunities for all students to succeed. By developing a marketing plan with a focus on diversity and implementing a Grow Your Own pipeline of teachers and leaders, the project will support a diverse educator workforce, fostering representation and inclusivity. This initiative will not only enhance the educational experience for students from diverse backgrounds but also provide role models and mentors who understand their unique needs. Additionally, providing a career path that offers advancement with increasing responsibilities and compensation (Element 3) within this reliable, accessible data system will not only attract and retain talented educators but also promote continuous professional growth, resulting in improved instructional practices and strengthened student learning outcomes. These enhancements to the project align with the competitive preference priorities and reinforce the commitment to equity, diversity, and professional growth.

Element 1: Development of an integrated Human Capital Management System

Through E³, the district will develop a transparent, centralized, strategic Human Capital Management System (HCMS) to align the district’s academic goals with district organization and practices from curriculum and assessment to key strategic decisions prioritizing recruitment, hiring, placement, compensation, and professional learning and growth. Advancing an integrated HCMS framework will provide districtwide coherence and a system for continuous improvement through a common, strategic framework as well as common language around the components of the system.

The district’s current database (Tyler Munis) has capabilities beyond what is currently utilized for HR functions. For example, the system tracks teacher and administrator retention; however, the data is not readily available to analyze by site, position, and demographics and is not used to provide data to determine educator effectiveness. The system will be built out over the project period to coordinate and align all HR operations with the district’s education improvement strategies including a full array of IT-enabled management tools. To accelerate the development of this robust data system, two HR Systems Analysts will be hired through the project to design the build out and ensure that the data system not only provides the components needed for strategic management but is accessible through a user-friendly dashboard.

Educators must have the explicit competencies that drive student performance to realize the district’s vision for teaching and learning, making it critical to broaden and deepen the recruiting pool to attract and improve the quality of the educator pipeline. In collaboration with the VUSD Recruitment Committee (convened in Year 1), TCOE/Center will facilitate the design and development of proactive strategies for recruitment, selection,

placement, and retention (Year 1) of highly qualified educators; strategies will be integrated into the HCMS in Year 2.

TCOE/Center has had more than two decades of successful leadership in administering regional and statewide programs - including developing an innovative and connected approach toward the recruitment, selection, preparation, and retention of quality candidates. Its innovative digital platform, *CaliforniaTeach.org*, is used not only to attract a diverse candidate pipeline but also to provide a plethora of resources and information to navigate the requirements for becoming an educator. *CaliforniaTeach.org* houses an array of resources including: in-person and virtual recruitment services; matching systems that connect candidates and educational agencies; marketing and advertising; webinars and tutorials; a highly customizable reporting system for electronic applications with support and referral tracking; credential tracking and ongoing support including mentoring and coaching. Lessons learned and best practices established through CaliforniaTeach.org will inform the development of strategic recruitment and selection practices in E³.

The project will conduct a multi-level marketing campaign (Year 1) to attract and encourage diverse populations, reaching out specifically to ethnically diverse groups, including splash page advertisements on the EDJOIN website. A graphic designer will be hired (0.75 FTE) to facilitate the development of the marketing campaign for recruitment and for professional learning pathways integrated into a virtual platform. The campaign will utilize 21st-century recruitment strategies that include: 1) developing intensive advertisements on the Center and VUSD website and social media pages: 2) linking and interfacing with the EDJOIN state teacher recruitment website, California Resource

Network (CCRN), California Association for African American Superintendents and Administrators (CAAASA), California Association for Latino Superintendents and Administrators (CALSA), California County Superintendents Educational Services Association (CCSESA), California Career Center (CCC), Teach California, and other web-based career portals such as Indeed and ZipRecruiter.

The VUSD Human Resources Leadership Team will participate in conferences and site visits to other districts that have successfully developed and implemented a comprehensive HCMS. The number of participants on the HR Leadership Team will vary (between 5-12) depending on the focus of the conference/visit. The Team will participate in other professional learning opportunities on the use of HCMS data to determine teacher and leader effectiveness and development of leadership pipelines.

Element 2: Deepen and differentiate professional learning for educators

A critical element of any school change initiative is intensive, targeted, and sustained professional learning that brings consistency to teaching and learning. By deepening and differentiating adult learning opportunities, providing relevant and consistent professional development that is aligned to school improvement goals and personal growth needs, and focusing directly on instruction through coaching at all levels of the organization, academic achievement will grow exponentially.

Professional learning opportunities and individualized support is offered by VUSD Content Specialists through each of the divisions in the district – Special Education, Curriculum and Instruction, Social Emotional Learning (SEL), Tiered Systems of Support and Educator Support. VUSD has a Teacher and Administrative Services Induction Program in which all novice candidates are provided mentor support. TCOE/Center provides targeted professional learning for mentors and teacher residents and through a

menu of quarterly trainings for regional partners. Currently, there is no system to track and support professional learning opportunities. Through the E³ project, all professional learning will be tracked in the HCMS to inform decision making and to provide support for individualized learning plans.

The project will contract with the University of Virginia's Partnership for Leaders in Education (UVA-PLE). The mission of UVA-PLE is to significantly raise educational outcomes at the student, school, and system levels by building on the nationally leading capabilities of UVA's Darden School of Business and the School of Education and Human Development to strengthen and inspire lasting improvements in system and school leadership. The content areas within the professional learning framework are strategically focuses on strategies that will yield the most impact, aligned to what evidence suggests is critical to advance transformation and impact.

UVA-PLE will provide professional learning and tailored leadership development for 30 educators from target schools to increase leadership capacity to drive measurable and sustainable improvements in educator effectiveness and student learning. Specifically, the professional learning will focus on leveraging data-informed instruction, utilizing professional learning communities, and incorporating professional growth through the design and implementation of a coaching model at all levels of the organization. The professional learning components will be delivered in-person in district, in workshops on the UVA campus (Summer, Midyear Retreat, District Retreat) and in asynchronous learning opportunities. Initial and ongoing training for leaders and Guiding Coalitions Teams on Professional Learning Communities (PLC) will be provided throughout the project period to focus on specific skills and knowledge.

Mentor training will be offered to mentors and cooperating teachers two times per year and will include adult learning theory, cognitive coaching, and cultural proficiency delivered by the VUSD HR Division. Mentors will complete a minimum of 10 hours of training annually. Additional training will be developed based on individualized needs.

A PBCS structure will be developed to reward schools that complete all professional learning. All professional learning will be tracked in the HCMS to be developed through the project.

Element 3: Support Career Advancement Pathways

Currently, VUSD supports several career advancement pathways: teacher residency (2018, 2022) and school counselor residency (2023) in partnership with TCOE/Center California State University, Bakersfield (CSUB) and Fresno Pacific University (FPU); Aspiring Principal Cohort (developed in 2022 by VUSD) supports co-administrators to become principals, led by district administrators from various divisions; and a Grow Your Own pathway for classified staff to finish B.A. and/or Preliminary Teaching Credential. Experienced (3+ years) and trained mentors (CSUB, VUSD, TCOE/Center) and cooperating teachers (VUSD) provide support and earn a stipend to support new teachers/student teachers. Mentors will receive additional training in evidence-based practices and participate in the development of multi-level coaching (UVA-PLE).

Many VUSD teachers lack the experience and requisite skills to support them in advancing their careers. To further the investment in teacher and leader development, E³ will design and develop a Teacher to Co-Administrator Pathway (Year 1) to enhance the teacher to leadership pipeline. Additional release time will be provided for educators in leadership pipelines to shadow and observe leaders across the district to gain additional

insight. The leadership team will work with the appropriate HR divisions to identify a research-based leadership framework that is consistent between leadership pathways; the framework will support continuity and alignment in career advancement with VUSD. Leadership framework will deliver a continuum of leadership advancement opportunities from classified staff to BA; residents to teachers; mentors to teacher leaders; co-administrators to principals. To encourage participation in leadership pathways at all levels, a leadership pathway campaign will be initiated including refinement of the current recruitment and application process. Scope and sequence and recruitment campaign will be developed in Year 1; implementation in Years 2 and 3.

Element 4: Refine teacher and principal evaluation to align with district initiatives and provide formative feedback for continuous improvement

The VUSD teacher evaluation is a coaching model in which administrators have an initial, mid cycle and end-of-cycle coaching and documentation. Probationary teachers are evaluated yearly until they meet permanent status; permanent teachers (3-10 years) are evaluated every other year for 10 years. Permanent teachers focus on four CSTP elements during their evaluation cycle; the teacher chooses two elements, and the administrator chooses 2 elements of focus.

The current educator evaluation system is not a significant driving force in determining the effectiveness of teachers and principals. Teacher and principal evaluations are collected via google drive; however, VUSD does not currently have a database in which digital evaluations can be tracked and analyzed. Leaders need a more robust evaluation tracking system to identify patterns and trends to provide effective educator support at all levels of the organization. Lacking a comprehensive database and an integrated HCMS, there is limited data to determine educator strengths and needs and little to inform

strategies to improve practice, retention, and reward. Over the project period, the district will develop: 1) clearly defined processes and procedures for conducting fair and accurate evaluation; 2) a set of rubrics that indicate the level of performance of each teacher and leader aligned with the district’s instructional vision; and 3) a digital platform to link teachers and leaders to evaluation and support system including professional development. HR Systems Analysts will refine the professional learning plan for the HR Division (Year 1) and extend training for all hiring managers to ensure the capacity to effectively utilize the HCMS for systems improvement. The VUSD teacher evaluation and support system will focus on providing continuous timely and formative feedback to educators so they can improve their practice (Darling-Hammond, 2016). The principal evaluation system will support principals in their professional development and help them improve as instructional leaders. Ongoing training will be provided for teachers and principal evaluators.

Element 5: Develop structured performance based compensation

Element 5 focuses on recognizing and rewarding efforts to engage in learning to improve instructional practice and leadership. While teachers and leaders are provided stipends for professional learning, training, and special assignments beyond their contract hours, there is no structured PBCS framework in the district. Mentors receive additional pay based on the type of mentoring services (i.e., residency mentor, coaching mentors). As part of the E³ project, the district will provide performance compensation for schools based on their participation in the UVA pilot. Specifically, target schools that provide evidence of and artifacts from their continuous improvement efforts will be awarded \$5,000 to use towards targeted professional learning that addresses areas of growth revealed by the data. A structured PBC framework will be developed in concert with the

HCMS and will align the performance compensation with school improvement plans and district goals and initiatives so that it is integrated into the core operations as a school improvement strategy (Years 1-2). The structure will link the PBC with HR, payroll, student performance and teacher/leader evaluation in an accurate, reliable way (Year 3).

ii. Review of relevant literature, implementation plan, and methodological tools.

Research indicates that the teacher is the most influential factor in student success (Ballou et al., 2004; Hattie, 2009; Hargreaves & Fullan, 2012). Therefore, educational leaders must ensure HCMS practices are designed to hire and retain effective teachers (Campbell et al., 2004; DeStefano, 2002; Wurtzel & Curtis, 2012). It is critical that educational leaders have the skills, training, and preparation required to be effective (Campbell et al., 2004; DeStefano, 2002). Aligning the HCMS practices will strengthen the educator workforce by recruiting, selecting, placing, inducting, developing, compensating, and retaining educators with the desired competencies to advance an organization's instructional goals (Finster & Milanowski, 2021).

Implementation activities are supported by research studies (National Institute for Excellence in Teaching, 2017; Cormier, Deval et al., 2015; Darling-Hammond et al., 2017; Education First, 2017) on teacher leadership that demonstrate that cohorts of teacher leaders facilitate powerful adult learning experiences and lay the foundation for teachers to learn from each other and support systems change. Research released by the New Teacher Center (2017) found that students in schools with the highest levels of reported instructional and teacher leadership performed up to 10 percentage points higher in math and ELA, compared to schools with the lowest levels.

Research on teachers' professional development also indicates that site-based teacher teams positively influence teacher engagement in terms of new instructional

practices (Garet, Porter, Desimone, Birman, & Yoon, 2001). As Borko notes (2004), participation and discourse practices can enhance teacher learning by supporting professional critique, reflection, and collaboration. Giving teachers time to collaborate is another way that leaders supported teachers' professional development (Goodnough, 2016; King, 2016; King & Stevenson, 2017; Olin & Ingerman, 2016; Tan & Caleon, 2016), but having time allotted to the work in does not necessarily lead to development if there is not a culture for learning (King, 2016). As Forte and Flores (2014) point out, structure and culture must be in interplay if teachers are to learn together.

Darling-Hammond (2013) contends that current teacher evaluation systems lack consistent and clear standards, little focus on improving teacher practices, limited consideration of student outcomes and one-size fits all procedures that do not consider individualized teacher needs. In 2009 Kimball and Milanowski found that inconsistencies of evaluation practices, training, and oversight can affect principals' judgment and therefore additional evaluation validity is required to promote consistent evaluation techniques when matching principal evaluation with compensation outcomes. According to Darling-Hammond (2013), a new system must be developed to "ensure that teacher evaluation is connected to -- not isolated from -- preparation and induction, daily practices, and a productive instructional context".

Teacher performance-based compensation (PBC) systems may be most effective in the function of development and performance improvement. The teacher PBC system must be able to identify good teachers and then adapt teacher behavior. Weiner and Jacobs (2011) refer to this as building teacher effectiveness, not just identifying it. However, historically, "teacher evaluation has generally been defined as a mechanism

for appraisal in order to determine fitness for employment rather than a means for improving performance” (Goldstein, 2007).

The E³ project team has thoughtfully developed an implementation plan that outlines the steps to accomplish project goals and addresses project leadership, communication, and evaluation. Year 1 activities center around the development and integration of the HCMS system and practices. Two Systems Analysts will be hired to design the system which will include a dashboard for staff demographics, evaluation, years of service, promotion, years of service, and professional learning. A Graphic Designer and Special Projects Technician (grant and match) will support marketing, recruitment, and tracking TSL-funded activities on school sites. Training teams (HR Leadership, educators, evaluators, new hiring managers etc.) on the use of the data base will begin in Year 1 and continue into Years 2-3 as the HCMS is built out and components such as professional learning and career advancement pathways are created to be tracked in the HCMS.

Professional learning with the UVA-PLC team and the E³ school teams will be in full swing in Year 1 and will continue in Years 2-3 to include more advance training and support. Year 1 will also see the development of the Co-Principal to Principal Pathway and a marketing campaign to recruit more educators to advance into leadership positions. A framework of common practice in all leadership pathways will be developed in Year 1 that will align all leadership pathways; curriculum and resources will be refined and revised for implementation in Years 2-3.

Year 2 will be a deep dive into the educator evaluation system to determine how the system can best be aligned with the strategic direction of the district and growth in student

achievement. Also, policies and procedures will be developed to structure a performance based compensation framework that is based on performance improvement.

Years 2 and 3 will be focused on the integration of best practices in recruitment, placement, development and retention and the utilization of the data in the HCMS dashboard to make informed decisions on educator effectiveness, and support structures for continuous improvement (mentoring, coaching, professional learning, effective evaluation). The Systems Analyst will ensure that there are archived digital resources to support training and onboarding of new hiring managers to successfully adopt the digital evaluation system. See Implementation Management Chart in Section C pages 37-38.

Quantitative data collected for the evaluation will include data for the nine TSL Performance Measures and project goals and objectives. Data collection will include: educators earning performance-based compensation with TSL funds and non-TSL funds; teacher retention rate; data collected through the VUSD HCMS including recruitment, hiring, placement retention, and professional learning; teacher and principal evaluation ratings; teacher and school leaders receiving PBCS disaggregated by race, gender, disability and veteran status as available. Data will be analyzed using appropriate statistical analysis techniques, including the use of descriptive statistics and more advanced statistical techniques, as appropriate. Qualitative data collected to document our effectiveness will include annual stakeholder focus groups, interviews, and observation. Evaluators will finalize a detailed evaluation plan that will include measurement tools within 60 days of award.

iii. Evaluation provide performance feedback and periodic assessment of progress

The E³ project evaluation is based on a continuous improvement model. Data regarding project effectiveness is collected throughout the life of the project and analyzed to inform modifications leading to continuous improvement. Data collection activities will focus on data to measure both effectiveness of implementation of the strategies, activities described in the project design and formal outcomes, and will involve all persons served by the program.

The project evaluation plan will provide performance feedback which will include at least monthly meetings focused on periodic assessment of progress toward achieving intended outcomes, including the increased capacity to recruit, hire, and retain high quality educators; increased leadership pathways and opportunities; an established HCMS dashboard; creation of policies to establish and sustain an educator evaluation system; a comprehensive professional learning and leadership development model; strengthened mentor, leader, and qualified teacher pipelines; increased recruitment of teachers and leaders from minoritized groups; increased teacher and leader retention; and an established integrated HCMS and PBCS system.

Implementation progress will be monitored on an ongoing basis (weekly, monthly, quarterly) by the Core Management Team (CMT). The CMT, comprised of the TCOE Project Director TPD, VUSD Director (VPD), Program Coordinators (TCOE, VUSD), VUSD Program Manager (VPM), VUSD Executive Director Human Resources, and the Special Projects Technician, will meet weekly during the first year of the project (biweekly in Years 2-3). Annually, the evaluator will provide a report on major outcomes, progress on goals, objectives, and performance measures as well as recommendations for modifications and improvement. The TPD, VPD, VPM and the project evaluator will use

this data to provide evidence of progress or gaps related to the project goals and outcomes and to assess attainment of the performance measures and show progress towards the overarching goal of the project. Results will be shared with partner organizations for dissemination and publication on their websites and in E³ publications and social media platforms.

The evaluation team will also be responsible for the development of annual performance reports due at the end of each project year. These detailed reports will include summaries of implementation findings, as well as progress toward project outcomes. Specifically, these reports will include data for the nine TSL performance measures; feedback on the extent to which the program is impacting teacher working conditions; and student performance on fundamental standards, including student outcomes not associated with test scores (i.e., attendance, graduation rate, and student engagement). Additionally, internal reports will provide findings related to school- and district-level implementation, including recommendations for improvement as suggested by evaluation findings and as appropriate.

In service to producing these internal reports, and to providing the Evaluation Team with timely data for guiding continuous improvement efforts, preliminary findings will also be shared with the superintendent and leadership teams through less formal means (i.e., memoranda, meetings, online survey reports) as data are collected and analyzed during the year. Budget permitting, VUSD may request that the evaluator prepare internal reports using additional data products meant for external audiences such as fact sheets, infographics, report briefs, etc.

The following performance measures and program objectives will guide the project.

(a) There will be an increase in the percentage of teachers and school leaders within the TSL-assisted schools that are identified as effective (*meet or exceed standards*) as measured by VUSD evaluation and support systems. Baseline established June 2024 (Year 1). By June 2025 (Year 2): 10% increase over baseline; By June 2026 (Year 3): 10% increase from previous year.

(b) There will be an increase in the percentage of teachers and school leaders in VUSD non-TSL assisted schools that show improvements, over the previous year, as measured by growth on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA) and math. Baseline established June 2024 (Year 1). By June 2025 (Year 2): 10% increase over baseline; By June 2026 (Year 3): 10% increase from previous year.

(c) An annual increase in the percentage of teachers and school leaders in VUSD TSL-assisted schools that show improvements, over the previous year, will be demonstrated by growth on the CAASPP in ELA and math. Baseline established June 2024 (Year 1). By June 2025 (Year 2): 10% increase over baseline; By June 2026 (Year 3): 10% increase from previous year.

(d) By June 2025 and annually thereafter, there will be a 10% increase in the percentage of teachers and school leaders in TSL-assisted schools for whom evaluation ratings are analyzed to inform decisions regarding recruitment, hiring, placement, retention, dismissal, and professional development. Baseline established June 2024 (Year 1).

(e) By June 2026, the project will demonstrate an increase in the percentage of teachers and school leaders within the non-TSL-assisted schools who earned performance-based compensation based on the analysis of individual evaluation ratings. Baseline established

June 2024 (Year 1). By June 2025 (Year 2): 10% increase over baseline; By June 2026 (Year 3): 10% increase from previous year.

(f) By June 2025 and annually, there will be a 10% increase in the percentage of teachers and school leaders within the TSL-assisted schools who earned performance-based compensation based on the analysis of individual evaluation ratings. Baseline established June 2024 (Year 1).

(g & h) By June 2026, the number of teachers and school leaders receiving performance compensation in Non-TSL-assisted and TSL-assisted schools, disaggregated by race, gender, disability and veteran status (as available), will increase by 10%. Baseline established 2024 (Year 1).

(i) By June 2025 and annually, the number of teachers, disaggregated by race, gender, disability and veteran status (as available), who receive performance based compensation for leadership responsibilities, will increase by 10%. Baseline established 2024 (Year 1).

Project Objectives:

1. By June 2025, there will be a 10% increase in the number of participants in Co-Principal and Aspiring Principal leadership pathways. Baseline established 2023.
2. By June 2024 and annually, there will be a 10% increase in the number of administrators hired from pathways. Baseline: 33% 2023.
3. By June 2024, there will be an annual increase in the number of teachers and leaders that represent the demographics of the school community. Baseline: 2023 Year 1: 5+; Year 2: 5+; Year 3: 10

While no formal contract has been entered into at this time, WestEd has agreed to

conduct the evaluation of the project. WestEd has an established relationship with TCOE/Center and VUSD and serves as evaluator of record on multiple state and federal projects with the scope and size of E³ and is uniquely qualified to conduct a rigorous, comprehensive, and cost-effective evaluation. The proposed WestEd evaluation leads, [REDACTED] and [REDACTED], bring their technical expertise and a successful track record of designing and executing numerous implementation and outcome evaluation projects to increase teacher and leader preparation support focused on equity. The team uses rigorous quantitative and qualitative approaches and has extensive experience with culturally responsive evaluations of programs that, similar to the E³ Project, aim to improve teacher and leader preparation systems.

WestEd has carried out research and evaluation of grants and contracts with local, state, and national foundations, state government, and national agencies. The Evaluation Team conducts evidence-based studies with a commitment to mixed research methods that employ the most up-to-date tools and techniques. A key component of the WestEd Team's approach to research and evaluation is its strong network of relationships with local, state, and national education leaders, stakeholders, and policymakers.

QUALITY OF MANAGEMENT PLAN

i. Adequacy of plan to achieve the objectives on time and within budget

The E³ project expects far reaching and significant improvements in teaching, leading, and learning, building the capacity of the district to strategically manage school change and ensuring that all students have effective teachers, and all schools have effective leaders. Recognizing the significance of the project's scope and complexity, TCOE/Center developed a project management structure and operations plan intended

to achieve all the goals, objectives, and outcomes of the project and to meet all statutory requirements and performance measures specified in the TSL grant application with clearly defined responsibilities, timelines, and milestones for accomplishing activities. TCOE/Center is the lead applicant and fiscal agent. TCOE and VUSD will formalize their partnership with MOUs documenting roles, responsibilities and resources allocated to the project. The combined core management and leadership team structure will ensure that all partners and stakeholders can provide input and guidance into the implementation of project components as well as ensure that project tasks will be accomplished within budget and according to specified timelines.

The Core Management Team (CMT) will facilitate programmatic operations and provide a continuous feedback loop into project guidance and operations. TCOE/Center's Executive Director, [REDACTED] [REDACTED] will have fiscal and administrative responsibility for the grant and will lead the CMT and evaluation team. Along with [REDACTED] [REDACTED] the CMT will include a Program Coordinator and support staff from TCOE, and, from VUSD: [REDACTED] [REDACTED] (E³ Director), [REDACTED] [REDACTED] [REDACTED] (E³ Coordinator), [REDACTED] [REDACTED] (Assistant Superintendent, HR, UVA District Leadership Team member), [REDACTED] [REDACTED] (Principal Supervisor), [REDACTED] [REDACTED] (HR Special Projects Technician), and [REDACTED] [REDACTED] [REDACTED] (Administrator of HR). The CMT will be responsible for coordinating with members of the VUSD Leadership Team and Evaluation team to monitor progress, provide feedback, plan long-range implementation, and institutionalize activities of the E³ project including fund development strategies for sustainability. The CMT will meet weekly in the first year of the project; biweekly in Years 2-3. The graphic below illustrates the organizational capacity of the project; the program implementation management plan on pages 37-38 is

aligned with the logic model (Appendix A) and details the high-quality implementation plan for the E³ project.

██████████ Executive Director of the Center, will serve as the **E³ Project Director** (TPD) responsible for the supervision and overall management of the project (.20 FTE) including fiscal management. As administrator of the project, ██████████ will communicate with all project partners, facilitate weekly, monthly, quarterly, and semi-annual team meetings to monitor implementation and progress toward achievement of project objectives.

██████████ holds a Master of Science in Business Administration and a Master of Science in Management with a concentration in Human Resources and possesses a comprehensive background in research, technology, and best practices in recruitment. He has over two decades of experience in recruitment and extensive experience in the administration and management of statewide initiatives to improve teacher and administrator quality, including the development and expansion of TCOE/Center's digital portal, *Californiateach.org* and design, implementation, and management of the multiple regional programs dedicated to improving the educator workforce. ██████████ brings his experience managing large federal and state grant projects as the E³ Project Director, including School-Based Mental Health Providers Program (2022- present); California Center on Teaching Careers (2021-present); Teacher Quality Partnership (2019-present); Mental Health Services Professional Demonstration Grant (2019-present); Teacher Residency Capacity Grant (2022); California Center on Teaching Careers (2017-2020); and Teacher Quality Partnership (2009-2014). ██████████ has worked as the TCOE Recruitment and Accounts Manager for the New Teacher Development and as lead

recruiter under U.S. Department of Education Teacher Quality and Transition to Teaching Grants. ■■■■■ is bilingual/bicultural (Spanish/English). Resume in Appendix B.

A **Program Coordinator** (TCOE .50 FTE) will be hired to assist the TPD with planning and coordination of the E³ project and activities, monitor implementation of program policies and practices, coordinate and facilitate communications between project partners, collaborate with program staff, and support program growth and development. The coordinator will possess excellent leadership and organizational skills, exceptional written and verbal communication and have the ability to interact professionally with all levels of staff, collaborators, and project teams. Job description in Appendix B.

■■■■■ is a highly experienced and accomplished education professional who brings a wealth of expertise to the role of **Director** (0.10 FTE match) in the grant. ■■■■■ will be responsible for facilitating the implementation of the activities of the grant, in collaboration with ■■■■■ and the HR Leadership Team. With a Bachelor of Arts in Child Development and a Preliminary Multiple Subject Credential, along with extensive experience in teaching and leadership roles within VUSD, ■■■■■ has demonstrated exceptional skills in curriculum development, staff mentorship, and district planning. Her adaptability, commitment to ongoing professional development, and dedication to improving educational practices make her a valuable asset to the grant as its Director. Resume in Appendix B.

With a strong background in guiding schools in implementing MTSS/PBIS systems, coordinating district-wide training, and fostering inclusive and supportive environments, ■■■■■ Ed.D., BCBA, will be **Program Manager** (0.10 FTE match). Her research-based knowledge, coaching abilities, and commitment to data-driven decision making will

contribute to improving student outcomes and promoting effective leadership practices to drive positive change and support the successful implementation of the grant's objectives.

■■■■ will serve on the CMT and will work directly with the Director to implement the activities of the grant. Resume in Appendix B.

■■■■ (■■■■) **Principal Supervisor UVA District Leadership Team member** holds an Administrative Credential, a Single Subject Credential in English, a Single Subject Credential in Spanish, and a Multiple Subject Credential. She also possesses a BCLAD Credential and a Master of Arts in Curriculum and Teaching from Fresno Pacific University. With these credentials and her extensive experience in educational leadership, ■■■■ brings a comprehensive understanding of instructional programs, a strong ability to provide leadership and supervision to principals, and a deep commitment to improving student achievement. She is bilingual English/Spanish. Resume in Appendix B.

■■■■ a **Special Projects Technician I** (1.0 FTE) will be responsible for maintaining accurate records related to grant activities and supporting the Visalia Unified School District (VUSD) in organizing and preparing professional development and recruitment events. With a strong background in data management and record-keeping, ■■■■ ensures the smooth operation of computer record-keeping systems and utilizes output reports for effective operational functions. The Special Projects Technician will support project activities including marketing and recruitment, organizing job fair logistics, tracking grant activities at target schools, and ensuring that teachers and leaders have access to and attend professional learning. ■■■■ will work with the CMT and participate on the core team. Resume in Appendix B.

With a Doctoral Degree in Organizational Leadership and a Tier II Professional Administrative Credential, ■■■■■ is a highly experienced and knowledgeable **Administrator of Human Resources**, bringing valuable expertise to the grant as the lead on HCMS development and oversight of Systems Analysts. ■■■■■ extensive background in educational leadership, including her roles as a Director of Equity and Student Services, Director of Accountability/State and Federal Projects, and Area Superintendent of Instructional Services, equips her with the strategic oversight and training skills necessary to drive success in critical areas such as discipline, safety, and leadership development. ■■■■■ participation in professional leadership activities and her dedication to collaboration further enhance her qualifications, making her the ideal candidate to lead the Human Resources and HCMS components of the grant. ■■■■■ will work in collaboration with ■■■■■ Assistant Superintendent HR, UVA District Leadership Team member. Resume in Appendix B.

The **HRD Systems Analyst** positions (2.0 FTE) within the Visalia Unified School District is responsible for performing analyses, support, maintenance, administration, and operations tasks in support of district information systems. The selected candidates will contribute to the grant by ensuring the correct integration of computer systems, improving procedures, developing information systems, providing training and support, conducting software upgrades, monitoring, and diagnosing system issues, and producing reports. Qualifications for this role include knowledge of business operations and software applications, experience in information systems implementation and management, and a bachelor's degree in a related field. Travel may be required for conferences, seminars, and training purposes. Job description in Appendix B.

A **Graphic Designer** (.75 FTE) will be hired through the project to develop graphics, illustrations and other creative material for web, social and other digital platforms consistent with the E³ marketing and recruitment plan. The graphic designer will work in collaboration with the web designer (.75 FTE match) and systems analysts in linking marketing and recruitment resources and strategies for attracting a diverse candidate pool within HCMS priorities. The candidate is responsible for maintenance and migration of websites, website content review and updates; design, develop and maintain HR division web pages including web forms and surveys and aiding in search engine optimization. To ensure timely and accurate website content, the candidate will administer necessary content updates and will remain current on trends and strategies related to user experience, accessibility design, and project branding. Job description in Appendix B.

The district is confident that all the activities of the grant will be completed on time and within budget. The preliminary implementation management plan below identifies the activities, timelines, and person(s) responsible.

TCOE E³ – Project Narrative

ACTIVITY	TIMELINE	PERSON(S) RESPONSIBLE
Key: TCOE Project Director (TPD); TCOE Program Coordinator (TPC); VUSD Project Director (VPD); VUSD Program Coordinator (VPC); Human Resources (HR); Special Project Technician (PT); Systems Analyst (SA); Graphic Designer (GD); Special Project Technician (SPT); Core Management Team (CMT); Evaluator		
Grant Management		
Finalize project budget with key stakeholders	Oct-Nov 2023	TPD, VPD
Finalize specific project metrics	Oct-Dec 2023	TPD, VPD, LT
Post and hire HR Systems Analysts, Graphic Designer, Special Project Technician	Nov 2023- Jan 2024	VPD, HR
Post/hire TCOE Coordinator/support staff	Nov-Dec 2023	TPD
Convene/schedule Core Management Team	Nov 2023; weekly Year 1; biweekly 2-3	TPD, VPD, TPC, VPC
Convene/schedule VUSD HR Leadership Team	Oct 2023; weekly	VPD, VPC, HR
Contract and coordinate with key project partners	Oct 2023-Jan 2024	TPD, VPD
Contract with project evaluator	Nov 2023	TPD, VPD
Convene and schedule evaluation team meetings	Jan 2024; monthly	TPD, VPD, Eval
Convene and schedule Recruitment Committee	Nov 2023; monthly	VPD
Finalize detailed evaluation management plan and measurement tools	January -Feb 2024	E
Develop collaborative structure TCOE/VUSD to develop recruitment strategies	Dec 2023	TPD, VPD
Human Capital Management System/PBCS		
Build and align HCMS foundation structures HR/Finance	Year 1-3	SA, HR
Build out system to connect processes	Jan-Oct 2024; ongoing	SA
Document procedures/workflow/digitize forms and approval process	Feb 2024	SA, HR
Training on new HCMS procedures for HR LT/hiring managers	As components are built out Years 1-3	SA, VPC, SPT
Training on HCMS applicable for educators	As components are built out Years 1-3	SA, VPC, SPT
Structure performance-based compensation policy/procedure	Developed with HCMS Year 1; Implemented Yrs. 2-3	HR, VPD

TCOE E³ – Project Narrative

ACTIVITY	TIMELINE	PERSON(S) RESPONSIBLE
Key: TCOE Project Director (TPD); TCOE Program Coordinator (TPC); VUSD Project Director (VPD); VUSD Program Coordinator (VPC); Human Resources (HR); Special Project Technician (PT); Systems Analyst (SA); Graphic Designer (GD); Special Project Technician (SPT); Core Management Team (CMT); Evaluator		
Develop and implement protocol for PBCS for UVA schools	Jan 2024; annually	HR, VPD, VPC
Create multi-channel communication campaign for recruitment	Jan 2024; ongoing	SPT
Develop expanded partnerships with networks for hiring	January 2024; ongoing	SPT, HR, TPD, TPC
Align recruiting and hiring practices across district	Mar 2024; ongoing	SA, VPC, SPT
Professional Learning		
Professional development calendar	July annually	SPT, VPC
Develop professional learning plan for HR LT	Jan 2024; reviewed/revised quarterly	VPC, SA, SPT
Professional learning tracked in HCMS	Years 2-3	SA, HR
UVA -PLE schedule and support; track in HCMS	Annually; Years 2-3	SA, HR, SPT
Mentor training	January 2023; ongoing	SPT, Partners
Develop resources to support professional learning, individualized plan	Year 1; ongoing	SPT, UVA team
Career Advancement Pathways		
Develop scope/sequence for co-admin pathway	January -Mar 2024	VPD, VPC, SPT
Enhance principal pathway	Jan-Mar 2024	VPD, VPC, SPT
Build framework of common scope for all leadership pathways	Jan-Dec 2024	VPD, VPC, SPT
Market pathways	May 2024; ongoing	SPT; VPC; TPC
Educator Evaluation		
Conduct evaluation of current process and procedures	Jan 2024-Mar 2024	HR, E
Build dashboard in HCMS to track and analyze educator evaluation data	Jan 2024-July 2024	SA
Develop rubrics for educator performance levels	May-August 2024	VPC, SA, HR
Train educators on evaluation process/procedures	Sept 2024	VPC, SA, HR
Refine protocol based on evidence and feedback	Jan 2025	VPC, SA, HR

ADEQUACY OF RESOURCES*i. Likelihood project will result in systems change or improvement*

The E³ project is a comprehensive effort to improve education outcomes for students through a vision and framework designed to foster educator growth and effectiveness and provide opportunities for career advancement. All stakeholders were involved in the development of the vision for organizational transformation and equity focusing on improving outcomes for each and every student. A shared vision and commitment to teacher and leader development and data-driven decision-making is integrated into the Equity Action Plan and Strategic Plan for School Improvement. The investment in improving educator quality, development, and retention strategically and developing a data system to assess the impact and effectiveness in consideration of district goals and initiatives increases the likelihood that the goals of the project will be integrated and sustained over time.

Sustainability of system change is achieved when best practices are made into systemic processes and procedures that are applied with fidelity and consistency throughout the organization. The partners have committed significant time and resources to build the infrastructure that supports change over the long term. Leadership teams and teachers will continue to collaborate with experts in the field of education, educational transformation, and support and accountability. The project's continuous improvement process and consistent focus ensures that the organizational structures adapt to meet the need of students, teachers, leaders, and administrators.

ii. Local capacity to provide/improve/expand services

E³ is designed to accelerate system-wide implementation of an equitable, student-centered school system so that *all* (100%) students have an effective teacher and every

school has effective leadership to foster student success. The project provides a blueprint for innovation based on equity, core values, research and accountability. E³ is designed to build a sustainable infrastructure supported by processes and procedures aligned to the district strategic direction. By investing in the development of the HCMS, E³ is building a foundation that fosters capacity in personnel, aligns workflow and embodies a framework that can be sustained with internal staffing oversight.

VUSD is a large, demographically, and economically diverse school district serving nearly 28,000 students in 42 schools. The decision to pilot E³ in *VUSD's Leading Six (LVI)*, allows the district to develop the infrastructure, processes and procedures, and support structures within the flexibilities offered in a small-scale pilot. Results from the implementation and evaluation of the effectiveness of the E³ project will inform next steps for optimal expansion to all schools in the district.

iii. Resources to operate the project beyond the length of the grant

TCOE/Center and VUSD will contribute approximately \$1.4 million or more in match funding annually, demonstrating a significant commitment to the components of the project. See Match Intent and Ability Letter in Appendix D. In addition, the district is dedicated to sustaining the systemic components of the project in support of the district's vision to enhance educator growth, support leadership capacity, and strengthen efforts to manage school change. Funds from E³ will permit the district to accelerate the building of a sustainable infrastructure - HCMS, Leadership Pipelines, evidence-based recruitment plan, and an educator evaluation aligned with district goals and initiatives. The resources developed through the project (Professional learning modules, mentor training resources, leadership pipeline framework) can be replicated and scaled to other schools in VUSD and in Tulare County. The UVA-PLE professional learning will be sustained through

district resources and contribute to the knowledge and skills of educators and improved student outcomes well into the future. The benefit of the investment in professional learning and implementation of innovative best practices to recruit and retain highly qualified educators cannot be quantified as it will last as long as our teachers and leaders remain in schools and classrooms. Please see Post-Funding Budget Table in Appendix F.