

## D.A.T.E. Plan Summary Aransas County ISD



**ACISD's D.A.T.E. Grant targets Rockport-Fulton Middle School.** The plan includes performance targets based on criterion-referenced attainment measures, norm-referenced improvement measures, and growth measures. All campus staff members are included in the plan. ACISD was awarded \$244,160 in state funding and committed to a district contribution of \$14,458 (used primarily for payroll costs), for a grand total of \$258,618 in D.A.T.E. funds.

**SUPPLEMENTARY FUNDS IN PART I:** Classroom teachers who achieve the highest level of each performance target may earn a total award under Part I as follows:

- English Language Arts, grade 7 = \$4300.00 (\$750 grade level, \$2550 TAKS Reading, \$1000 Writing)
- Math teachers = \$3800.00 (\$750 grade level, \$1050.00 individual, \$2000 group)
- English Language Arts (grades 6 & 8), Science, Social Studies, and Special Education teachers = \$3300.00 (\$750 grade level, \$850 individual, \$1700 group)
- All other classroom teachers listed under Part 1 = \$2550 (\$750 grade level, \$900 individual, \$900 group)

Grade level measures are based on students making ITBS grade level equivalency gains.

Group performance targets are based on the percentage of students in a subject area group (ex: 6<sup>th</sup> grade science; 8<sup>th</sup> grade reading) who pass a criterion-referenced assessment and/or who achieve commended performance (either TAKS or locally-developed end-of-year benchmark test).

Individual performance targets are based on students assigned to an individual teacher who pass a criterion-referenced assessment, or in the case of reading and math, who demonstrate value-added achievement as measured by a positive residual on the student's INOVA profile.

Only students continuously enrolled on the campus for at least 12 instructional weeks immediately prior to the date of testing will be included in calculations. Eighth grade TAKS Reading and TAKS Math percentage meeting standard and percentage achieving commended performance will be based on cumulative numbers from first and second test administrations.

**PART II** details incentive opportunities for all staff members not covered under Part I. Personnel who achieve the highest level of each performance target may earn a total award under Part II as follows:

- Child Nutrition and Custodial - \$900
- Instructional Paraprofessionals - \$1500
- Non-teaching paraprofessionals - \$1300
- Counselors, Diagnostician, Librarian, ISS Teacher - \$ 2300
- Assistant Principals - \$4000
- Principal - \$5500

<p style="text-align: center;"><b>D.A.T.E. Plan Summary</b> <b>Aransas County ISD (continued)</b></p>
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Performance targets in Part II address specific job expectations and/or student attendance and/or student achievement.

**PART II additionally provides funds for the following:**

- Substitute pay for core area teachers to engage in “Professional Development/Progress Monitoring” days once each six weeks.
- Stipends for lead teachers in the areas of special education, electives, and grade levels.
- Increasing local data capacity to support instruction and accountability –
  - Stipends to two ACISD technology staff
  - Stipends to three RFMS paraprofessionals to assist with data management
  - Money for Chrystal Reports software

Data collection will continue throughout the summer and into September, 2009. Award payout will occur no later than October 15, 2009. Award amounts may increase due to implementation of the contingency plan, which redistributes un-awarded funds equally among all teachers and staff that met the required plan criteria.

## D.A.T.E. Plan Summary Pasadena ISD



**Scope of the D.A.T.E. program:** Pasadena Independent School District implemented a district-wide D.A.T.E. incentive award program. It included all elementary, secondary, and alternative program schools. Central office and non-instructional departments were not included in the incentive award program.

**Design of the D.A.T.E. program:** PISD D.A.T.E. program design began within the month after the first technical assistant meeting provided by TEA. The district pulled together a D.A.T.E. design team that included representatives from across the school district. Elementary, secondary, and alternative schools were represented as were the Superintendent, Associate Superintendents for Campus Development and Curriculum and Instruction, principals, and teachers. The design team met four times and returned each time to modify and refine the D.A.T.E. incentive award plans. Then the district sought feedback.

**Communicating the D.A.T.E. program:** D.A.T.E. communication and opportunity for feedback occurred over a four month period. PISD published the draft plan on the district website and notified all PISD staff through an Express email of the weblink to preview the plan. On 3/12/08, an electronic survey was emailed to all PISD staff asking for their on the plan and the idea of incentives. We had 1541 responses to the survey with 73% agreeing the district should have an incentive award plan and 53% who had reviewed the DATE plan as written and who accepted it as written.

Finally, the district held four informational/question/answer sessions, of which two occurred on March the 12<sup>th</sup> and two occurred on the 13<sup>th</sup>. The times were 4:00 p.m. and 6:00 p.m. The D.A.T.E. plan was presented twice to the Board of Trustees and was approved by the Board and the District Education Committee.

**Design:** PISD designed the Part I D.A.T.E. incentive award goals at the elementary and middle school grades to be grade level teams goals. The Part I secondary school incentive awards were content team goals. The Part II incentive award goals were whole school outcomes. The district's Part I D.A.T.E. incentive award were available to all teachers that met TEA's criteria, grades K-12. (Assessments used K-2—ITBS/Logramos, 3-11—TAKS, 12<sup>th</sup> – ACT/SAT)

The academic goals were designed to be specific to each school/grade level/content area. The academic goals were determined by averaging the schools' academic performance for the prior four years by grade level/content are and determining the academic gain requirement based upon the four year average.

For example: If Kruse Elementary schools four year average for third grade math TAKS scores was 89% met standard then, the academic gain requirement was based on that percent. The district created a scale to determined the academic gain requirement base on research that identified, the higher the scores the more challenging it is to make gains.

<p style="text-align: center;"><b>D.A.T.E. Plan Summary</b> <b>Pasadena ISD (continued)</b></p>
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Likewise, the lower the score, the easier it is to make academic gains. So the Academic Gain Requirement (AGR) scale is:

- 95 or higher, the AGR will be capped at a minimum score of 95 with a commended score of four percentage points above the team's four year commended average with a commended cap of 50%.
- 90-94, the AGR is two percentage points growth, with a cap of 95%. If the 95% met standard cap is reached by fewer than two percentage points, a commended score of four percentage points above the team's four year commended average will be required with a commended cap of 50%.
- 85-89, the AGR is four percentage points growth.
- 75-84, the AGR is six percentage points growth.
- 65-74, the AGR is eight percentage points growth
- below 65, the AGR is 10 percentage points growth.

In addition, no met standard score can fall below Academically Acceptable, no grade level subgroup can fall below Academically Acceptable, and met standard score for all students must be at least one percent above previous year unless capped. Thus, Kruse 3<sup>rd</sup> grade math D.A.T.E. goal would be 93%.

With these academic gain requirements, the district projected that approximately 40% of the district's teachers would meet the goals and be eligible for a minimum \$1,000 incentive award.

**Final performance:** PISD is still in the process of trying to determine if the Academic Gain Requirement (AGR) was too much of a stretch. It is waiting for confirmed TAKS data and ITBS/Logramos data.

## D.A.T.E. Plan Summary Round Rock ISD

RRISD was awarded 2.6 million dollars to implement the D.A.T.E. Grant over a three-year period. Teachers at participating campuses are eligible for fiscal awards based on school-wide student achievement and growth. The goal of the D.A.T.E. grant is *improvement in student achievement, especially in Math and Science*. The D.A.T.E. grant goal aligns with the District Strategic Plan Goal to improve student performance in Math and Science and narrow student performance gaps by 50%.

Require performance Indicators (*RPIs*) were used to create a framework to of a tiered award schedule. Teachers are eligible for awards based on the following factors:

1. School-wide academic achievement in Math, Science, Social Studies, ELA, and Writing (60%)
  - a. Disaggregated by sub pop
2. School-wide value-added growth in Math, Science, Social Studies, ELA, and Writing (40%)
  - a. Disaggregated by sub pop
3. Retention stipend for hard- to staff subjects/locations
  - a. Applies only to certified math and science positions at secondary level
  - b. Increased amount at campuses with larger struggling populations
4. Meeting attendance stipend

Teachers at D.A.T.E. campuses are working collaboratively to support and reinforce Math and Science vocabulary across all subjects. This collective effort is initiated and maintained through data-driven collaborative meetings in which student-learning activities and teaching strategies are discussed and planned, and then implemented in the classroom. Teachers are required to attend 80% of 15 collaborative meetings.

Several campuses have a grant-funded Master Teacher in Math and Science to assist with grant activities.

RRISD had funded a full-time grant coordinator to assist with administrative tasks associated with the grant. Coordinator duties include:

1. Collecting grant documentation
2. Creating and submitting TEA required reports
3. Facilitating eligibility process
4. Monitoring grant activities at each campus
5. Coordinating and facilitating departmental cooperation (at district level)
6. Supporting master teachers at each campus

RRISD has funded a half-time data position to assist with award calculations and to help maintain the context of the data used for the grant.



# Irving Independent School District District Awards for Teacher Excellence (DATE)

Implemented 2008-2009

Total Award: \$2,127,307

## Part 1 Funds 67% = \$1,426,138

Full-Time Elementary and Secondary Teachers of Record in Math, Language Arts, Science and/or Social Studies

### ELEMENTARY PROGRAM

#### Eligible Teachers

*MUST MEET EVERY CRITERIA LISTED*

- An educator who teaches  $\geq 4$  hrs average per day
- Teacher of record in math, language arts, science and/or social studies for students in grades 3 through 5
- Employed by Irving ISD no later than Oct 31, 2008 and must remain continuously employed through the last day of duty in the 2008-2009 school year

#### Criteria

An elementary campus meets or exceeds the following criteria on the TAKS assessment combining results for the "October subset" of students in grades 3 through 5 for "All Students" and "Economically Disadvantaged" on the 2009 TAKS Administration

- $\geq 80\%$  on READING **AND**  $\geq 80\%$  on WRITING
- AND**
- $\geq 80\%$  on MATH **OR**  $\geq 80\%$  on SCIENCE

### SECONDARY PROGRAM

#### Eligible Teachers

*MUST MEET EVERY CRITERIA LISTED*

- An educator who teaches  $\geq 4$  hrs average per day
- Teacher of record for at least one instructional period in math, language arts, science and/or social studies for students in grades 6 through 12
- Non-TAKS grade levels in math, English, reading, science, or social studies in grades 6-12 must show evidence in their lesson plans of teaming with TAKS grade level teachers in order to incorporate appropriate TAKS objectives into their curriculum
- Employed by Irving ISD no later than Oct 31, 2008 and must remain continuously employed through the last day of duty in the 2008-2009 school year

#### Criteria

A secondary campus meets or exceeds the following criteria on the TAKS assessment combining results for "All Students" and "Economically Disadvantaged" at all grades on the 2009 TAKS Administration

MATHEMATICS:	$\geq 70\%$
SCIENCE:	$\geq 70\%$
READING, LANGUAGE ARTS, WRITING	$\geq 90\%$
(Reading, English, Humanities, Self-Contained ESL)	
SOCIAL STUDIES:	$\geq 90\%$

**Award:** Shared equally among qualifying teachers

## Part 2 Funds 33% = \$701,169

Groups of funds allocated to cover  
2.1 Administrative Costs, 2.2 Special Campus Stipends,  
and 2.3 Recognized/Exemplary Stipends

### 2.1 ADMINISTRATIVE COSTS (<1%) = \$9500

#### Eligible Employees

*MUST MEET EVERY CRITERIA LISTED*

- An educator assigned/approved by DIC to be a voting member on DATE Committee
- Employed by Irving ISD no later than Oct 31, 2008 and must remain continuously employed through the last day of duty in the 2008-2009 school year

#### Criteria:

- Must have attended at least 75% of the required DATE Committee Meetings

#### Award:

**\$500 Stipend**

Any funds not awarded shift to 2.3 Stipends

### 2.2 SPECIAL CAMPUS STIPEND = \$13,000

#### Eligible Employees

*MUST MEET EVERY CRITERIA LISTED*

- An educator must be a fully certified professional staff member assigned to: Wheeler Center or Secondary Reassignment Center
- Employed by Irving ISD no later than Oct 31, 2008 and must remain continuously employed through the last day of duty in the 2008-2009 school year
- An educator must not have received an award under Part 1 of DATE

#### Criteria:

Must mentor one or more students for a minimum of 9 unpaid contact units AND Irving ISD's accountability rating, based on 2008-2009 data is "Recognized" or "Exemplary"

#### Award:

**\$500 Stipend**

If District rating is < Recognized funds shift to 2.3 Stipends

### 2.3 RECOGNIZED/EXEMPLARY CAMPUS STIPEND = \$679,512

#### Eligible Employees

*MUST MEET EVERY CRITERIA LISTED*

- An educator must be a fully certified professional staff member assigned to an Early Childhood, Elementary, Middle School or High School campus in IISD
- Employed by Irving ISD no later than Oct 31, 2008 and must remain continuously employed through the last day of duty in the 2008-2009 school year
- An educator must not have received an award under Part 1 of DATE

#### Criteria:

Must be assigned to a campus with an accountability rating, based on 2008-2009 data, of "Recognized" or "Exemplary" AND mentor one or more students for a minimum of 9 unpaid contact units

#### Award:

**Shared equally among qualifying employees**

## D.A.T.E. Plan Summary Austin ISD

As part of the vision of the Austin Independent School District's 2005-2010 Strategic Plan, a four-year strategic compensation pilot, called AISD REACH, was developed and designed to advance the district's ongoing efforts to recruit and retain the very best teachers and principals for Austin's schools. **The program is made up of three components: *Student Growth, Professional Growth, and Recruitment and Retention*** at Highest Needs schools. By strengthening the knowledge and skills of teachers, principals, and staff, and recognizing exemplary practice with various incentives, this program seeks to ensure that all students achieve new levels of academic excellence and have access to high quality teachers. AISD REACH is a program built by Austin educators for Austin, paid for, in part, with funds from the Texas D.A.T.E. Grant. From its inception, this pilot has had active participation of AISD teachers, principals, administrators, parents, Education Austin, the Greater Austin Chamber of Commerce, and community members, who have led the work of developing the program.

A comprehensive internal evaluation report was developed to identify the preliminary effects of AISD REACH on student achievement, teacher retention, and teacher quality. Outcomes from the first year of the pilot were generally positive and showed that overall the program is also demonstrating potential to influence teacher quality and retention, as well as student achievement. An external evaluation was also conducted by the National Center on Performance Incentives at Vanderbilt to identify teacher attitudes toward pay for performance in general and attitudes toward AISD REACH components and implementation. Both reports found that major components of AISD REACH are well aligned with teacher preferences. However, trend data over multiple years will be critical in evaluating the program's overall impact.

### ***Highlight of Internal Evaluation Report:***

- The validity of Student Learning Objectives (SLOs) as an instructional tool was supported by results showing that teachers who established and met math SLOs had students with significantly better performance on the math Texas Assessment of Knowledge and Skills (TAKS) than did those who established but did not meet their math SLOs. Similar results also were found for reading.
- At Highest Needs pilot schools, novice teachers also benefited from intensive mentoring which may have enabled them to perform as well as their more experienced peers did in developing their Student Learning Objectives (SLOs).
- At the middle school level, pilot school teachers had significantly more students scoring above expectations on math Texas Assessment of Knowledge and Skills (TAKS) than their comparison teachers (27% vs. 14%, respectively).
- The retention rate for novice teachers increased by 11% from 2007-2008 to 2008-2009 at Highest Needs pilot schools compared with a 3% increase for novice teacher retention rate at Highest Needs comparison schools.

### ***Highlights of External Evaluation Report:***

- 67% of teachers in the pilot reported that they felt the program is fair to teachers.
- Teachers in the pilot who met one or both Student Learning Objectives (SLOs) were more likely to indicate that they had altered their instructional practices in response to the program than those who did not meet either SLO.
- Teachers in the pilot also expressed that the program may also be improving collaboration with colleagues.
- In addition, teachers indicated strong support for outcome-based measures, particularly those based on student growth.
- In terms of AISD REACH Program components, teachers were found to be most supportive of the recruitment and new to school stipends, followed by the school-wide TAKS growth stipend.

## **D.A.T.E. Plan Summary Austin ISD (continued)**

### MILESTONES TO DATE

#### ***December 19<sup>th</sup>, 2008 –***

- Six principals and 335 teachers at six schools participating in AISD REACH, received approximately \$991,000 in stipends, based on significant improvements in their campus performance on the Texas Assessment of Knowledge and Skills (TAKS) during the 2007-2008 school year.

#### ***October 31<sup>st</sup>, 2008 –***

- Seven principals and 440 teachers at the seven Highest Needs pilot schools participating in AISD REACH during the 2008 2009 school year received approximately \$442,500 in recruitment and retention stipends. The results of these payouts support the research that suggests that school stability/staff continuity and teacher experience are important factors in the success of students at schools such as these.

#### ***July 30<sup>th</sup>, 2008 –***

- 410 teachers and principals at the nine schools that participated in the AISD REACH Pilot during the 2007-2008 school year received approximately \$1 million in stipends for their work on the Student Learning Objective (SLO) and Mentoring elements of the program.

### FIRST YEAR STIPEND AWARDS

- \$4,602 per teacher overall
- \$3,089 per teacher, on average at Non-Highest Needs schools
- \$5,420 per teacher, on average at Highest Needs schools
- \$8,244 per principal, on average

**AISD REACH  
Program Overview  
2008-2009**

PROGRAM ELEMENT	All Pilot Schools		Highest-Needs Pilot Schools*			
	Student Learning Objectives	Student Growth	Professional Growth	Recruitment and Retention Stipends		
<b>DESCRIPTION</b>	Teachers Develop Two Student Learning Objectives	Rewards for TAKS Growth (Based on Quartile 1 Comparable Improvement in Reading & Math as Defined by TEA)	"Take One!" Candidates Complete One of the Ten Requirements for National Board Certification	Novice Teacher Mentoring (Years 1-3) Mentors Freed up Full Time to Work with Cohort of Teachers in Years 1-3 of Service	New To School Stipend Teachers in Years 1-3 of Service at Highest-Needs Schools*	Retention Stipend Teacher and Principal Retention at Highest-Needs Schools*
<b>D O L L A R</b>	<b>Principals:</b> \$3000 Stipend (\$4,500 for Principals at Highest-Needs Schools*)	<b>Principals:</b> \$4,000 Reading Growth \$4,000 Math Growth	<b>Candidates:</b> \$395 per Teacher Fee Waived \$200 Stipend for Submitting "Take One" Entry to NBPTS	<b>Mentors:</b> \$3,000 Stipend Per Mentor for Service \$2,000 Additional Stipend Per Mentor Tied to Satisfactory Mentoring Evaluation	<b>Teachers:**</b> Years 1-3 = \$1,000 per year stipend	<b>Principals:</b> \$3,000 Stipend For Each Year at a Highest-Needs School* <b>Teachers:**</b> Years 4 - 6 = \$3,000 per year stipend Years 7 + = \$6,000 per year stipend (Starting in school year 2011-2012)
	<b>A M O U N T</b>	<b>Teachers:**</b> 2 Student Learning Objectives: \$1,000 Stipend per Student Learning Objective Achieved (\$1500 per Student Learning Objective achieved at Highest-Needs Schools*)	<b>Teachers:**</b> \$2,000 Reading Growth \$2,000 Math Growth (For Each Subject \$1,000 for School Year Achieved/ \$1,000 when Returning for Next School Year)	\$200 Stipend Per Candidate for Receiving a Passing Score from NBPTS <b>NBCT Facilitators:</b> \$1,000 (Part of AISD National Board Stipend)	\$2,000 Stipend for school-wide TAKS growth* *(Based on Quartile 1 Comparable Improvement in Reading & Math as Defined by TEA) Mentors also receive their daily rate of pay for 10 extra duty days	(1/2 of the stipend for beginning the school year and 1/2 of the stipend for completing the school year)




**Want to Learn More? Go to [www.austinisd.org/compensation](http://www.austinisd.org/compensation)**

\*Highest-Needs Schools are identified from the top one-third of AISD schools based on their student populations in the following areas: Economically Disadvantaged, English Language Learners, and Special Needs.

\*\* Instructional Specialists, Librarians, and Assistant Principals are considered in the teacher category. Starting in the 2009-2010 school year, counselors and project advance counselors are also eligible for the same incentives as teachers

All amounts are gross pay and do not reflect deductions.

## D.A.T.E. Plan Summary: La Joya ISD

Teacher Type	Data Sources / Measures	Teacher Criteria	Award																				
Subject: English Language Arts, Math, Science & Social Studies  (9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> & 12 <sup>th</sup> )  <b>PART 1 FUNDS</b>	TAKS Assessment   Advanced Placement Exam (College Board)	Tier 1: Be a certified Teacher or hold a Provisionary/Emergency Certificate. Must have been at campus at least for 1 year (2007- 2008) in any of the 3 high schools at LJISD. Hold a rating of Proficient in all criteria in all domains for 2008-2009 and shows improvement of: Tier 1 = 5% growth Tier 2 = 10% growth  90% of students (at least 25) score a 3 or higher : \$500 80% of students (at least 25) score a 3 or higher : \$250	Tier 1: 1,500  Tier 2: 2,500  40% students commended: Additional \$500  90%= \$500 80%= \$250																				
Special Education Teachers (9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> & 12 <sup>th</sup> )  <b>PART 1 FUNDS</b>	TAKS Assessment	Tier 1: Be a certified Teacher or hold a Provisionary/Emergency Certificate. Must have been at campus at least for 1 year (2007- 2008) in any of the 3 high schools at LJISD. Hold a rating of Proficient in all criteria in all domains for 2008-2009 and shows improvement of: Tier 1 = 5% growth Tier 2 = 10% growth  90% of students (at least 25) score a 3 or higher : \$500 80% of students (at least 25) score a 3 or higher : \$250  Part 1 funds left over will be distributed equally amongst qualifying recipients.	Tier 1: 1,500  Tier 2: 2,500  40% students commended: Additional \$500  90%= \$500 80%= \$250																				
All other teachers of Non-TAKS areas  <b>PART 2 FUNDS</b>	Performance Level Requirements	Be a certified Teacher or hold a Provisionary/Emergency certificate. Must have been at campus at least for 1 year (2007- 08) in any of the 3 high school at LJISD. Hold a rating of proficient in all criteria in all domains of 2008-09.  Must complete 5 of the Performance Level Requirements. Performance Level Requirements (PL) <ol style="list-style-type: none"> <li>1. Participate in one Saturday Academy per semester                (without pay).</li> <li>2. Offer at least one session of tutoring per six weeks (3                sessions per semester) without pay.</li> <li>3. Attend Parent Meeting held by parent liaison.</li> <li>4. Participate in Student Mentorship Program.</li> <li>5. Hold two Parent Information meetings (not including                Open house, Meet- the - Teacher night)</li> <li>6. Be part of the School Attendance Committee to improve                student attendance. (counts as 2 of the PL requirements)</li> <li>7. Be part of the Dropout Prevention Committee.</li> </ol> Part 2 funds left over will go to professional development.	Tier 1: 1,500																				
Principals Assistant Principals Counselors Librarian Reading Ren. Coach Nurse Diagnosticians Social Workers Truancy Officer Migrant Strategists	Performance Level Descriptors specific to their area (clearly defined on D.A.T.E. Application)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Principals</td> <td style="width: 50%; text-align: right;">\$3,500</td> </tr> <tr> <td>Assistant Principals</td> <td style="text-align: right;">\$2,500</td> </tr> <tr> <td>Counselors</td> <td style="text-align: right;">\$2,000</td> </tr> <tr> <td>Librarian</td> <td style="text-align: right;">\$2,500</td> </tr> <tr> <td>Reading Ren. Coach</td> <td style="text-align: right;">\$1,500</td> </tr> <tr> <td>Nurse</td> <td style="text-align: right;">\$1,500</td> </tr> <tr> <td>Diagnosticians</td> <td style="text-align: right;">\$1,500</td> </tr> <tr> <td>Social Workers</td> <td style="text-align: right;">\$1,500</td> </tr> <tr> <td>Truancy Officer</td> <td style="text-align: right;">\$1,500</td> </tr> <tr> <td>Migrant Strategists</td> <td style="text-align: right;">\$1,500</td> </tr> </table>	Principals	\$3,500	Assistant Principals	\$2,500	Counselors	\$2,000	Librarian	\$2,500	Reading Ren. Coach	\$1,500	Nurse	\$1,500	Diagnosticians	\$1,500	Social Workers	\$1,500	Truancy Officer	\$1,500	Migrant Strategists	\$1,500	
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