

Q&A from 8-15-12 Information Session

1. How broad-based must the pilot be in the district? Can the scope be limited to one or two schools or perhaps to just in-district charters?

Each district should propose a pilot test of the model that is realistic within the context of the proposed design and the unique characteristics of the district. The pilot test could be one school or several schools. It could be district-wide. It could be a design in which one part of the model is piloted at one school and another part is piloted with a grade-level team. The design decision is entirely up to the district.

2. Is the funding of \$250,000.00 for each grant to be used exclusively for incentives to educators?

Each district should propose a budget that supports the scope of work that is included in its grant application. The district can allocate all funds go to incentives. Or the budget could include incentives and other funds for design team work, dissemination materials, information sessions, support services, and any other reasonable expenses to support the development and implementation of the model over the twenty months of the project.

3. Must districts apply on their own or can districts form a collaborative of two or three similar districts that apply together for the grant?

RIDE will accept grant applications from a single LEA, a collaborative of two or more LEAs, or a partnership that includes at least one LEA and its union. If a collaborative proposal is put forward, one district must be identified as the fiscal agent for the grant.

4. Can a district that has already implemented some form of Performance-based Compensation System apply for the grant?

The funds available through this grant cannot be used to replace district funds for programs that are already in use. However, a district that already has a performance-based compensation system might propose ways in which to build on the current system by adding new elements or supplementing teacher compensation systems with principal compensation systems. The funding must address the design and implementation of a new model for performance-based compensation.

5. How should a charter school respond to the principal compensation component if there is no principal at the school?

In all charters there is an individual (or some group of individuals) who has the responsibilities traditionally assigned to a principal, even if a different title is used. The charter can describe the position and propose performance-based compensation for that individual if it elects to include principals in the application.

6. The grant is for the next two school years. What would RIDE expect to see in the third school year after the conclusion of grant funding?

RIDE encourages districts to think about sustainability of the pilot beyond the period of state funding. However, RIDE is not placing any requirement on districts for the year that follows the end of funding. The emphasis of this work is on model development and testing through an implementation pilot.

7. Should districts allocate funding for consultant time to help with more complex issues like redistribution of funds within a district budget to support a new salary structure and/or other issues?

RIDE views this work as collaborative between the Department of Education and districts. RIDE will work with districts to provide support throughout the project. RIDE has secured the services of a consultant to support and work with RIDE and with the districts throughout the two years. The contractor's scope of work includes the following tasks that will support districts:

- monthly site visits to work with district teams and/or staff as the project work progresses;
- providing implementation support by finding information, identifying models, thinking through challenges, and working alongside district teams in design and implementation challenges;
- identifying resources that can support the quality of the work and helping address possible barriers so that work continues to move forward;
- identifying ways in which RIDE might help with any state policies that are presenting challenges and leveraging state resources as appropriate to assure continued progress; and
- assisting districts in documenting their models for dissemination to other Rhode Island districts.

These services are paid through a RIDE contract with a consultant. Districts should not include this support in their budget. RIDE will also work with districts, as appropriate, to provide services to review financial or other administrative systems that may present challenges to performance-based compensation reform. Districts can propose additional consulting work within their budgets if that is important to their approach to the task.

8. The deadline for applications is at the end of September, which is a busy month with the opening of school. Is it possible to extend that date?

Based on feedback from the districts that attended the 8/15/12 information session RIDE has extended the deadline to **October 10, 2012**. Awards will still be made in October and work will begin no later than November 1, 2012.