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SUMMARY

Program Name & Overall Goals/Objectives of the Program:

Program Name: Learn to Lead: Building Great Teachers through leadership Pathways

Overall Goals/Objectives of the Program:

Learn to Lead's main goal was to activate educators and licensed professionals as leaders for students, their schools, and the education profession as a means to increase teacher retention, improve administrative and instructional practices, and improve student achievement. The program's main objectives were that teachers would exhibit an increase in knowledge, positive change in behavior or attitude, and/or change in practice in competencies related to the program's three key leadership pathways (Educational, Policy, and Community Leadership); an increase in teacher retention; and an increase in participating teachers' student achievement. More specific program objectives were outlined through each individual phase of the overall Learn to Lead project. These objectives—and their associated outcomes and results—are listed in the proceeding Grant Funded Activities sections.

Abstract and Results Overview:

To attain these overarching goals and objectives, the innovative and collaborative joint-efforts of Vegas PBS and the Clark County Education Association (CCEA) researched, designed, implemented, and improved (through continual data/results and participant feedback) a program that braided classroom and online coursework, independent research, and collaborative peer-to-peer workshops that culminated in teachers designing and implementing their own capstone leadership projects. Through this coursework, Learn to Lead strengthened teachers' leadership in three key areas, or pathways, leadership: Educational Leadership, Policy Leadership, and Community Leadership.

Results

Overall, 165 educators participated in Learn to Lead's multi-phased delivery framework. Vegas PBS hired an external evaluator (via non-grant funding) to design surveys/interviews, collect data, and assess results for an objective, balanced, and third-party evaluation of the program. Through these evaluations, overall, participants exhibited an increase in knowledge, behavior/attitude, and/or change in practice in the specific competencies related to each leadership pathway (again, illustrated in detail in the following section). For example, one result highlight was that over 80% of educators participating in this program attained a high competency level associated with the main leadership competencies in Phase I. This is significant because research reveals that competencies associated with these three leadership pathways are strongly linked to higher teacher retention, school improvement, and student achievement¹. This is also reflective of outcomes attained in the later stages of this

¹ Goddard, R., Hoy, W. & Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 37(2), 479-507.

Jackson, C. K. & Bruegmann, E. (2009, July). Teaching students and teaching each other: The importance of peer learning for teachers. NBER Working Paper 15202. Cambridge, MA: National Bureau of Economic Research.

Berry, B., Daughtrey, A. & Montgomery, D. (2009, August). Teaching and learning conditions 2009: An interim report. Hillsborough, NC: Center for Teaching Quality.

Berry, B., Daughtrey, A., Wider, A. (2010). Teacher Leadership: Leading the Way to Effective Teaching and Learning. Center for Teaching Quality, pg. 7-8.

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program related to the Great Teaching and Leading (GTL) Fund’s main areas of effectiveness. For example, with respect to improving the Retention of Effective Teachers, over 90% of educators who completed the Learn to Lead program intend to stay within the same district, school, grade level, and/or classroom during the next school year. Similarly, qualitative results related to another main GTL area of effectiveness, Assisting Teachers/Administrators/Other Licensed Personnel, revealed that participating teachers saw significant value and benefits in Learn to Lead’s ability to give teachers a voice, advance leadership roles, gain effective communication skills, improve student learning, and foster increased collaboration. Related responses from participating teachers include:

On Voice: “So I never thought I wanted to be a leader, I thought I kinda wanted to just blend into the wall. But now I have something to say and I want people to hear it.”

On Advancing Leadership Roles: “I was just elected to the Nevada State Assembly’s Nevada State Education Association. So I think that’s some of the information from this course that kind of pushed me in that direction.”

On Collaboration: “Because I love being able to bounce around ideas because I’m a department of one in my school. So I don’t really get to communicate a lot with people so this was amazing for me.”

There is no better representation of the Learn to Lead program and how it has directly addressed the overarching GTL Areas of Effectiveness such as teacher retention, assisting teachers, student achievement, and models for school improvement than the digital stories Vegas PBS produced that showcase individual teachers’ stories and explore a capstone:

Ronnie’s Story: Teacher Leadership and Its Effect on Teacher Retention – Learn to Lead Program – Great Teaching and Leading Fund

[Ronnie's Story](#)

Victor’s Story: Teacher Leadership Can Drive School Improvement Models - Learn to Lead Program – Great Teaching and Leading Fund

[Victor's Story](#)

The Capstone: Teacher Leaders Working Together to Improve Student Achievement and School Effectiveness – Learn to Lead Program – Great Teaching and Leading Fund

[Capstone](#)

Next Steps:

In addition—given this program was a first-year launch—Vegas PBS and CCEA also assessed in detail through both quantitative and qualitative data (obtained through teacher interviews, outcome surveys, teacher evaluations, and district-level data) strengths and weaknesses of the program. Program strengths included: the program’s focus on the outlined teacher leadership competencies to bring continual focus to the program, Vegas PBS’s online Learning Advantage course, the facilitators and the additional time they spent working with educators, and the way in which the program helped give teachers more voice, advance leadership roles, and foster increased communication and collaboration. Program weaknesses

Kirkman, B. L. & Rosen, B. (1999). Beyond self-management: Antecedents and consequences of team empowerment. *Academy of Management Journal*, 42, 58-74; Ware, H. & Kitsantas, A., (2007). Teacher and collective efficacy beliefs as predictors of professional commitment. *The Journal of Educational Research*, 100(5), 308-321; Watkins, P. (2005). The principal’s role in attracting, retaining and developing new teachers: Three strategies for collaboration and support. *The Clearing House*, 79(2), 8387.

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included: program expectations (via orientation), work load, organization of classroom information and homework, and technology (level of sophistication and trouble with less tech-savvy participants). Vegas PBS and CCEA are using this feedback to improve the program as it moves into years 2 and 3 of implementation and expansion. These include addressing weaknesses/gaps such as organization and clearer expectations by providing online information/orientation webinars (in addition to in-person orientation), staggering cohorts of participating teachers (to provide more time and attention on class organization and defining course expectations), and incorporating and engaging previous Learn to Lead participants as mentors to help give additional insight into the process and encourage each years' participants to build off previous capstones. Additionally, this also includes capitalizing on program strengths by integrating Vegas PBS's online training content into each learning module, incorporating additional evaluation methods and predictive modeling into program improvement, and again—staggering cohorts to provide more one-on-one attention from facilitators and an increased focus on the leadership competencies related to policy and community that will drive the capstones into long-term, sustainable, and effective models for school improvement.

GRANT FUNDED ACTIVITIES

Program Name: Learn to Lead Phase I occurred from October 2016 to January 2017.

Teachers engaged in activities that explored teacher leadership and learned the overreaching competencies related to strong teacher leadership. Teachers also began the discovery of the three key leadership pathways: Educational, Policy, and Community Leadership. The topical modules and related online training content included:

- Orientation (occurred Oct 2016)
- Module 1 Framing the Context for Teacher Leadership (occurred Nov 2016)
- Module 2 Creating Ideas that Transform (occurred Dec 2016)
- Module 3 Communicating to Advance Teacher Leadership Work (occurred Jan 2017)
- Module 4 Practicing Collaborative Leadership (occurred Jan 2017)
- Module 5 Advocating for a Transformed Profession (occurred Jan 2017)
- Online Coursework: Working with Others (launched Dec 2016), Analytical Skills (launched Jan 2017), Talent Management (launched Feb 2017).

Each module included: Face-to-Face Meetings (8 hours), Online pre/post work (5 hours), peer workshop (2 hours), online writing workshop (1 hour), and online coursework (40-105 hours).

Participation Information:

159 teachers participated in Phase I, with 157 finishing and earning 15 credit units (CUs) for the classroom segment and up to 35 CUs for the online coursework (across the entire program term). The majority of participants were female (82%). Over 75% of educators were in Title I, Tier I and II schools. Approximately 1 out of every 3 teachers had been teaching for 5 years or less. Elementary School comprised nearly half (49%) of educators, with 20% middle school and 20% high school. Additional detail on demographics are captured in Attachment I (Progress Report Phase I) and Attachment II (Demographics).

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Areas of Effectiveness Measured:

Phase I objectives and measures related to two specific GTL Areas of Effectiveness: 1) assisting teachers/administrators/other licensed personnel; 2) Improving Student Achievement.

Effectiveness Measure for Each Area:

Phase I objectives were: Teachers will exhibit an increase in knowledge, positive change in behavior or attitude, and/or change in practice related to the following overarching leadership competencies: reflective practice, personal and interpersonal effectiveness, communication, continued learning/education, group processes, adult learning, and technological facility. The intended outcome was that 60% of the participants would attain a level of “Developing” or “Performing” (from a list of four levels of mastery from least to greatest: emerging, developing, performing, and transforming) for half of these listed overarching competencies. The complete data, overview, summaries, graphical representations of results, and survey and interview questions samples are contained in Attachment I (Progress Report Phase I). Table 1 below provides an overview of the results per competency:

Table 1

Participant Proficiency Level for the Overarching Competencies

Overarching Competency	Percent Attaining at “Developing” or Above
Reflective Practice	84.9%
Personal Effectiveness	92.6%
Interpersonal Effectiveness	89.8%
Communication	85.9%
Continued Learning/Education	88.5%
Group Processes	84.0%
Adult Learning	76.4%
Technological Facility	75.2%

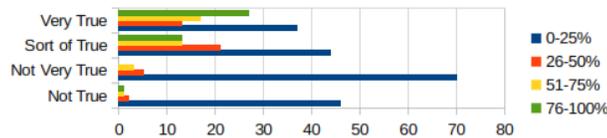
Also related to GTL competencies such as Improving Student Achievement, Learn to Lead participants also took part in a base-line survey to identify student learning and engagement. Surveys covered participating teachers’ perceptions in several areas including: student interest/enjoyment in class, sense of competence/self-efficacy, amount of effort students apply in learning, amount of stress/pressure students feel while learning, and students’ belief in their learning attainment. These results are compared with program-end results in Phase III, illustrated further in this report. An example of these results (Sense of Competence/Self-Efficacy) is illustrated in the following graph (Example 1). Complete results, graphic representation, and survey samples can be found in Attachment II (Progress Report Phase I):

Example 1:

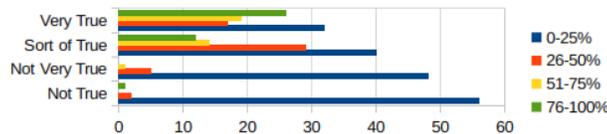
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Teachers' perceptions of their students' sense of competence/self-efficacy in their classrooms (5-part question).

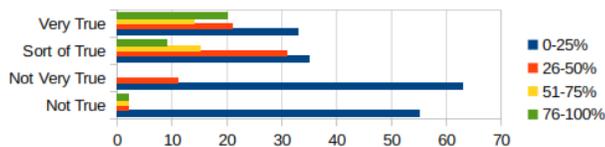
Students think they are good at learning in my class.



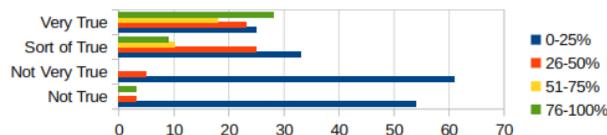
Students think they learn well in my class.



Students can explain what they have learned in my class to their classmates.



Students can find the main idea of a lesson in my class



Implications for Future Implementation:

Via both quantitative and qualitative data, Vegas PBS and CCEA assessed the strengths and weaknesses of Learn to Lead in its first year to inform future program improvement and effectiveness. Vegas PBS received an additional 2-year grant from the GTL fund to continue to implement, improve, and expand this program. An overall summary/overview of these quantitative and qualitative results are in the attached Attachment IV (Phase III Progress Report). Through these evaluations, the multi-phase framework of Learn to Lead culminating in the capstone project is a significant program strength and will be continued. Weakness, or program shortfalls noted, include teachers not having a clear understanding of what Learn to Lead was during orientation, what teachers would get out of the program, and the application of the online training (though as teachers continued to engage in the online training, they began to apply the skills to their classroom and in the in-person Learn to Lead modules, as expressed in the progress reports). Several new strategies are being implemented to address this: 1) more robust and focused orientation on expected learning goals and what is covered in the program; 2) additional informational webinars to orient participants on the technical aspects of the online training and its purpose; 3) a staggering of cohorts (in 2016 all teachers participated in one cohort) to provide more individual attention between facilitators/mentors and Learn to Lead participants; 4) an alignment of online training with individual classroom modules (in 2016, Learn to Lead participants could choose from a wider array of online courses; not the courses are pre-selected based on the coursework, and the experience/interests of Learn to Lead participants).

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Supporting Materials: Attachment I (Progress Report Phase I); Attachment II (Demographics); Attachment IV (Phase III Progress Report) Learn to Lead Phase II

Name of Activity and Overview

Learn to Lead Phase II occurred from February 2017 to May 2017.

Teachers engaged in activities that further explored the three key leadership pathways, but the emphasis shifted to applying overarching leadership competencies and Educational, Policy, and Community Leadership to larger leadership ideas and solutions related to each teacher's individual experience. Teachers began forming their capstone idea into a project concept for implementation within their classroom, school, or community. The topical modules and related online training content included:

- Orientation (occurred Feb 2017)
- Module 1 Researching a Capstone Portfolio (occurred Feb-March 2017)
- Module 2 Delivering a Capstone Portfolio (occurred April 2017)
- Module 3 Delivery of a Capstone Portfolio (occurred May 2017)
- Online Coursework: Self-Management (launched March 2017), Strategic Agility (launched March 2017), Leading (launched April 2017), and Business Acumen (launched May 2017).

Each module included: Face-to-Face Meetings (8 hours), Online pre/post work (5 hours), peer workshop (2 hours), online writing workshop (1 hour), and online coursework (40-105 hours).

Participation Information: 163 teachers participated in Phase II, with 163 finishing and earning 15 credit units (CUs) for the classroom segment and up to 35 CUs for the online coursework (across the entire program term). Demographics were the same as Phase I. Additional detail on demographics are captured in Attachment II (Demographics).

Areas of Effectiveness Measured: While Phase II objectives and measures related to all three overarching GTL Areas of Effectiveness, both quantitative and qualitative measures more directly evaluated: assisting teachers/ administrators/other licensed personnel and improving student achievement (via implementing models for school improvement).

Effectiveness Measure for Each Area:

Phase II objectives were: Teachers will exhibit an increase in knowledge, positive change in behavior or attitude, and/or change in practice related to the following three key pathways in education leadership: Educational Leadership: engaging in coaching/mentoring, facilitating collaborative relationships, building community awareness, engagement, and advocacy; Policy Leadership: policy implementation, policy advocacy, policy making, and policy engagement and relationships; Community Leadership: leading with vision and skill for organizational effectiveness, building capacity of others, and understanding workplace culture. The intended outcome was that 75% of the participants would attain the highest competency levels of "Performing" or "Transforming" (from a list of four levels of mastery from least to greatest: emerging, developing, performing, and transforming) for at least half of these listed overarching competencies. The data from the self-report survey indicated that this objective was not met, though two significant factors should be noted. First, data was collected while Phase II was in process to provide additional baseline data to compare with the final assessment after Phase III. Therefore, some content related to the specific competencies was not yet covered.

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Second, as both Vegas PBS and CCEA learned through data analysis and the additional qualitative interviews conducted with focus groups of participating teachers was that—as participating teachers progressed through this program, their self-perception of their competency levels changed with their increased knowledge and attitude/behaviors. That is, as their competency skills developed, they became more critical of their own leadership competencies and thus “graded” themselves with a more informed and critical eye. Therefore, results were skewed to reflect more of a developing/performing level of mastery, which actually represents a much higher level of performing/transforming mastery, when you consider that Learn to Lead teachers are applying the knowledge and skills they have learned to better critique their own performance and inform their future growth. Changes in how Learn to Lead will be assessed in the future to address this unanticipated result are illustrated in the proceeding Implications for Future Implementation section of this report. The complete data, overview, summaries, graphical representations of results, and survey and interview questions samples are contained in Attachment III (Progress Report Phase II). Table 2 below provides an overview of the results per competency.

Table 2:

Participant Proficiency Level for the Instructional Leadership and Policy Leadership Competencies

Instructional Leadership Competencies	Percent Attaining at “Performing” or Above
Coaching and Mentoring	54.3%
Facilitating Collaborative Relationships	49.6%
Community Awareness, Engagement, and Advocacy	30.7%
Policy Leadership Competencies	Percent Attaining at “Performing” or Above
Policy Implementation	17.5%
Policy Advocacy	12.7%
Policy Making	6.6%
Policy Engagement and Relationships	14.3%
Educational Leadership Competencies	Percent Attaining at “Performing” or Above
Educational Community Effectiveness: Leading with Vision	29.6%
Organizational Effectiveness: Leading with Skill	41.3%
Building the Capacity of Others	39.7%
Learning Community and Workplace Culture	39.7%

Individual semi-structured interviews were also conducted with a group of Learn to Lead participants to provide a qualitative assessment on beliefs and practices in relation to the competencies covered in Phases I and II. The significant majority of interviewees reflected positive experiences, noting the ability to work with other teachers and the classroom and online content providing perspective for teachers on educational structure beyond the classroom as benefits. One interviewee commented: “I

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think getting a chance to look at effective leadership processes and types of leaders as well as using those various areas to self-reflect and see where I'm at. And also to discuss with other people to see where they're at is helpful." Other important results include teachers' better understanding of a formal vs. an informal mentorship role, how better to drive collaboration through active leadership, and the need for a much higher level of community awareness and engagement, and a greater understanding of policy leadership to sustain change. A complete overview and detailed summaries and analysis of this qualitative evaluation can be found in Attachment III (Progress Report Phase II).

Implications for Future Implementation:

Learn to Lead participants felt the targeted competencies in Phases I and II were particularly effective. Participating teachers also felt that the comprehensive program (in-person classroom and online training segments) strengthened key leadership and school improvement areas such as student learning, collaboration, advancing leadership roles, and fostering better communication skills. Because of this, Learn to Lead will implement the same or very similar course content and a focus on the same competencies as this project expands. Related to these competencies, in the coming years, Vegas PBS/CCEA are targeting more inclusive teams at schools to participate in Learn to Lead (Student Organizational Teams and other school-improvement committees) to begin to target a larger group of educators at one or several schools who can attain competencies together and collectively work towards school improvement, student achievement, and stronger and more successful teacher recruitment/retention. Vegas PBS has also refined the online training courses to provide more technical assistance and direct feedback to address some of the Learn to Lead-participant concerns on accessing and recording time and completion.

Supporting Materials: Attachment II (Demographics); Attachment III (Progress Report Phase II); Attachment II (Progress Report Phase I); Attachment IV (Phase III Progress Report)

Learn to Lead Phase III

Name of Activity and Overview

Learn to Lead Phase III launched in May 2017 and continues as individual capstone projects continue to be developed and implemented into perpetuity. Teachers (and cohorts of teachers) implemented their individual capstone projects. Activities in phase III shifted to more independent and online work, with support from Learn to Lead staff and facilitators focused on more informal guidance, review of Capstone Project progress, and facilitation during monthly meetings.

Participation Information:

163 teachers participated in Phase III. Demographics were the same as Phase I. Additional detail on demographics are captured in Attachment II (Demographics).

Areas of Effectiveness Measured:

Phase III objectives and measures directly related to all three overarching GTL Areas of Effectiveness: assisting teachers/administrators/other licensed personnel, improving student achievement and implementing models for school improvement, and improving retention of effective teachers.

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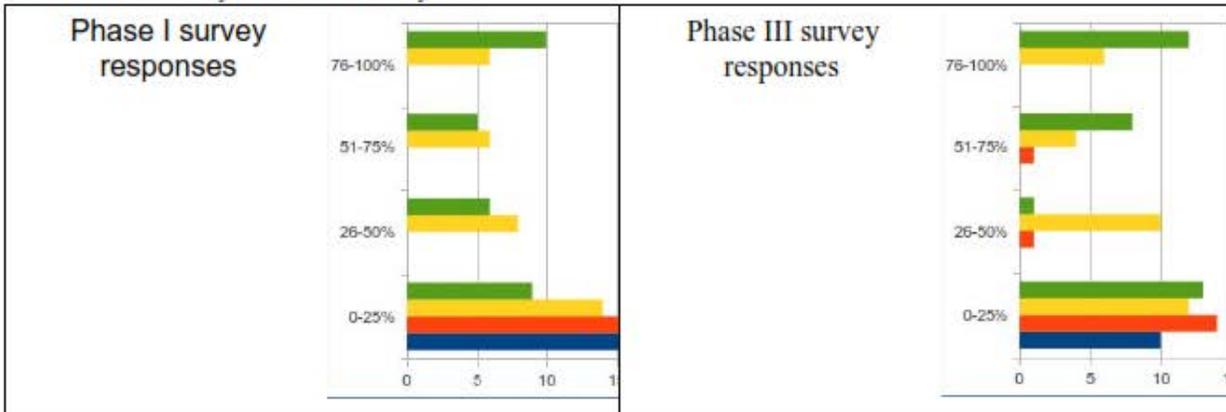
Effectiveness Measure for Each Area:

Phase III objectives were: Teachers participating in this program will exhibit an increase in retention as compared to non-participants; students in participating teachers' classes will exhibit increases in student achievement and performance.

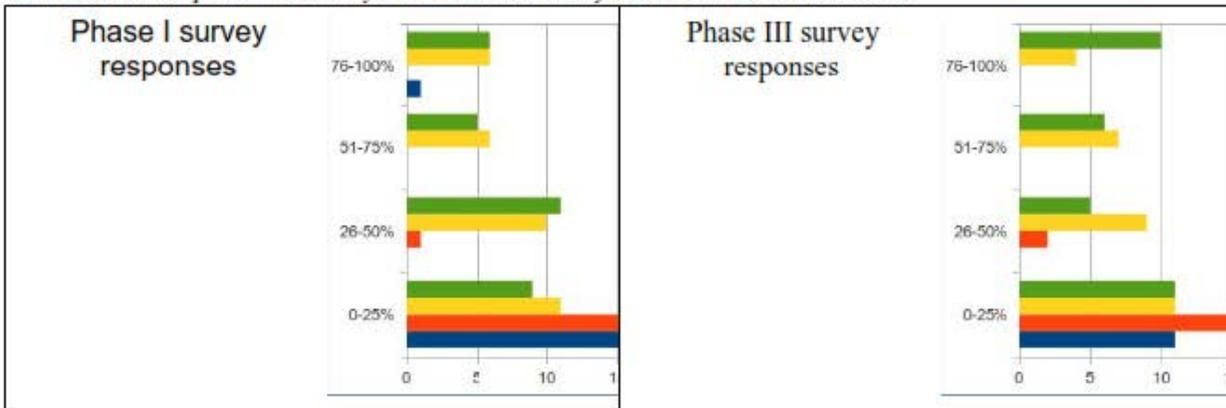
The intended outcome was a 30% increase in retention of teachers who participated in Learn to Lead and a 50% increase in participating teachers' student achievement and performance. Illustrated in detail in Attachment IV (Phase III Progress Report), 90% of Learn to Lead teachers intend to stay within the same district, school, grade level, and/or classroom during the next school year. Over 50% of Learn to Lead teachers who completed the Learn to Lead program felt their students' learning, engagement, and achievement had increased (comparing base line survey results in Phase I to end survey results in Phase III). Table 3 below is a representative graphical sample of these compared results. Attachment IV (Phase III Progress Report) provides a complete detail of all results.

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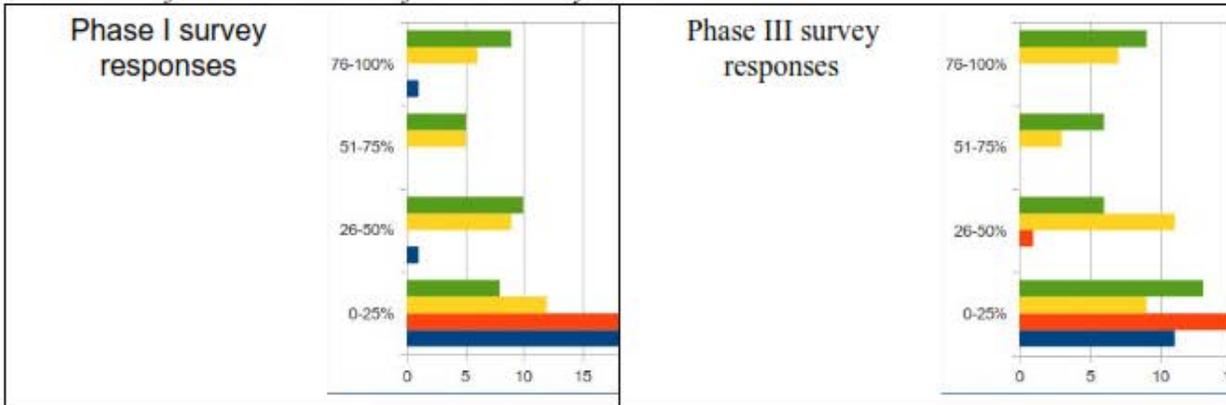
Students think they learn well in my class.



Students can explain what they have learned in my class to their classmates.



Students can find the main idea of a lesson in my class.



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To measure overarching competencies across all three phases of this project, teachers completing the Learn to Lead program also completed program-end surveys to compare base line results captured in Phase I with results captured at the conclusion of the program (Phase III). Two student t-tests (a dependent t-test and independent two-tailed t-test) were conducted to determine growth. Attachment IV (Phase III Progress Report) provides a complete detail of all results, though as an overview, teachers exhibited a significant increase in the majority of competencies including competencies that directly influence teacher leadership and teachers' ability to drive the overarching GTL Areas of Effectiveness. For example, teachers exhibited a 12-point increase in competencies directly related to improving student achievement such as Personal Effectiveness, Continuing Learning and Education, and Educational Community Effectiveness. With respect to teacher recruitment and retention where teachers themselves create a supportive environment where teacher-leaders can thrive, teachers exhibited a 20-point increase in competencies related to educational and community leadership such as Learning Community and Workplace Culture and Facilitating Collaborative Relationships.

No better reflection of the work accomplished by Learn to Lead teachers, nor the direct impact they are having on their classrooms, schools, and districts—nor how their work is directly addressing the GTL Areas of Effectiveness—than reviewing the capstone projects teachers have designed and are implementing currently. Attachment V (Capstone Detail) is a comprehensive list of these projects.

Additionally, Vegas PBS produced three digital stories that explore how Learn to Lead addressed overarching GTL Areas of Effectiveness such as teacher retention, assisting teachers, student achievement, and models for school improvement. These segments will be broadcasted on Vegas PBS, linked via YouTube to numerous social media and web-based resources, and used by the Vegas PBS/CCEA collaborative to bring awareness to the Department of Education's funding of Learn to Lead via the Great Teaching and Leading Fund, and used for further marketing and recruitment of the Learn to Lead program. Also, listed in the attachments below, Vegas PBS/CCEA created a website with all relevant Learn to Lead information and to be used as a communication portal for Learn to Lead participants.

Implications for Future Implementation:

Based on feedback from Learn to Lead participants during the capstone creation, design, and implementation process, Vegas PBS/CCEA are recruiting past Learn to Lead graduates to be mentors to current/future Learn to Lead participants. The strategy here is two-fold: 1) provide current participants more guidance and peer-support; 2) begin to narrow the focus of capstones down to a handful of strong, replicable, and sustainable projects that cohorts of teachers can build on, expand, or improve from year to year. Additionally, to broaden the population of educators Learn to Lead is reaching, Vegas PBS/CCEA will begin to recruit in rural communities with a larger reach—eventually across all of Southern Nevada and use Vegas PBS's digital and distance-learning capacity to provide this program in more rural areas.

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Supporting Materials:

Attachment II (Demographics); Attachment IV (Phase III Progress Report); Attachment V (Capstone Detail); Learn to Lead Website: [Learn to Lead Website](#)

Digital Stories*:

Ronnie's Story: Teacher Leadership and Its Effect on Teacher Retention – Learn to Lead Program – Great Teaching and Leading Fund

[Ronnie's Story](#)

Victor's Story: Teacher Leadership Can Drive School Improvement Models - Learn to Lead Program – Great Teaching and Leading Fund

[Victor's Story](#)

The Capstone: Teacher Leaders Working Together to Improve Student Achievement and School Effectiveness – Learn to Lead Program – Great Teaching and Leading Fund

[Capstone](#)

*All digital stories are ADA compliant with closed captioning available

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BUDGET SUMMARY

Narrative Overview: As a true collaborative, GTL funds supported staff salaries and materials for both collaborating organizations: Vegas PBS and CCEA. This included funding Vegas PBS and CCEA staffs' time to coordinate/manage the project, direct program facilitator time, Vegas PBS online course fees, printed materials for coursework, digital story production, and software/web fees for a web-based interface ([Learn To Lead Website](#))

Brief Description of Expenditure Categories and Description and Awarded vs. Unexpended Funds:

Expenditure Category	Specific Expenditure	Description	Awarded	Unexpended
Personnel	Program Coordinator	Maintained communication with principal investigator; developed and supported communication and collaborative reflection amount program facilitators; collected and maintained participant program data; and conducted field observations and interviews with participating teachers and participants.	\$18,000	\$0
Personnel	Program Manager	Implemented Learn to Lead curriculum, maintained curriculum between participating facilitators and teachers; coordinated participant data; ensure use of technology for curricular requirements; and supported overall growth and development of Learn to Lead.	\$12,862	\$0
Personnel	Program Facilitators	Acted as program facilitators, mentors, coaches, and advisors to Learn to Lead participating teachers through all three program phases.	\$19,200	\$0
Personnel	Director of Professional Learning	Organized all components of professional learning; analyzed professional development needs; reviewed grant and program parameters and ensured alignment with related goals, objectives, outcomes, timelines, action plans, and measurements; served as liaison between CCSD, Vegas PBS and CCEA; interpreted program results and data	\$13,556	\$0
Personnel	Informational Tech Associate	Managed online platform; register teachers into the system; provided technical assistance; and collected course results and measurement data.	\$36,131	\$0
Personnel	Goal Course Administrator	Acted as the online training navigator for online courses; worked individually with participating teachers to connect their needs to available courses; provided feedback on course results and progress; and issued certifications and online ECUs.	\$12,000	\$0
IT (Software)	QSR Software	Qualitative analysis software used in outcomes measurements and evaluations process	\$670	\$0
Web Based	Web Subscription	Web-based interface for teacher communication between staff and participating teachers, peer to peer communication, and facilitator/staff/teacher communication.	\$120	\$0
Other	Vegas PBS Production	Produced three 3-5-minute program interstitials	\$12,000	\$0
General Supplies	Printed Materials	Program and capstone project classroom, learning, reference, and workshop materials used by participating teachers via all three phases of the Learn	\$2,700	\$0

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Expenditure Category	Specific Expenditure	Description	Awarded	Unexpended
		to Lead program.		
Dues and Fees	Vegas PBS Goal Courses	A bundled and segmented series of Vegas PBS Global Online Advanced Learning (GOAL) courses focusing on key areas of teacher and/or administrative education and organizational leadership.	\$83,520	\$0
		Totals:	\$210,759	\$0