

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**SCHOOL LEADERSHIP PROGRAM GRANT APPLICATION
CFDA # 84.363A
PR/Award # U363A100100**

OMB No. 1894-0006, Expiration Date: 09/30/2011
Closing Date: APR 06, 2010

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF 424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. ED 80-0013 Certification	e10
6. 427 GEPA	e11
GEPA	e13
7. Dept of Education Supplemental Information for SF-424	e16

Narratives

1. Project Narrative - (Abstract...)	e17
ESLSIGabstract	e18
2. Project Narrative - (Quality of Project Design (45 points) The Sec.....)	e19
ESL Project Design	e20
3. Project Narrative - (Quality of Project Evaluation (25 points) The S.....)	e39
ESL Evaluation	e40
4. Project Narrative - (Significance (20 points) The Secretary conside.....)	e53
ESL Significance	e54
5. Project Narrative - (Quality of Management Plan (10 points) The Sec.....)	e58
ESL Management	e59
6. Project Narrative - (LEA Eligibility (Evidence of Eligibility)...)	e70
ESL-Eligibility	e71
7. Project Narrative - (Appendices/ Attachments...)	e72
ESL Attachments	e73
8. Budget Narrative - (Budget Narrative...)	e98
ESL Budget narrative	e99

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example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
4/6/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: East St. Louis School District 189

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
371142690	193558293

d. Address:

* Street1:	1005 State St.
Street2:	
* City:	East St. Louis
County:	St. Clair
State:	IL
Province:	
* Country:	USA
* Zip / Postal Code:	62201

e. Organizational Unit:

Department Name:	Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Mr.	* First Name:	Willard
Middle Name:			

* Last Name: Mitchom

Suffix:

Title: Director of Grant Enablement

Organizational Affiliation:

* Telephone Number: (618)646-3088

Fax Number:

* Email: WMITCHOM@STCLAIR.K12.IL.US

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.363A

CFDA Title:

School Leadership Program Grant Application

*** 12. Funding Opportunity Number:**

ED-GRANTS-020510-001

Title:

School Leadership Program Grant Application

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

East St. Louis, St. Clair County, Illinois

*** 15. Descriptive Title of Applicant's Project:**

Leadership Innovation For Today

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: IL-12

* b. Program/Project: IL-12

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 8/1/2010

* b. End Date: 7/31/2015

18. Estimated Funding (\$):

a. Federal	\$ 446550
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ 446550

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

**** I AGREE**

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Theresa
Middle Name:
* Last Name: Saunders
Suffix: Ph.D

Title: SUPERINTENDENT

* Telephone Number: (618)646-3000 Fax Number: (618)583-8295

* Email: SAUNDERST@ESTLPS.NET

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
East St. Louis School District 189

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 138,200	\$ 139,582	\$ 140,978	\$ 142,388	\$ 143,811	\$ 704,959
2. Fringe Benefits	\$ 13,650	\$ 13,786	\$ 13,924	\$ 14,063	\$ 14,204	\$ 69,627
3. Travel	\$ 9,000	\$ 9,000	\$ 5,000	\$ 12,200	\$ 5,000	\$ 40,200
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 30,000	\$ 14,000	\$ 20,500	\$ 14,000	\$ 14,000	\$ 92,500
6. Contractual	\$ 220,700	\$ 210,500	\$ 256,000	\$ 247,000	\$ 256,000	\$ 1,190,200
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 35,000	\$ 12,000	\$ 47,000	\$ 24,000	\$ 24,000	\$ 142,000
9. Total Direct Costs (lines 1-8)	\$ 446,550	\$ 398,868	\$ 483,402	\$ 453,651	\$ 457,015	\$ 2,239,486
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 446,550	\$ 398,868	\$ 483,402	\$ 453,651	\$ 457,015	\$ 2,239,486

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

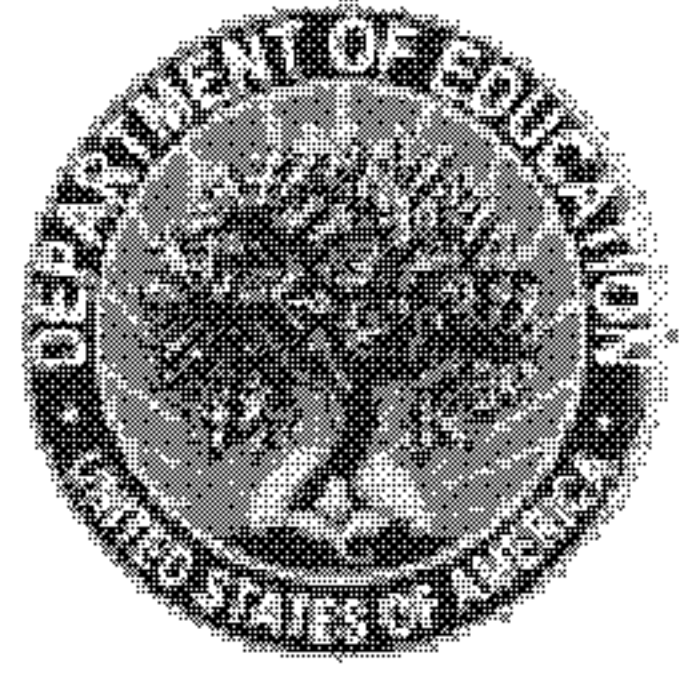
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 0%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
East St. Louis School District 189

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Dr. Theresa Saunders

Title: Superintendent

Date Submitted: 04/06/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: East St. Louis School District 189 Address: City: East St. Louis State: IL Zip Code + 4: 62201-1907 Congressional District, if known: 12	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: Department of Education	7. Federal Program Name/Description: School Leadership Program CFDA Number, if applicable: 84.363A	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): None Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): None Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Dr. Theresa Saunders Title: Superintendent Applicant: East St. Louis School District 189 Date: 04/06/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

East St. Louis School District 189

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Theresa Middle Name:

Last Name: Saunders Suffix: PhD

Title: Superintendent

Signature: _____

Date:

04/06/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA

File : C:\fakepath\GEPA Statement.pdf

GEPA Statement

East St. Louis District #189 serves an academically, culturally, and racially diverse student population and is committed to equal access and treatment for all students, employees, and the general public. With respect to this commitment, the district policy of nondiscrimination guides and governs decision making at all levels. Our policies incorporate the following principles: the district shall not discriminate against students, parents or guardians of students, employees, applicants, contractors, or individuals participating in district and/or school sponsored activities. The district is committed to the provision of equal access in all student, employment and business programs, activities, services and operations that are deployed or provided directly by the district, as well as those operated or provided by another entity on behalf of the district under contractual or other arrangements. This policy is established to provide an environment free from discrimination and harassment based upon age, race, color, disability, gender, marital status, national origin, religion, or sexual orientation.

Moreover, in accordance with the Americans with Disabilities Act, the district will provide appropriate accommodations so that the proposed program is accessible to students, families, and staff with disabilities. Specifically, the district is committed to implementing ten specific strategies for ensuring equal access to and participation in the School Leadership Program for participants and their families, staff of partnering agencies, and employees. The following steps will be deployed with the intent to reduce and eliminate access barriers based on gender, race, national origin, color, disability, and age to maximize participation in the grant program:

1. Develop and administer a pre-participation survey with training/event/workshop/activity registration materials to identify special access requirements – such as wheelchair access, signers, and interpreters for program participants, as needed.
2. Develop and implement a strategy plan that will address the identified special access needs indicated by program registrants prior to every event and large group training/workshop session. All program-related sessions should be held in ADA accessible facilities.
3. Coordinate and offer cultural sensitivity and ADA training for program staff, as recommended by the partner's Personnel Departments.
4. Hire, recruit, and involve individuals from ethnic minority groups, bilingual individuals, consumers, and individuals with disabilities to plan, implement, and evaluate program services, to the greatest extent possible.
5. Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges.
6. Offer transportation vouchers for advisory members of the program and participants who must use personal or public transportation to attend meetings, activities, and workshops, as needed.
7. Offer language/other interpretation and bilingual services for consumers and others as needed and appropriate.
8. Offer onsite childcare for individuals who must bring their children to program training events and activities (as available).

9. Arrange for assistive technology devices to translate materials for participants in need of such services.
10. Post information materials, schedules of events, and program assessments on the internet – which will enable assistive computer devices to interpret the materials for users. Ensure all potential users have direct access to these resources through the provision of usable workstations and school computer labs, to the greatest extent possible.

Project Narrative

Abstract

Attachment 1:

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Abstract

East Saint Louis Public School District 189, located in East St. Louis, Illinois, proposes a comprehensive research-based approach to improve the school leadership within all schools in the district. The contact information for the applicant is: East St. Louis School District 189; 1005 State Street; East St. Louis, Illinois 62201; Mr. Willard Mitchom, Grants Coordinator; Phone: (618) 646-3088; Email: wmitchom@stclair.k12.il.us. The proposed project, entitled *Leadership Innovation for Today* (“*LIFT*”), will provide assessment and targeted professional development to in-service district principals and assistant principals at all grade levels. It will also identify and serve candidates who have potential to become effective school leaders and are in the process of obtaining principal certification. The *LIFT* project elements include recruitment; prescreening; qualification and needs assessment; development of Individualized Professional Development Plans; professional development delivered through Leadership Academies, one-to-one coaching, and mentoring; ongoing peer support; evaluation; and financial incentives. The goals and outcomes are: (1) Goal 1: A scientifically-based assessment is used to identify and hire qualified principals/assistant principals within the district. Outcome: Candidate principals who score sufficiently high on an assessment of principal qualities obtain their certification. (2) Goal 2: District principals become effective leaders of their schools, resulting in increased student achievement. Outcome: Principals participating in *LIFT* show an increase in pre/post assessment scores, and there is a measureable improvement in student academic performance in schools led by participating principals. (3) Goal 3: Principal/assistant principal turnover in district is reduced. Outcomes: There is an increase in principals/assistant principals who remain in their positions for at least two years.

Project Narrative

Quality of Project Design (45 points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

- 1. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.**
- 2. The extent to which the proposed activities constitute a coherent, sustained program of training in the field.**
- 3. The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**
- 4. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.**
- 5. The extent to which project participants are to be selected on the basis of academic excellence.**

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Title: **ESL Project Design** Pages: **19** Uploaded File: **Quality_Project_Design.pdf**

Table of Contents

Abstract

Evidence of Eligibility

- A. Quality of the Project Design- 2 -
 - 1. Conceptual framework and theory of change- 2 -
 - 2. Coherent, sustained program of training in the field- 4 -
 - 3. Comprehensive effort to improve teaching and learning.....- 16 -
 - 4. Replication of project activities or strategies.....- 17 -
 - 5. Project participants.....- 18 -
- B. Quality of the Project Evaluation- 20 -
 - 1. Use of objective performance measures- 20 -
 - 2. Performance feedback and periodic assessment- 22 -
- C. Significance- 33 -
 - 1. Contribution to increased knowledge/understanding of issues and strategies.....- 33 -
 - 2. Likelihood of system changes or improvement.....- 34 -
 - 3. Magnitude of the results or outcomes- 35 -
- D. Quality of the Management Plan- 37 -
 - 1. Adequacy of the management plan.....- 37 -
 - 2. Diversity of perspectives.....- 44 -
 - 3. Ensuring feedback and continuous improvement- 46 -

A. Quality of the Project Design

1. Conceptual framework and theory of change

East Saint Louis Public Schools District 189 (ESTLPS), located in the City of East St. Louis, St. Clair County, Illinois, proposes a comprehensive research-based approach to improve the school leadership within all schools in the district, with the goals of (1) assessing and hiring qualified principals/assistant principals, (2) increasing school effectiveness in providing a quality education for the students, and (3) reducing the unacceptably high turnover rate of its principals. ESTLPS enrolls 8,164 students in 14 elementary schools, three middle schools, and two high schools (one traditional and one alternative). The district has not made Adequate Yearly Progress in Reading or Mathematics, and is in Federal Corrective Action Year 2 and State Academic Watch Status Year 2. Nearly half of the district's schools (47.4%) are in School Improvement Status. The district's high turnover rate of principals is due to both poor performance and retirement. The traditional high school has had four principals within the past five years, and two middle schools and two elementary schools will have a new principal next year. This year, three principals and one assistant principal are retiring. The district will have openings for new principals and assistant principals in another year when it opens three new schools (Sixth Grade Academy, Ninth Grade Academy, and a vocational school). To date, the district has lacked the resources to develop and implement a quality approach to recruit exceptional leadership candidates and improve professional development for principals and assistant principals.

Effective principals need to perform multiple functions to ensure their schools reach their potential in providing quality instruction and increasing student achievement. These functions include defining the school's mission, cultivating the school culture and a sense of teamwork to support its mission, providing necessary support to staff and teachers, knowing how to apply

successful school and classroom practices, and knowing how to work with faculty to implement continuous improvement. Christie et al. (2009) describe the following important principles for improving educational leadership: ensuring that the main focus is on instructional leadership, attracting a greater number of qualified and potentially successful candidates to the profession, professional development to groom principals to be instructional leaders, on-the-job mentoring and coaching, and continuous evaluation. These principles have guided the design of ESTLPS' proposed *Leadership Innovation for Today* ("LIFT") program of improvement. The *LIFT* project is urgently needed. ESTLPS has recently announced a large number of teacher layoffs due to the Illinois budget deficit, which will make it even more difficult for principals to maintain a culture of teamwork, quality instruction, and a positive school environment.

LIFT uses a comprehensive approach that is based on the following conceptual framework: (1) the expectations and demands placed on principals in underperforming schools require the placement of highly qualified school leaders with exceptional skills beyond state certification; (2) quality recruitment, preparation, and retention programs based on evidence-based best practices are needed to select and train candidates who will make effective school leaders and will meet the increased expectations of principals at today's schools; and (3) ongoing targeted professional development will improve the effectiveness of in-service school principals and will provide the support structures necessary to enable principals and assistant principals to meet their schools' challenges head-on.

On the basis of this framework, the proposed *LIFT* program of improvement will include the following components: (1) application of an effective assessment tool to identify the areas of improvement needed by existing principals and assistant principals, and to selectively hire the most qualified new principals/assistant principals; (2) implementation of an innovative

professional development program that is tailored to the needs of each principal as identified by a proven assessment tool, and that supports the school leaders throughout their careers through a variety of mechanisms, including small group mini-academies, one-on-one coaching on real-world problems, mentoring, and a professional network of support; (3) the provision of financial incentives that will encourage promising new principals; and (4) the provision of stipends to principal mentors.

The proposed framework is supported by recent studies. A report by the Southern Regional Education Board (Bottoms et al. 2003) lists the following strategies for preparing highly qualified and effective principals: (1) Actively recruit high performers who have a demonstrated knowledge of curriculum and instruction, combined with leadership qualities and a passion for helping students meet high standards; (2) tailor leadership preparation programs to emphasize curriculum, instruction, and student achievement; (3) emphasize real-world training and field-based experiences. The Stanford Educational Leadership Institute recently published a study of effective professional development programs for school leaders (Darling-Hammond et al. 2007), and cited the need for skilled leadership with a focus on improving student instruction; the need to recruit strong principals, especially in underserved communities; and a historical lack of strong clinical training and rigorous professional development for either pre-service or in-service principals.

2. *Coherent, sustained program of training in the field*

ESTLPS' *LIFT* program uses a cohesive design to elevate the district's capacity to effectively recruit, train, and support principals and assistant principals to meet the challenging demands of low performing schools. *LIFT* includes the following components: (1) an innovative principal assessment instrument that will be applied to recruitment and to customization of

professional development for in-service principals; and (2) professional development tailored to each school site and principal, using small group academies, one-on-one coaching on real-world problems, mentoring, and a professional network of support. The assessment instrument is designed to identify suitability to school leadership positions and any gaps in abilities that can be addressed with appropriate training. The professional development activities will focus on real-world solutions, strategic interventions, and hands-on experience. Training academies will cover planning and initiating changes in curricula, teaching practices, student support services, and school organization. The mentoring capabilities and support network will provide induction support and sustainability to *LIFT* beyond the grant period. In the long-term, *LIFT* will greatly increase the district's capacity to hire and retain effective school leaders.

Assessment: The Wallace Foundation has identified the effective assessment of school leaders as being essential to evaluate the performance of principals and to pinpoint areas for individual improvement, guide training and professional development, and develop a culture of learning and continuous improvement within schools (Wallace 2009). The Star Principal Selection Interview, developed by Dr. Martin Haberman of the University of Wisconsin Milwaukee and distributed by the Haberman Educational Foundation,¹ will be used as the principal assessment instrument. (Additional qualifications of the Haberman Foundation are provided below in *Quality of the Management Plan*.) This instrument was originally developed based on the written knowledge and best practices cited by star principals as an explanation of their effectiveness. Star principals were those selected based on demonstrated performance in creating a common vision, team building, securing teacher buy in, staff development, instructional leadership, parental and community relations, implementing innovative

¹ <http://www.habermanfoundation.org>

programming, and garnering resources. They all led effective schools or turned failing schools into effective ones. Using research and practice, 11 functions across 13 dimensions were identified that represent the effective behaviors of star principals. The content validity and reliability of the instrument have been established, and it has been used to accurately categorize both star and failure principals.

The Star Principal Selection Interview has two components: an online prescreening survey which is used prior to the interview process while hiring new principals, and a live interview element which is used for more detailed evaluation of pre-service candidates or for designing a customized professional development program for in-service principals and assistant principals. The two instruments work together within *LIFT*.

The online prescreening instrument focuses on 13 dimensions of effective school leadership: sensitive vs. insensitive to diversity; creates a common vision vs. fosters personal preferences; develops a positive working climate vs. enforces rules; instructional leader vs. building manager; data driven vs. idiosyncratic; product evaluation vs. process evaluation; personal accountability vs. others accountability; responsible leader vs. delegator; expanded principal's role vs. traditional role; bottom-up representative vs. top-down representative; parents with voice vs. parents as helpers; client advocate vs. staff advocate; and problem solver vs. reactor. The live assessment is based on 11 functions of sound theory and practice that are developed into valid interview questions. These functions are: Leadership, Commitment to Student Learning, Theory into Practice, Role of the School Serving Students in Poverty, Curriculum and Instructional Leadership, Creating a Positive School Climate and Fighting Burnout, Evaluation, Decision Making, Fallibility, Administrative Style, and Administrative Relations with Parents and Community.

LIFT will use these instruments to both predict the success of new candidates for principal positions, and to identify weaknesses to be addressed using professional development for existing principals. The Star Principal Selection Interview has been used successfully by other school districts to identify and support effective leaders for failing schools that serve diverse children and youth in poverty. It has also been used by researchers to assess the effectiveness of training programs used to develop urban school administrators.

During year 5 of *LIFT*, after principals have gone through the professional development and have gained proficiency and expertise in the material, they will be trained on the use of the Star Principal Selection Interview, allowing them to use it themselves to identify and hire assistant principals or other school leaders. The interview will also be used as a self-reflective tool to apply to the principal's own professional development. This training will build capacity within the district to continue with *LIFT* after the end of the grant period.

The participating principals will be trained in an assessment designed for teachers, the Star Teacher Selection Interview, also produced by the Haberman Foundation. This instrument screens teachers based on several characteristics developed through Dr. Haberman's research (Haberman 1995), including persistence in solving problems, networking with other teachers to prevent burnout and enhance teaching skills, willingness to protect the learning of students, willingness to teach all students, and the ability to see themselves as fallible and to use this fallibility to grow and learn as they relate to students. The use of the teacher interview will assist principals in three ways: (1) facilitating the selection and hiring of quality teachers; (2) familiarizing the principals with the qualities of the existing teaching staff, allowing them to nurture and grow existing teacher capabilities needed for effecting teaching; and (3) enabling

principals to determine appropriate and customized professional development for the teaching faculty, allowing them to grow and improve.

Recruitment: ESTLPS will actively recruit principal candidates from local college and university certification programs and from teachers within the district who display leadership qualities. For each of the two principal cohorts (one cohort beginning in year 1 and the second in year 3), approximately 20 pre-service and candidate principals will undergo the online prescreening component of the Star Principal Selection Interview. The top seven will then enter the program and will participate in the live interview assessments, the professional development academies, mentoring, and the professional support network. Those that show sufficient potential based on the assessment and who commit to participating in the project will be provided with financial support to complete their certification. Once they are certified and placed in a position within the district, they will participate in the one-on-one coaching.

Professional Development: *LIFT's* professional development plan uses a research-based approach. Using research by Lezotte, Blase & Blase, Hord & Hirsh, Wheelan & Kesselring, and others (see attached Bibliography), the school leadership professional development program will emphasize student achievement, staff capacity development and professional support networks, the creation and maintenance of a positive school and classroom climate, the effective use of meetings, and the effective use of data in decision making. For example, to foster an achievement focus within the school, principals must target their efforts toward short- and long-term goals of improved instruction and to set clear expectations and goals for student learning, as assessed by achievement data. Principals will need to understand and use leading indicators of learning to find the root causes of poor student outcomes. They will be taught to facilitate the

process of curriculum alignment and to ensure that teachers monitor student performance and adjust instruction accordingly.

To develop staff capacity, principals need to provide leadership opportunities to the staff, identify expert teachers, and give them opportunities to share expertise and learn from one another. Principals must learn to provide faculty members with supervision and development activities tailored to their needs, and develop their capacity to adequately assess a variety of classroom teaching and evaluation strategies using data. Staff should be encouraged to try new instructional strategies and parents must also be encouraged to participate in the continuous improvement planning process.

Within *LIFT*, the Star Principal Selection Interview will be used to establish baseline scores and identify training areas. *JP Associates*, an experienced provider of professional development services for school improvement, will use the results of the interview to categorize each of the district's principals and recruits according to their capabilities and weaknesses. A description of JP Associates and their qualifications as a provider under this grant project is given in the *Quality of the Management Plan*. Using a menu of leadership training services, JP Associates will design Individual Professional Development Plans to address the areas flagged by the interview.

JP Associates uses strategies for school improvement based on the seven Correlates of Effective Schools, derived from the research of Ron Edmonds, Lawrence Lezotte, and their colleagues (see bibliography): (1) Instructional leadership, (2) Clear and focused mission, (3) Safe and orderly environment, (4) Climate of high expectations, (5) Frequent monitoring of student progress, (6) Positive home-school relations, and (7) Opportunity to learn and student time on task. With this foundation, JP Associates has created and designed five JP Domains:

Leadership, Curriculum, Positive School Culture, Instructional Management, and Responsive Coaching. *LIFT* will primarily use professional development services to improve the Leadership domain, although to be effective, principals must also consider and address the issues of the other four domains.

The JP Leadership Domain is research-based and addresses both clear and proactive leadership and provides a concise blueprint of how to apply this research in the day-to-day operation of a school. In this domain, teachers and principals are bound together by a common vision and mission, to increase student achievement.

LIFT will provide professional development in three phases. During the first phase, principals and assistant principals from the high schools and middle schools plus the first cohort of recruited principal candidates will begin work during Year One, and the training will be most intensive during Years One and Two. The traditional high school and the three middle schools are among the worst performing in the district, with the number of years in School Improvement ranging from 5-8 for these four schools. This cohort will continue professional development for all five years, but the intensity will decrease starting in Year Three as the principals/assistant principals master the information. This first cohort will consist of five principals, 12 assistant principals, and seven candidate recruits, for a total cohort size of 24. The second phase will begin a second cohort of principals in Year Three (14 elementary school principals and seven recruits, for a cohort size of 21). They will be provided with intensive professional development in Years Three and Four. The third phase will occur during Year Five, when the professional development responsibilities transition from the external provider to the district, to create capacity and sustainability to continue beyond the grant period. Table 1 summarizes the professional

development activities each year. Each of these activities is described in more detail in this section.

Table 1. Summary of professional development activities.

Activity	Year 1	Year 2	Year 3	Year 4	Year 5
Administer Star Principal Selection Interview					
Develop professional development plans					
Leadership Academies (onsite)					
Leadership Academies (virtual – online)					
One-on-one Coaching					
Mentoring					
Training in Star Teacher Selection Interview					
Training in Star Principal Selection Interview					

Leadership Academies: JP Associates will provide leadership training academies that address four strands that compose the Leadership Domain. The strands include: (1) The Responsive School. Workshops will provide administrator and school leadership teams with knowledge and understanding of the Responsive School. (2) The Responsive Leader. Workshops will provide the necessary tools for principals to become Responsive Leaders leading their schools to success. (3) The Responsive Leadership Team. Workshops will provide strategies to identify, recruit, and develop a Responsive Leadership Team. (4) The Action Plan for Individualized Responsive Professional Development. Each academy will assist administrators and their teams to identify focus areas for the next school year and to create an action plan that will address these focus areas.

A selection of workshop sessions will be selected within each academy based on the needs identified by the principal assessments. JP Associates provides multiple workshops within the Leadership Domain to address identified needs of the principals. These workshops cover the theories and strategies underlying Continuous School Improvement, creation of a school mission/vision statement, the Responsive Team, the Responsive Learning Climate, supportive supervision, how to conduct effective meetings, how to increase parental involvement, and how to effectively use data.

Three leadership academies will be conducted each project year. The academies will be onsite and will occur during October, January, and May of each year. The first cohort will participate during years 1-2, and the second cohort will participate during years 3-4. All participant administrators will participate during year 5. The principal cohorts will be grouped according to abilities and identified areas that need improvement. JP Associates staff will be onsite for four days for each academy, and will conduct the academies for each group on a rotation basis over the four days. It is anticipated that there will be two to three groups to be trained within each academy.

During the fall academy, JP staff will meet with each principal to explain the placement strategies and to present the Professional Development Plan for the year, including objectives and benchmarks. The academies will include a series of workshops that have been selected for the identified focus areas. Following the workshops, individual action plans will be developed for each administrator with follow-up items for the following months. JP staff will explain the training and coaching process.

During the winter academy, the action plans and progress of the administrators will be reviewed by JP staff, and additional workshops will be presented based on observations of the

prior months. Again, individual action plans will be developed for each administrator with follow-up items for the following months.

During the spring academy, the action plans and progress of the administrators will be reviewed by JP staff, and additional workshops will be presented based on observations of the prior months. The year's progress will be reviewed and assessed according to attainment of objectives and benchmarks, and preparations will be made for the following year.

JP Associates will also conduct three "virtual academies" each year. These virtual academies will be online and conducted as 90 minute interactive webinars. As with the onsite academies, topics will be selected according to the identified needs of the administrators. The first cohort will participate during years 1-2, and both cohorts will participate in the virtual academies in years 3-5.

One-on-One Coaching: Site-based experiences and induction support will be provided in *LIFT* through one-on-one coaching and mentoring. School Improvement Specialists at JP Associates will provide one-on-one coaching onsite at ESTLPS. Coaching is essential to ensuring that administrators not only master the material but are able to put it into practice effectively. A study by Joyce & Showers (2002) showed that participants trained solely by presentation/lecture within a workshop typically only retain 10% of the content knowledge presented, 5% of the skill implementation, and no ability to apply the concepts to the classroom. Participant outcomes improve with the addition of demonstrations and practice (to 60%, 60%, and 5% for content knowledge, skill implementation, and classroom application, respectively). However, the most improvement in outcomes arises when coaching, administrative support, and data feedback are implemented within the training model. In those cases, participant outcomes

increase to 90%, 90%, and 95% for content knowledge, skill implementation, and classroom application, respectively.

JP personnel will provide coaching for five days per month (years 1-2) seven days per month (years 3-4) for six months during the school year (September, October, November, February, March, and April). Additional days are needed during years 3-4 to provide coaching to the first cohort in addition to the second cohort. The content of the coaching sessions will be based on identified weaknesses from the principal interview. For example, if there is a gap in knowledge regarding how to collect and use data, then JP's data collection team will address this topic. If principals have difficulty with behavior referrals, then experts in behavior systems will come to train and help implement classroom management techniques.

The group training and one-to-one coaching sessions will be interspersed during the visits from JP Associates consultants. The one-on-one coaching will reinforce the content and issues discussed in the group training. After each group training and individual training, participants will be left with activities and actions to work on before the next visit by JP consultants.

Mentoring: During the course of the project, principals with exceptional mastery and performance will be identified and recruited to work as mentors for the other principals and assistant principals. It is anticipated that four mentor principals will be selected from the first cohort to begin mentoring the second year, and an additional four mentor principals will be selected from the either cohort to begin mentoring during the fourth year. These mentors will lead the professional support network (described below), and will work individually with the other principals and assistant principals to troubleshoot difficulties and problem solve using the real-world problems that occur at the schools. Stipends will be provided to these mentor principals as an incentive for them to put in the extra effort to help their fellow administrators

and to maintain capacity within the district to maintain support and professional development past the end of the grant period. By the end of the grant period, there will be sufficient mentor principals for the district to continue with the implementation of *LIFT*.

As additional exposure to innovative ideas for improving school leadership, the Project Director and mentor principals will visit the Chicago Public Schools Academy for Urban School Leadership, to see what ideas are working in other school districts. These visits will occur in years 2 and 4.

Professional Support Network: A professional support network of district principals and assistant principals will be created in which these administrators will be able to share ideas and problem solve through an online forum. JP Associates will dedicate an area on its Responsive School Network website for the district's *LIFT* participants, and JP staff will monitor the discussion boards and answer questions that will arise. Within this support network, principals will help each other create measurable objectives and action plans each year to achieve continual improvement. Cohort training has been proven effective in teacher training (Dinsmore & Wenger 2006) and these positive results should also apply to principals.

Retention and Follow-up Support: Principals and assistant principals who have been recruited and trained within *LIFT* will be provided with ongoing support to ensure their retention. During the five year grant period, one-on-one coaching will be continued at reduced levels after the initial two year participation of each cohort. Both mentoring and the professional support network are self-sustaining activities, and will continue within the district in the long term.

3. *Comprehensive effort to improve teaching and learning*

ESTLPS has embarked on a comprehensive effort to improve its schools and to increase student achievement. The district's improvement plan implements and coordinates projects that focus on teachers, students, and parents. The addition of *LIFT* will add a much needed focus on school leadership improvement. Using a framework based on the seven Correlates of Effective Schools, ESTLPS will build on its existing efforts to create a safe environment for the students, promote a climate of high expectations, frequently monitor student progress, encourage positive home-school relations, and provide opportunities to learn.

ESTLPS has recently been awarded a Department of Education Transition to Teaching Grant, and is in the first year of a five-year project. The goal of this project is to increase teacher placement and retention in hard-to-staff positions. This is accomplished by improving current recruitment, professional development, and retention strategies for teachers in the district. The recruitment plan uses a grow-your-own strategy of targeting current or past residents of the community or surrounding communities, with a focus on minority teachers. Recruitment occurs through informational sessions and workshops and participation in job fairs. Retention includes mentoring and incentives for mentors and participants within an induction program. The professional development component includes online mentoring, subject specific workshops, certification, content test prep, and portfolio test prep. Teacher preparation is field-based, where interns work with mentors and are involved in classroom observations with master teachers. By improving teacher quality through this program, the district will increase its pool of qualified candidates to eventually move to principal positions.

Teachers also engage in a great deal of professional development activities, funded through the school board. *LIFT* will build on the existing program of teacher professional

development by training principals in the use of the teacher interview evaluation instrument. This will allow principals to make more informed hiring decisions and will promote teachers professional development plans that target specific identified needs.

The district engages in multiple projects to improve student achievement. ESTLPS is in the third year of a Small Learning Communities grant project, which has allowed them to offer Advanced Placement classes in English, mathematics, history, and biology. After school programs are operated at all grade levels through 21st Century Community Learning Center grant programs. Through the Safe Schools/Healthy Students program, ESTLPS operates character building programs at all schools. *Caring School Community* is a research-based elementary school program that strengthens student connectedness to school as a means of promoting academic motivation and achievement, fostering character development, and reducing drug use, violence, and mental health problems. ESTLPS middle schools use the *Second Step* curriculum to prevent bullying and violence. The high schools use *Too Good for Drugs and Violence* educational program. Within the classroom, the district funds high-quality curricula to promote academic achievement.

Parents are encouraged to participate in monthly meetings at each school, and the district provides parent training classes to teach parents the importance of homework and other strategies to help them become involved in their child's education and to succeed academically.

4. *Replication of project activities or strategies*

LIFT's project design is based on best practices and a framework based on concepts demonstrated to improve school leadership and positively affect student learning and performance. *LIFT's* program elements are replicable within other school districts. The assessment tools (Star Principal Selection Interview and Star Teacher Selection Interview) are

available through the Haberman Educational Foundation. The professional development plan is based on continuous school improvement and the correlates of effective schools, which have been widely described in the published literature. The outcomes of the data gathered through *LIFT* will demonstrate the effectiveness of the project. These results will enable JP Associates to contact underperforming districts to implement future programs and produce similar changes.

5. *Project participants*

The *LIFT* project will serve identified principal candidates based on a recruitment effort that will focus on candidates from local university certification programs and teachers within the district, and will serve all in-service principals. (The two private schools within the district were approached but declined to participate in this project.) The principals and assistant principals from the poorest performing schools in the district (the high schools and middle schools) will participate the longest. Their cohort will begin intensive training and coaching in years 1 & 2, and they will receive reduced coaching in years 3 & 4. The elementary principal cohort will receive intensive training and coaching in years 3 & 4. Both cohorts will include pre-service principals who have been recruited for their potential to become effective leaders. All participants will receive support in year 5 through the onsite and online leadership academies, mentoring, the professional support network, and other services meant to make the district's professional development self-sustaining.

Each participant will be assessed using the Haberman Star Principal Selection Interview, as described earlier. This assessment will determine if a principal or candidate principal has the appropriate qualities to become an effective leader for a high-need school. To continue participation in the *LIFT* project, participants will need to score high enough on the pre-screening assessment to demonstrate their suitability as an effective leader.

District mentors will be selected from those principals/assistant principals that demonstrate the strongest abilities and mastery of the leadership material, as assessed by the Star Principal Selection Interview and their performance within the professional development academies and improvement with one-on-one coaching.

Project Narrative

Quality of Project Evaluation (25 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

1. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
2. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

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B. Quality of the Project Evaluation

1. *Use of objective performance measures*

Implementing the *LIFT* project will achieve the stated purpose of the School Leadership Program legislation, *to recruit and retain highly talented school leaders to serve in underperforming schools*. ESTLPS will assess the effectiveness of its approach by using both qualitative and quantitative techniques to examine project progress in reaching the following goals: (1) a scientifically-based assessment is used to identify and hire qualified principals/assistant principals within ESTLPS; (2) district principals become more effective leaders of their schools, resulting in increased student achievement; and (3) principal/assistant principal turnover in the district is reduced.

These specific objectives associated with these goals (listed in the Table 2 below) include all of the following *School Leadership Program Performance Measures*:

- 1.1 The percentage of School Leadership Program participants seeking certification who meet certification requirements to become a principal or assistant principal.
- 1.2 The percentage of School Leadership Program participants certified through the funded project who are hired as an assistant principal of a school in a high need LEA.
- 1.3 The percentage of School Leadership Program participants certified through the funded project who are hired as a principal of a school in a high need LEA.
- 1.4 The percentage of School Leadership Program participants who are hired as a principal or an assistant principal of a school in a high need LEA and remain for at least two years.
- 2.1 The percentage of principals including assistant principals from schools in a high need LEA who participated in the School Leadership Program-funded professional

development activities who showed an increase in their pre-post scores on a standardized measure of principal skills.

- 2.2 The percentage of principals including assistant principals from schools in a high need LEA who participated in the School Leadership Program-funded professional development activities who remained in their administrative position for at least two years.

Qualitative and/or quantitative data will be obtained for each of these measures. Implicit within the data collected will be measures that meet the Secretary of Education's request for annual reporting of: (1) the grantee's progress in meeting the application's objectives; (2) the project's effectiveness in meeting the purposes of the School Leadership Program; and (3) the project's effect on the specific LEAs served.

A thorough and comprehensive project evaluation will be conducted by an independent assessor over the full five years of the project. The evaluation will be conducted by Maberry Consulting and Evaluation Services, LLC (Maberry). Maberry staff is composed of doctorate and Master's level educators with experience in collegiate teaching, project evaluation, and research at the university level. The resume for Dr. Susanne Ashby, Program Evaluator for Maberry, is attached. Maberry has served as the principal evaluator on more than 120 federally funded projects within the past five years alone. Maberry personnel will conduct and oversee the evaluation component; develop surveys as needed; provide project feedback to assure quality; prepare and disseminate finding and reports to staff and other stakeholders; and prepare all reports and documentation for federal authorities.

Maberry will work with the Project Director, Project Coordinator, and JP Associates personnel to gather and report both qualitative and quantitative data. The evaluation plan is both

formative and summative, providing on-going feedback for continuous program improvement (formative), and an assessment of the project's effectiveness in meeting the *LIFT* project's goals and objectives (summative).

2. *Performance feedback and periodic assessment*

Maberry will gather and monitor data monthly to quickly identify the need for any project adjustments, and will prepare quarterly formative evaluations for review by the district staff and other stakeholders. The evaluator will perform quarterly site visits to participating offices and service sites where he/she will check for appropriate process documentation, appropriate data collection techniques, proper fiscal handling and reporting techniques, and fidelity. The evaluation will provide information to the Project Director and project staff that will be useful in gauging the project's progress and in identifying areas for improvement. He/she will develop and forward a list of recommendations for improvement after every site visit that will be immediately addressed by staff to ensure compliance with the grant contract and for continuous improvement.

The *LIFT* cohort groups will be compared to a control population of new principals entering other St. Clair County districts who did not participate in the project. The control schools will be similar in size and demographic makeup to those schools within ESTLPS. Publicly available measures will be compared, including student test scores in core subject areas, attendance rates, and racial/ethnic/socioeconomic background. Comparisons can be made using the year prior to an administrator's first year, and the administrator's first and second years.

The project evaluation will include a process component (formative) and an outcome (summative) evaluation. The process evaluation will analyze each component of the project and will include ongoing quantitative and qualitative measures for each of the project goals and objectives, identifying benchmarks for all expected outcomes at annual and total term

(summative) intervals. The process evaluation will assess implementation successes and fidelity to the timeline, and, with regular review, will allow for swift changes to be made as needed.

Measures for each goal and objective area are shown in the Logic Model in Table 2.

Table 2. Logic model, including goals, activities, objectives, benchmarks, and data.

Goal 1	<i>A scientifically-based assessment is used to identify and hire qualified principals/assistant principals within ESTLPS</i>		
Program Elements	Recruiting, prescreening candidates, selection of qualified candidates, financial incentives		
Objective 1a	Two groups of seven current district teachers or individuals enrolled in local college or university courses for a principal certificate score sufficiently high on the Star Principal Selection Interview prescreen test.		
Evaluation Benchmark	By June 2011, seven principal candidates will have met the requirements of the Star Principal Selection Interview and will be in the process of obtaining certification. By June 2013, seven principal candidates will have met the requirements of the Star Principal Selection Interview and will be in the process of obtaining certification.		
	Data	Frequency of Collection	Instrument
	Recruitment data	Beginning of each cohort	Recruitment logs, surveys
	Principal assessment	(years 1 and 3)	Star Principal prescreen
Objective 1b	Of those principal candidates that score sufficiently high, 100% will complete certification requirements to become a principal/assistant principal.		

Evaluation Benchmark	By Year 5, 14 participating qualified candidates will have principal certification.	
Data	Frequency of Collection	Instrument
Certification scores, number of credentials awarded	End of project	State certification examinations Surveys
Objective 1c	On an ongoing basis, ESTLPS fills open principal/assistant principal positions using qualified (as assessed) principal candidates that complete certification	
Evaluation Benchmark	90% of participating qualified and certified principal candidates are hired as a principal or assistant principal within ESTLPS or other districts.	
Data	Frequency of Collection	Instrument
Hiring numbers	End of project	Surveys

Goal 2	<i>District principals become effective leaders of their schools, resulting in increased student achievement</i>	
Program Elements	Assessment, Individualized Professional Development Plans, Leadership Academies, one-to-one Coaching, Mentoring, assessment training, support network, evaluation	
Objective 2a	90% of the principals participating in the <i>LIFT</i> project training show an increase in their pre/post scores on the Star Principal Selection Interview.	
Evaluation Benchmark	Each year, participating candidate and in-service principals increase their scores in the principal assessment in areas covered by professional development.	
Data	Frequency of Collection	Instrument

Principal strengths/weaknesses	Annually	Star Principal Selection Interview
Training data	Quarterly	Training reports and assessments
Program participation	Monthly	Participation logs
Objective 2b	There is measureable improvement in student academic achievement in core subjects within schools where the principal participated in <i>LIFT</i> and remained in his/her administrative position at least two years, as measured by state standardized assessments.	
Evaluation Benchmark	Academic achievement in core subjects as measured by state standardized assessments will improve among students served for at least two years by a <i>LIFT</i> principal participant.	
Data	Frequency of Collection	Instrument
Student achievement data by subgroup Test results, grades	Annually	PSAE ISAT

Goal 3	<i>Principal/assistant principal turnover in the district is reduced</i>
Program Elements	Evaluation
Objective 3a	100% of newly hired principals/assistant principals who participate in <i>LIFT</i> stay in their position at least two years.
Evaluation Benchmark	By year 5, 100% of administrators hired by year 3 will still be in their position and will rate their job satisfaction as above average.

Data	Frequency of Collection	Instrument
Employment history	End of project	District reports
Employment satisfaction	End of project	Surveys
Objective 3b	85% of in-service principals/assistant principals who participate in <i>LIFT</i> stay in their position at least two years (excluding retirement).	
Evaluation Benchmark	By year 5, 85% of administrators who have participated since year 3 will still be in their position and will rate their job satisfaction as above average.	
Data	Frequency of Collection	Instrument
Employment history	End of project	District reports
Employment satisfaction	End of project	Surveys

The project will address **Invitational Priority #3** by examining the impact of the *LIFT* project on student academic achievement. As this project supports a program of training highly-qualified principals, results of student performance will provide a summative reflection of the quality of the *LIFT* project. Participant principals trained within *LIFT* will be tracked through relevant subject class achievement data gathered from a variety of sources using the district-wide student information system. Standardized tests applied by the state and district (PSAE, ISAT) will be tabulated annually and disaggregated along NCLB subgroup categories. Ongoing performance assessments, such as standardized technology-based curriculum quizzes and tests, alternative assessment measures, and student grades will be combined into an overall achievement matrix. Improvement will be measured for disaggregated groups and successful results must be demonstrated for all recognized subgroups.

Types of Data Collected: The evaluation will collect numerous forms of qualitative and quantitative data for each of the project goals, including results of principal selection interview, contact and enrollment logs, surveys, mentor feedback, principal examination and graduation records, and student achievement data.

Goal 1 data for recruiting and assessing qualified principals will include: evaluation of recruitment materials; logs indicating recruitment contact (phone, email, mail, sign-up sheets); surveys of contacts to measure interest in the project; reviews conducted during *LIFT* meetings; annual tabulations of the number of recruits who enroll in *LIFT* training; Star Principal Selection Interview results; the scores of pre-service principal candidates on state certification examinations (CBEST, CSET); and the number of principals who reach their Preliminary and Full Principal Credentials. These measures respond to program Performance Measures 1.1, 1.2, and 1.3.

Goal 2 data relating to the effectiveness of the professional development for grooming leaders and improving student achievement will include: the number of participants in the project; the number of participants who complete training; the results of the Star Principal Selection Interview; the quality of participant training success as reported by JP Associates assessments and mentoring reports; participation logs; surveys and interviews of training participants; mentoring reports; surveys of administrators and teachers; and the impact on student achievement as measured by a standardized and curriculum based measures (described above). These measures respond to Performance Measure 2.1.

Goal 3 data related to principal turnover rates will include: the number of *LIFT* participants hired by the district; and the length of time district principals remain in their position. This measure will conform to Performance Measures 1.4 and 2.2. The tracking

retention may include continuing monitoring of *LIFT* principal hires *beyond* the fifth year of the grant period for those principals/assistant principals hired after year three. The district has anticipated this need and will commit the Project Director to continue this process as a part of the ongoing *LIFT* project.

When Data will be Collected: Data will be collected monthly, quarterly, and annually as it is available. Each month the Project Director will fill out a process evaluation report detailing activities and including measures that have been gathered pertaining to each goal. The Director will collect all documents, such as sign-in sheets, meeting minutes, surveys, etc. The report will be provided to the evaluator. Monthly reports will be shared at *LIFT* meetings for progress review and fidelity to the project timeline. Monthly reports will allow for swift adjustments as needs become evident and refinement may be necessary. The evaluator will use the monthly reports to compile quarterly data blocks and annual summative blocks. Quarterly data blocks will be aggregates of the previous three months, and will show change and trends in quick succession. Annual data (primarily collected between April and June each year) will include principal interview results, principal training reports, grades, assessments, and surveys of principals, trainers, and mentors.

Data Collection Methods: Both qualitative and quantitative methods will be used to examine ESTLPS's implementation and overall project success. The ESTLPS Project Director and the independent evaluator will gather all data for reporting. Quantitative data will be collated by the Project Director and provided to the evaluator at regular intervals. All quantitative data will be organized into a database for continuous and easy reference throughout the project. The independent evaluator will integrate the data into both process and summative evaluations. Focus group meetings will also be conducted annually with *LIFT* personnel and with the principals.

The reflections from both groups will serve as a direct means for participants to inform ongoing policy decisions.

Instruments for Evaluation: At the outset of the project the independent evaluator, working in concert with the Project Director, Project Coordinator, and JP Associates, will construct several evaluation tools to gather and analyze data for the *LIFT* project. Several records must be developed to track project implementation including recruitment records, training reports, and retention records.

Recording systems will be developed for candidate principals and in-service principal/assistant principal cohorts to ensure appropriate tracking throughout the project. ESTLPS will collect all tracking information into a *LIFT* database that efficiently houses information and makes it readily available. Reports from trainers and coaches will be designed to follow a rubric of reporting so that evaluators and project staff can reference performance information to indicate the degree of successful completion of each step in training. The reports will include a point value scoring criterion that reflects the respondent's determination of participant quality. Interviews and surveys will be applied to gather principal satisfaction with each stage of the project professional development, and will also be used to reflect training and support provider impressions as well as teacher, student, and parent satisfaction with principal quality. The interview and survey documents will be consistent and will be developed by the evaluator and the *LIFT* staff following a rubric and point value scoring system that gives a parallel quantifiable value to responses. The monthly evaluation report will be an evaluator-designed tool that follows a rubric based on the project timeline and each performance measure. The monthly report form will form the basis of tracking all implementation steps and will include data that reflects each project activity. By maintaining information in one frequently

referenced document, every activity can be analyzed in both short period blocks, and over months and years. Ongoing retention tracking will also be an important new tool for supporting principals and assessing the success of retention efforts. As part of the *LIFT* database, the Project Director will maintain records of all *LIFT* principals hired during the project (in or out of district), and will also embed this system to continue tracking retention – within the district – beyond the fifth year of the grant. Thus, the expected outcome of retaining 85-100% of principals for at least two years will be monitored at a minimum of four years beyond the grant period.

How Data Will Be Analyzed: Data analysis will be performed in three ways. First, the Project Director, compiling monthly reports and providing it to the evaluator, will review documentation via phone and email with the evaluation staff. Monthly reports will also form the basis for monthly *LIFT* meetings in which all reports and data collected by the Director and from affiliate sources will be available for review. Monthly reports will also be provided to ESTLPS district administrative offices. Second, the evaluator will make quarterly site visits to the district to meet with project staff and participating pre-service and in-service principals in order to monitor project implementation and conduct interviews and focus groups. The evaluator will meet with *LIFT* staff to conduct an analysis of current activities and determine any needed programming changes. The evaluator's quarterly report will then follow, including further recommendations for the next quarter, which will be reviewed in the next monthly *LIFT* meeting. Third, at the end of each project year the evaluator will again visit the district, conducting annual focus groups and interviews along with the Project Director. The evaluator will meet with the *LIFT* staff to report the year's assessment and review all up-to-date data. The annual summative report will then be provided by the evaluator, including all conclusions and recommendations.

The *LIFT* staff and ESTLPS administration will conduct a final review meeting to discuss and integrate those evaluator recommendations determined to be appropriate and feasible to enhance programming.

When Reports of Results and Outcomes will be Available: The independent evaluator will use monthly project data to develop quarterly assessment reports for the Project Director and *LIFT* staff. Quarterly reports will reflect implementation efforts relevant to each goal and also indicate any quantitative data accumulated during that period. The reports will also reference previous quarters, comparing data to indicate trends. At the end of each year the evaluator will provide an annual summative evaluation report to the superintendent, *LIFT* staff, stakeholders, and the Department of Education. The annual report will include the most current performance information, areas of success and weakness, and recommendations for meeting goals and maintaining timelines. A final summary report will also be written by the evaluator upon conclusion of the project in Year 5 addressing the success of implementation, meeting project goals and objectives, overall project impact with regard to expected outcomes and the Secretary's two Performance Measures, and identifying both gaps and strengths of the project.

Using Evaluation Information: The monthly and quarterly evaluation reports will be used to ensure that each component of implementation is succeeding and that all steps meet the expectations of the project timeline. Monthly meetings of the *LIFT* staff will ensure that any weaknesses or barriers to programming will be identified and overcome as quickly as possible. The Project Director will take the lead in reporting and monitoring monthly data with guidance from the evaluator. Monthly reports will also ensure that the timeline is closely followed. Any changes in planning will be thoroughly documented and reported to stakeholders and the staff for oversight. Annual summative and process reports by the evaluator will be used by the *LIFT* staff

to analyze project successes and shortcomings and will inform policy determinations for the coming year. The evaluator's annual, interim, and final reports will also provide a clear accounting of all activities and will report oversight summations of the period's activities and recommendations for future planning. The reports will provide the basis for review and technical assistance by the Department of Education's Office of Innovation and Improvement. Ultimately, the tools and reports developed in *LIFT* will result in a project model that is efficient, easily managed and monitored, and highly replicable. The *LIFT* staff will compile its data and all evaluation reports into a final project review for stakeholders. The review will also provide the basis for disseminating information on *LIFT* to other districts across the country to use in modeling their own programs. The review will include an analysis of each project component as well as the evaluator's identification of weaknesses and recommendations for refinements. Understanding both strengths and weaknesses will be essential support future *LIFT* endeavors.

Project Narrative

Significance (20 points)

The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

- 1. The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.**
- 2. The likelihood that the proposed project will result in system change or improvement.**
- 3. The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

Attachment 1:

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C. Significance

1. *Contribution to increased knowledge/understanding of issues and strategies*

The strategies proposed within *LIFT* include (1) the use of research-based assessments to identify principal/assistant principal candidates for recruitment and certification; (2) the application of these assessments to determine the training needs of in-service principals; (3) the provision of professional development that is customized to the principals' needs and teaches them to become effective leaders and to create a responsive school environment; and (4) the provision of incentives to encourage pre-service principals to receive certification and to support the work of mentor principals. The results of this project will substantiate the growing body of research that shows that a prerequisite to high-performing schools is educational leadership that focuses on student instruction, attracts highly qualified candidates to the profession, uses professional development to train principals to become instructional leaders, provides mentoring and coaching, and includes continuous evaluation (Christie et al. 2009).

The implementation of these strategies within *LIFT* is likely to succeed. The Star Principal Selection Interview from the Haberman Educational Foundation is research-based and has been used successfully within many other school districts. The Interview has been used in Washington, DC; Rochester, NY; Buffalo, NY; San Francisco, CA; and numerous smaller cities in Kansas, Missouri, Michigan, and Texas. All cities report that the quality of the principals they have hired using the Interview has markedly improved. JP Associates will apply their proven school improvement strategies to the professional development portion, through academies, one-on-one coaching, mentor training, and a professional support network. The external evaluation will provide the measureable impact of these interventions.

2. *Likelihood of system changes or improvement*

It is well documented that the typical training received by principals from university programs and from their districts is inadequate to prepare them for the expectations of their positions, especially for high-need schools. As much as anyone, it is the school principal who has a significant influence on whether quality teaching and learning spreads beyond a single classroom, and ensures that ineffective practices are discontinued (Darling-Hammond et al. 2007). This is true within ESTLPS, where principals currently only receive a minimum of professional development (monthly training through the Regional Office of Education and semi-monthly superintendent in-house training). The district is experiencing unacceptably high turnover in school administrators in an attempt to improve school quality, but without the introduction of quality recruitment and training, such high turnover does not lead to a positive environment or improvement at the schools, and contradicts the ability to form effective teams with school teachers.

The *LIFT* project is designed to significantly improve upon the status quo of principal recruitment and training to result in the following system changes or improvements: (1) more qualified principals will be identified, recruited, and certified than currently occurs; (2) in-service principals will be better trained than they are currently, through effective, responsive, and customized academies and one-on-one coaching; (3) new programs are put in place to sustain the program through mentoring and a professional support network.

As a result of *LIFT*, district principals will become effective leaders and will be able to work with other school improvement efforts to increase school performance. This in turn will lower turnover and will further support the cohesive functioning of the schools, providing an upward spiral of improvements to replace the current situation of low performing schools. The

result of these improvements will be reduced principal/assistant principal turnover and improved school effectiveness, leading to higher student achievement.

3. *Magnitude of the results or outcomes*

A significant component of the *LIFT* project is the use of scientifically proven evaluation instruments to selectively recruit qualified candidates to meet the district's need for skilled principals and assistant principals, and the application of these same instruments as assessment tools to identify areas where professional development is needed for in-service principals. By placing more qualified principals and assistant principals in high need schools, the district will experience less attrition and turnover in principals, improved leadership, increased buy-in from the teachers, improved teamwork for implementing other improvements, and longer placements for principals. This will prevent the downward spiral currently occurring and will put the school district on a positive path where each element contributes to overall improvement. The outcome will be an improvement in school performance and student achievement, as each school benefits from effective and responsive leadership.

The current evaluation process for principals is based on a combination of school performance and principal performance, but is inadequate as a tool for recruiting new talent or for identifying areas of improvement to increase administrator effectiveness. The *LIFT* project will identify areas for improvement and will provide the need training and support. Several elements within *LIFT*, including the mentoring component and the establishment of professional support network, will provide sustainability to the effort as the most effective principals will become mentors to assist other principals as they come on board. The professional support network will provide district-wide support and collaborative problem solving to many of the issues that principals and assistant principals deal with on a daily basis.

JP Associates’ professional development methods have been proven effective and successful, as they couple high-quality instructional programs with intensive, high-quality, evidence-based staff development. Outcomes from previous projects based on JP Associates’ School Improvement Model provide an indication of the magnitudes of the results to be expected from *LIFT*. Through the training and coaching of school Leadership Teams (composed of the principal, assistant principals, literacy coaches, and teachers), outcome data showed that reading gains in students taught by JP trained teachers supported by a trained leadership team were significantly higher than gains in students taught by non-JP trained teachers (Table 3). In addition, after eight months of instruction, kindergarteners having teachers with two years of JP training experienced 15.1 months of gains in reading, compared with 9.73 months of reading gains for kindergarteners having teachers with only one year of JP training (an improvement of 55%).

Table 3. Months of reading gains after eight months instruction; comparing teachers with and without JP Staff Development. Duval County Public Schools, Jacksonville, FL.

	Teachers with JP staff development	Teachers without JP staff development
Kindergarten	11.47 months of reading gains	3.36 months of reading gains
Grades K-3	12.48 months of reading gains	7.18 months of reading gains

Project Narrative

Quality of Management Plan (10 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

- 1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
- 2. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**
- 3. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

Attachment 1:

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D. Quality of the Management Plan

1. *Adequacy of the management plan*

LIFT is planned and designed as a five-year project. There are three overall goals, as listed in Table 4. There will be two cohorts of administrators (candidate principals and in-service principals and assistant principals). The first cohort is composed primarily of administrators from the high and middle schools, which are the poorest performing in the district. This cohort will receive the most training, covering all five years, although the intensity will be reduced after the second year. Administrators from the elementary schools will receive three years of training. This staggered program will allow *LIFT* to meet its objectives for all participants within the time frame of the project and within budget.

The design of *LIFT* ensures that appropriate staff and resources are applied in order to carry out all goals and objective in an efficient manner. Resources will be dedicated to establish a sustainable program that is able to continue beyond the grant period, by establishing in-district administrator mentoring, the ability for principals to administer assessments, and a professional support network. Thus, *LIFT* will provide the district with long term reforms that will impact the ability to provide leadership for effective schools into the future. The milestones for *LIFT* described below are defined by implementation activities built into each objective.

Table 4. Timeline for meeting goals and objectives.

Goal 1: <i>A scientifically-based assessment is used to identify and hire qualified principals/assistant principals within ESTLPS</i>
<i>Objective 1a: Within each cohort, seven current district teachers or individuals enrolled in local college or university courses for a principal certificate score sufficiently high on the Star</i>

Principal Selection Interview prescreen test.		
Activity Milestones	Timeline	Responsible Personnel
Hire staff	Aug. 2010	Project Director
Recruiting activities within district and at local colleges and universities	Aug.-Sept. 2010 Aug.-Sept. 2012	Project Director Recruiting/Training Coordinator
Star Principal Selection online prescreening (cohort 1 in year 1, cohort 2 in year 2)	Oct. 2010 Oct. 2012	Project Director Recruiting/Training Coordinator JP Associates
Selection of pre-service principal cohort (cohort 1 in year 1, cohort 2 in year 2)	Oct. 2010 Oct. 2012	Project Director
<i>Objective 1b: Of those principal candidates that score sufficiently high, 100% will complete certification requirements to become a principal/assistant principal.</i>		
Activity Milestones	Timeline	Responsible Personnel
Financial incentives are provided to qualified candidates to complete certification	Ongoing	Project Director
<i>Objective 1c: On an ongoing basis, ESTLPS fills open principal/assistant principal positions using qualified (as assessed) principal candidates that complete certification</i>		
Activity Milestones	Timeline	Responsible Personnel
Positions are filled as needed	Ongoing	Superintendent
Goal 2: District principals become effective leaders of their schools, resulting in increased student achievement		
<i>Objective 2a: 90% of principals participating in the LIFT project training show an increase in</i>		

their pre/post scores on the Star Principal Selection Interview.		
Activity Milestones	Timeline	Responsible Personnel
Administer the Star Principal Selection Interview, Live version	Fall Years 1-4 Spring Year 5	Project Director JP Associates
Form the <i>LIFT</i> Advisory Committee and create a strategic plan to get input from stakeholders. Plan will be monitored, refined, and updated on an ongoing basis.	Years 1-5 ongoing	Project Director Metro-East Parent Connection
Design Individualized Professional Development Plans	September each year	Project Director JP Associates
Leadership Academies (onsite years 1-5, online years 1-5)	October, January, May each year	Project Director JP Associates
Onsite one-on-one coaching visits	September, October, November, February, March, April each year	Project Director JP Associates
Haberman Training for Star Teacher Interview	January Year 1 and Year 3	Project Director JP Associates
Haberman Training for Star Principal Interview	January Year 5	Project Director JP Associates
Professional support network	Ongoing	JP Associates
Mentoring	Ongoing Years 2-5	Project Director JP Associates Recruiting/Training

		Coordinator
<p><i>Objective 2b:</i> There is measureable improvement in student academic achievement in core subjects within schools, where the principal participated in <i>LIFT</i> and remained in his/her administrative position at least two years, as measured by state standardized assessments.</p>		
Activity Milestones	Timeline	Responsible Personnel
Evaluation	Year 5	Project Director External Evaluator
<p>Goal 3: <i>Principal/assistant principal turnover in the district is reduced Principal/assistant principal turnover in the district is reduced</i></p>		
<p><i>Objective 3a:</i> 100% of newly hired principals/assistant principals who participate in <i>LIFT</i> stay in their position at least two years.</p>		
Activity Milestones	Timeline	Responsible Personnel
Evaluation	Years 3-5 Post grant period as needed	Project Director External Evaluator Recruiting/Training Coordinator
<p><i>Objective 3b:</i> 85% of in-service principals/assistant principals who participate in <i>LIFT</i> stay in their position at least two years.</p>		
Activity Milestones	Timeline	Responsible Personnel
Evaluation	Years 3-5 Post grant period as needed	Project Director External Evaluator Recruiting/Training Coordinator

Staffing Plan: Ms. Princess Hayes, Human Resources Director for ESTLPS, will serve as Project Director for *LIFT*. Her resume is attached. Ms. Hayes’ duties will include project oversight, coordinating staff and consultants, data collection and working with the external evaluator, and reporting. She will be available for 0.40 FTE to manage the grant. The Project Coordinator (to be hired) will be responsible for the day-to-day management of grant activities, including scheduling of all assessment and professional development activities. The Project Coordinator will also be responsible for recruiting candidate principals from existing district teachers and from local college and university principal certification programs, and will also oversee the prescreening assessments of these candidates. The job description for the Project Coordinator is attached. The Administrative Assistant will support both the Project Director and the Project Coordinator. The Research and Data Technician will collect and manage project data, including student achievement data, and will assist the Project Director and external evaluator in data analyses. Project staff will conduct weekly staff meetings, and will meet monthly with the provider and the evaluator to assess the project’s progress and to implement recommendations for improvement. Fiscal management of the grant will be performed by the district’s Grants Department, which will approve all purchases and drawdowns. The staffing plan for *LIFT*, including roles and responsibilities, is provided in Table 5.

Table 5. Staffing Plan.

Position/Person	Roles and Responsibilities	Time Commitment
Project Director	Oversight, consultants, data, reporting	0.5 FTE
Project Coordinator	Recruiting, assessments, scheduling, purchasing	1.0 FTE

Administrative Assistant	Assistance as needed	0.33 FTE
Research and Data Technician	Data collection and management	0.5 FTE

Qualifications of the Providers: *JP Associates* was selected based on their experience in continuous school improvement and their application of effective schools strategies to improving student achievement, which aligns with *LIFT's* project framework. *JP Associates* partners with schools and districts across the country to provide intensive professional development for scientifically-based educational programs and the development of school-based teacher leaders and coaches. For over 20 years, *JP's* highly-experienced and expertly-trained School Improvement Specialists have worked with a wide range of schools to develop internal capacity for ongoing, site-based professional development that directly impacts student learning. *JP's* services include assistance in selecting effective intervention programs, developing and conducting responsive assessments, pre-service training, on-site side-by-side coaching, customized training sessions/workshops, site-based coach development (including the acclaimed Institute for Team Leadership), leadership team development, classroom/behavior management, and administrator training and coaching.

JP's executive staff includes Janie Feinberg, President and Chief Executive Officer, Kendra Rhall, Vice President and Chief Operating Officer, Douglas Blancero, Vice President Operations and Development, Barbara Proctor, Executive Director of Professional Development, and Robert Harris, Executive Director of Programming. Their resumes are attached. All of *JP's* School Improvement Specialists and the majority of the executive management are former classroom teachers and administrators with a wide range of educational experiences from preschool to college instruction, administration, research, and community outreach. All School

Improvement Specialists hold a degree in education and many maintain active teaching credentials in their home states. JP School Improvement Specialists' degrees range from bachelor's degrees to doctorates in curriculum/instruction and educational leadership.

Most of JP's experience is working with high-need schools, including those with large numbers of underperforming students, a high poverty rate, and a racially/ethnically diverse student population. The majority of JP's School Improvement Specialists have been recruited from teaching experiences in similarly challenged schools. This gives them an understanding of the challenges faced by educators and leaders in high poverty and diverse school settings.

JP Associates uses a Responsive Professional Development Model, which is based on best practices identified in scientifically-based research. Key elements are real-world field experiences, intensive coaching and mentoring, and ongoing support to school leaders.

Ongoing assessments are integral to the professional development strategy. JP's services include an onsite analysis of school-level situations and the collaborative development of Individualized Staff Development Plans for every project participant based on a needs assessment and identified district and school priorities. This individualized and responsive approach is critical to ensuring that *LIFT* will be successful. JP will then provide professional development services that are built upon the Direct Instruction paradigm of modeling, leading, and testing. Training and coaching will occur side-by-side, bringing needed real-world field based experiences. JP Associates developed its workshops based on 20 years experience in identifying the needs of educational leaders. In addition, JP's staff understands how to coach educators and educational leaders responsively, and they develop a collaborative, supportive coaching environment that produces successful results. This Responsive Coaching Model occurs

on a monthly basis throughout the project, ensuring that the Individualized Staff Development Plans are on target and adjusted according to the performance of the leadership staff.

The core of JP's Responsive Professional Development Model is the school-based leadership team. JP has extensive experience providing specific workshops on leadership, and they provide intensive small-group training at the JP Institute for Team Leadership's Administrator's Academy. JP works with school leaders to mesh instructional programs with local standards; to build in and use data from frequent assessments of administrators, teachers, and students; and to establish a data collection and analysis system to guide instructional leadership.

Founded in 1993, the Haberman Educational Foundation's mission is to search for new and better ways to find excellent teachers and principals for the 15 million children and youth in America who live in poverty. Because these children have limited choices regarding their future, it is critical that their teachers and principals are carefully selected and trained for excellence. Dr. Haberman, a Distinguished Professor of Education at the University of Wisconsin Milwaukee and the developer of the Star Principal Selection Interview, has been involved in American education research and reform for over 30 years. Dr. Haberman has experience directing programs including the Yearlong Institute for Principals and Teachers Serving the Disadvantaged. He has served as editor of the Journal of Teacher Education, and consulted for many public schools, universities, foundations, and associations. Dr. Haberman's extensive research, writing, and demonstration efforts have influenced certification laws in several states and selection procedures for numerous rural and urban school districts. He has authored more than 12 major papers, 120 refereed articles, 20 curriculum projects, and numerous books, and he has received over 15 special awards for his contributions to teacher education. Delia Stafford,

President of the Haberman Educational Foundation, provides training for the Haberman interviews. Her research interests include urban education, teacher and administrator selection, alternative certification, and the education of at-risk youth.

Metro-East Parent Connection (MEPC), described in *Diversity of Perspectives* below, is the local office of the Academic Development Institute (ADI) which was founded in 1984 to assist families, schools, and communities with children's academic and personal development. For 11 years (1995-2006), ADI was a partner in the federally-funded Regional Education Laboratory for the Mid-Atlantic Region (Laboratory for Student Success), leading the Lab's projects on comprehensive school reform in more than 100 schools in 13 states. From 1997 to 2007, ADI administered two federally-funded Parent Information Resource Centers (PIRC) in Illinois. ADI's Solid Foundation parent program is now in place through PIRCs in 17 states. Since 2006, ADI has been the lead grantee and administrator of the Center on Innovation & Improvement, one of five national content centers funded by the U. S. Department of Education.

2. *Diversity of perspectives*

In the midst of the pervasive culture of poverty, underachievement, and crime in the East St. Louis area, there is a definite need to increase the number of community conversations about student achievement. Diversity of perspectives will be brought to bear in the operation of *LIFT*, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others as appropriate. Through the use of Internet technology, a *LIFT* Advisory Committee will be formed to provide the opportunity for meaningful perspectives to be heard. Committee members will consist of a maximum of 40 stakeholders. Opening lines of communication between the community and school district will be facilitated by the locally based Metro-East Parent Connection (MEPC).

MEPC has been located in E. St. Louis for 10 years and is an active community partner.

Improved performance is always the goal, and achieving that goal requires fine tuning a variety of perspectives to impact the education system, touching everyone whose contributions ultimately enable a student to succeed. MEPC will be the conduit where all the stakeholders will be able to voice ideas and be heard, and to be connected with initiatives rolled out in the schools. Crucial conversations with the community leaders will provide needed information to complete a strategic plan for school leaders.

As part of the provided leadership training, the in-service principals will be encouraged to review and ratify their schools' mission statements, and to create new ones if necessary. In the formation of the school mission statements, the administrators will engage all stakeholders to get as many ideas as possible, work with small cross sectional groups of stakeholders, encourage diversity of ideas, and get school issues out on the table. The input to be solicited from stakeholders will include what students should know, what they should be able to do, and which students should be expected to learn. This process creates a sense of ownership among stakeholders. The administrators will create a high profile document and distribute it, and will use their mission to orient all new staff and guide school improvement.

3. Ensuring feedback and continuous improvement

ESTLPS will use multiple procedures to ensure feedback and continuous improvement of the *LIFT* project. Project staff will conduct weekly staff meetings. Concerns regarding program quality and the ability of the project to meet stated goals and objectives will be reviewed at these meetings. Data collection procedures will be implemented to strengthen the project and to manage the process of applying ongoing data feedback to project improvement.

The professional development plan will be continually reviewed to ensure that it meets the current needs of the participating administrators. Using assessment tools, JP Associates will ensure that the Individualized Staff Development Plans are on target and adjusted according to the performance of the leadership staff. These plans will be updated based on updated assessments and the increased knowledge of the participants.

As described in the *Quality of the Project Evaluation*, the evaluation process will assess the effectiveness of the project approach using qualitative and quantitative techniques to examine progress toward achieving project goals and objectives. The evaluation plan includes a formative component which will provide on-going feedback for continuous program improvement. The external evaluator will gather and monitor data monthly to quickly identify the need for any project adjustments, and will prepare quarterly formative evaluations for review by the district staff and other stakeholders. The evaluator will develop and forward a list of recommendations for improvement after every site visit that will be immediately addressed by staff to ensure compliance with the grant contract and for continuous improvement. The monthly and quarterly evaluation reports will be used to ensure that each component of implementation is succeeding and that all steps meet the expectations of the project timeline. Monthly meetings of the *LIFT* staff will ensure that any weaknesses or barriers to programming will be identified and overcome as quickly as possible.

Project Narrative

LEA Eligibility (Evidence of Eligibility)

Attachment 1:

Title: **ESL-Eligibility** Pages: **1** Uploaded File: **Evidence of Eligibility.pdf**

Evidence of Eligibility

Name of LEA	Poverty rate of families with children age 5-17	% of Teachers with Emergency or Provisional Credentials
East St. Louis School District 189	39%	1.5%

Project Narrative

Appendices/ Attachments

Attachment 1:

Title: **ESL Attachments** Pages: **25** Uploaded File: **attachments.pdf**

PROJECT DIRECTOR – RESUME

Princess Garner-Hayes

329 Big Bend Boulevard * Swansea, IL 62226 * (618) 646-3048 * phayes@stclair.k12.il.us

Education

Dual Masters of Arts, Human Resource Management and Human Resource Development,
Webster University, Saint Louis, Missouri

Bachelor of Arts, Organizational Communications, McKendree College, Lebanon, Illinois

Professional Experience

East St. Louis School District #189 2008 - 2010

Executive Human Resource Director

- Created/Implemented a HR Strategic Plan
- Created/Implemented a District wide Health/Wellness Plan
- Developed/Implemented a HR Professional Development Plan
- Created OSHA Compliance Plan
- Negotiated Labor Union Contracts

East St. Louis School District #189 2006 - 2008

Human Resource Director

- Created Employee Sick Bank
- Developed FMLA compliance methods
- Designed Risk Management Plan
- Established/Implemented ADA policy
- Established Professional Development Initiatives
- Developed /Implemented HR policies and procedures
- Conducted EEO investigations
- Developed/Maintained departmental budget
- Created the Records Maintenance Program

East St. Louis School District #189 2005 – 2006

Assistant Human Resource Director

- Conducted legal research initiatives
- Developed job descriptions
- Conducted job analysis
- Implemented HR policies and procedures
- Conduct EEO investigations
- Facilitated employee discipline hearings

East St. Louis School District #189 2004 – 2005

Internal Auditor of Quality Assurance – Special Services

East Saint Louis School District 189

- Developed legal compliance Initiatives
- Developed Student Record Compliance Program
- Trained Non-Certified Staff

East St. Louis School District #189

1985 – 2004

Administrative Assistant

Certificate: OSHA 30 Hour General Industry Compliance

JOB DESCRIPTION – PROJECT COORDINATOR

EAST ST. LOUIS SCHOOL DISTRICT 189

Position Description

TITLE:	Project Coordinator (<i>LIFT</i>)	CLASSIFICATION:	Certified
FLSA:	Exempt (Administrative)	DEPARTMENT:	Administration
SALARY:	Grant Fund Specific	WORK YEAR:	260 Days
REPORTS TO:	Executive HR Director/Project Director (<i>LIFT</i>)		

JOB DESCRIPTION

Job Summary: Under the direction of the *LIFT* Project Director, the Project Coordinator will provide day-to-day activities, strategies and coordination of District efforts related to the School Leadership Grant.

DUTIES AND RESPONSIBILITIES: (Essential Job Functions)

1. Regular attendance to perform assigned duties
2. Creates and executes project work plans and revises as appropriate to meet changing needs and requirements
3. Identifies resources needed and assigns individual responsibilities
4. Recruit candidate principals from existing district teachers, college and university certification programs
5. Oversee prescreening assessment of principal candidates
6. Manages day-to-day operational aspects of the grant project and scope
7. Reviews deliverables prepared by team before passing to client
8. Schedule of all assessments and professional development activities
9. Effectively applies our methodology and enforces project standards
10. Prepares for engagement reviews and quality assurance procedures
11. Minimizes our exposure and risk on project
12. Ensures project documents are complete, current, and stored appropriately
13. Asses the delivery of professional development services to ensure modifications and corrective measures occur to improve effectiveness and efficiency to meet the goals of the grant
14. Attend meetings, seminars as required and
15. Perform other duties as assigned

KNOWLEDGE SKILLS AND ABILITIES:

Knowledge of:

1. Broad understanding of education reform and specific expertise in school leadership
2. Understanding of and experience with implementing student-achievement-focused reform plans at scale in order to know what approaches have the greatest likelihood of success at the school and district
3. Experience in implementing effective classroom instruction
4. Policy implementation experience and/or legal expertise

5. Experience managing, conducting, or reviewing rigorous evaluation
6. Understanding of education research and recent findings of the relevant literature
7. Knowledge of education data sources and measures of program implementation and outcomes
8. Familiarity with experimental and quasi-experimental research designs
9. Fluency in reviewing organizational and project evaluation plans and evaluation results
10. Experience starting, growing, leading, and/or supporting innovative projects or organizations
11. Experience leading or helping organizations to develop and build capacity to achieve goals
12. Knowledge of or experience with building effective partnerships and successfully engaging diverse groups of stakeholders

Ability to:

1. Work effectively in a team and across multiple environments; collaboration and relationship building with key stakeholders in all environments.
2. Demonstrate ethical leadership style including honesty, integrity, confidence, credibility, approachability, and a strong commitment to inclusiveness, collaboration and teamwork across all levels in the organization;
3. Communicate effectively orally and in writing; speak about and explain complex issues clearly; proven effectiveness as a public speaker and consensus builder among a wide variety of audiences; and
4. Operate a computer, enter data, maintain records and generate reports

WORKING CONDITIONS:

Inside/outside office environment; all types of weather, snow, rain, wind, heat and cold

PHYSICAL REQUIREMENTS:

Walking, standing, squatting, lifting, carrying, pushing, pulling, climbing, reaching, hearing and speaking to exchange information; seeing to monitor various activities; read documents, kneeling, bending at the waist, sitting and standing for extended periods of time; reaching overhead, above shoulders, and horizontally, or bending at the waist; lifting semi-heavy objects of twenty five pounds are common. Requires manual dexterity, repetitive motions, hand/eye coordination, strength and endurance; driving a vehicle to conduct business; moderate travel requirements

SAMPLE HAZARDS:

Possible contact with dissatisfied or abusive individuals

TRAINING EDUCATION AND EXPERIENCE:

Required Masters Degree in Educational Leadership two years progressive professional/administrative experience

LICENSES AND OTHER REQUIREMENTS

Valid driver's licenses; personal automobile

JOB DESCRIPTION – ADMINISTRATIVE ASSISTANT

EAST ST. LOUIS SCHOOL DISTRICT 189

Position Description

TITLE:	Executive Assistant	CLASSIFICATION:	Non-Certified
FLSA:	Exempt (Administrative)	DEPARTMENT:	Human Resources
SALARY:	Administrative Schedule	WORK YEAR:	260 Days
REPORTS TO:	Exe. Director		

JOB DESCRIPTION

Job Summary: Under the direction of the Exe. Director, the Executive Assistant will provide customized support to Executive Director; coordinate administrative activities necessary to maintain an efficient organization; create, store, integrate and retrieve information for dissemination to staff and clients.

DUTIES AND RESPONSIBILITIES: (Essential Job Functions)

1. Regular attendance to perform assigned duties
2. Plan and schedule meetings
3. Make appointments
4. Maintain employee legal and disciplinary files
5. Organize and maintain paper and electronic files
6. Manage projects
7. Conduct research
8. Compose correspondence
9. Create presentations, reports and documents using desktop publishing software
10. Arrange conference calls
11. Make travel arrangements
12. Collaborate with vendors, clients and staff
13. Attend meetings/represent management as assigned
14. Maintains organizational policy documents
15. Performs other duties as assigned

Executive Assistant pg. 2

KNOWLEDGE, SKILLS, AND ABILITIES:

Knowledge of:

1. Project management
2. Research model
3. Desktop publishing software
4. Technical terminology and procedures

Ability to:

1. Maintain strict confidentiality
2. Compose correspondence

3. Collaborate with vendors
4. Create presentations, reports, spreadsheets and other documentation
5. Effectively represent management at meetings
6. Resolve and manage obstacles and conflict
7. Maximize cooperation, credibility and respect
8. Adapt to change
9. Maintain professionalism
10. Correspond using intranet/internet, telephone, and mail

Skills:

1. Organizational skills, using tact, patience, and courtesy
2. Interpersonal communication skills

SAMPLE HAZARDS:

Contact with dissatisfied or abusive individuals

WORKING CONDITIONS:

Inside office environment

PHYSICAL REQUIREMENTS

Office environment; walking, standing, squatting, hearing and speaking to exchange information and make presentations; seeing to monitor various activities; read documents, view computer monitor, kneeling, bending at the waist, sitting for extended periods of time; reaching overhead, above shoulders, and horizontally, or bending at the waist to retrieve and store files; lifting semi heavy objects; driving a vehicle to conduct work

TRAINING, EDUCATION AND EXPERIENCE:

Any combination equivalent to: an associate's degree, business or communications, seven years experience in administrative support.

JP ASSOCIATES - RESUME

Robert E. Harris
65 W-1 Division Avenue
Suite 117
Office: 541-683-7234
Fax: 541-685-1075
e-mail: rharris@jponline.com

CURRENT POSITION(S)

Executive Director of Programming, JP Associates, Inc. and Classical Learning Universe, LLC.

EDUCATION

Master of Education, Special Education, 1998
Department of Applied Psychology
Eastern Washington University, Cheney, WA.

Bachelor of Education, Elementary Education and Reading, 1997
Department of Education
Eastern Washington University, Cheney, WA.

PROFESSIONAL EXPERIENCE

9/04- Present Executive Director of Programming, JP Associates, Inc. and Classical Learning Universe, LLC.

1/03- 9/04 Field Sales Representative, JP Associates Inc. and Classical Learning Universe, LLC.

9/01- 6/04 Special Education Teacher, – Regional Learning Center, Eugene Public School District 4J.

3/01- 9/01 Regional Consultant, Western Region – SRA/McGraw-Hill

9/00- 3/01 Special Faculty, Eastern Washington University, College of Education and Human Development, Department of Counseling, Educational, and Developmental Psychology.

9/98- 6/00 Special Education Teacher, Santa Clara Elementary School – Regional Learning Center, Eugene Public School District 4J.

- 8/98-9/04 Consultant/Trainer.
Staff training, coaching, and advising for Direct Instruction programs and schoolwide behavior management.
- 3/98-8/98 Adjunct Faculty, Department of Applied Psychology, School of Education, Eastern Washington University.
- .1/98-8/98 Research Assistant, Center for Social Policy, Research, Evaluation, and Education, Eastern Washington University, Cheney, WA.
- 1/98-6/98 Running Start Supervisor, Eastern Washington University.

Courses Prepared/Taught

- Assessing Exceptional Students--Eastern Washington University (Department of Applied Psychology).
- Corrective Reading Training (Decoding and Comprehension) -- Deer Park School District, Deer Park, WA.
- Reading Mastery / Corrective Reading Training -- Cassia School District, Burley, ID.
- Connecting Math Concepts (levels C – F) -- Roseburg School District, Roseburg, OR.
- Reading Mastery I/II – Clatskanie School District, Clatskanie, OR
- Corrective Reading Training (Decoding and Comprehension) – DeKalb County School District, DeKalb County, GA.
- Reading Mastery I/II Training -- Eugene School District 4J, Eugene, OR.
- Reading Mastery I/II/Fast Cycle Training -- Canyonville School District, Canyonville, OR.
- Reading Mastery I/II/III Training – Castle Rock School District, Castle Rock, WA.
- Corrective Reading Training (Decoding and Comprehension) – Longview School District, Longview, WA.
- Reading Mastery I/II/Fast Cycle Booster – Canyonville School District, Canyonville, OR.
- Direct Instruction Curriculum Q & A – Alaska Statewide Special Education Conference, Anchorage, AK.
- Overview of Functional Behavioral Assessment – Santa Clara Elementary School, Eugene, OR.
- Reading Mastery I/II training – Riddle Elementary School, Riddle, OR
- Corrective Reading coaching – Tubman Middle School, Portland Public School District, Portland, OR.
- Introduction to Special Education – Eastern Washington University (Department of Counseling, Educational, and Developmental Psychology).
- *A comprehensive list of trainings, classes, and coaching experiences is available upon request.*

MEMBERSHIPS

Association for Direct Instruction
Education Industry Association
National Council on Staff Development

PUBLICATIONS

Wasta, S., Scott, M., Marchand-Martella, N., & Harris, R. (1999). Using integrated strategies to enhance social studies instruction in an inclusive classroom. Teaching Exceptional Children.

Harris, R., Marchand-Martella, N., Martella, R. (2001). Effects of a Peer-Delivered Corrective Reading Program on the Reading Performance of At-Risk Secondary Students. Journal of Behavioral Education.

PRESENTATIONS AT INTERNATIONAL/NATIONAL CONFERENCES

Marchand-Martella, N.E., Martella, R.C., & Harris, R. (1998). School-wide enhancements of special education for children: Using high school students as same-age tutors using the corrective reading program. Paper presented at the Association for Behavior Analysis Twenty-Fourth Annual Convention, Orlando, FL.

Harris, R (2001). Direct Instruction: Effective Implementation and Strategies. Presented at the Pueblo School District #60 First Annual National Conference, Pueblo, CO.

Harris, R (2005). Effective Reading Comprehension Strategies. Council for Exceptional Children Convention and Exposition, New Orleans, LA.

PRESENTATIONS AT REGIONAL CONFERENCES

Panel discussion (2000). First year teaching experiences. The Oregon Conference, Eugene, OR.

JP ASSOCIATES - RESUME

Janie Feinberg
131 Foster Avenue
Valley Stream, New York 11580
Office: 516-561-7803
Fax: Fax: 541-685-1075
Email: JFeinberg@jponline.com

CURRENT POSITION:

President, CEO, JP Associates, Inc.
Chair, CEO, Classical Learning Universe

EDUCATION:

Bachelor of Arts, 1966
Connecticut College for Women, New London, CT.
Brooklyn College, Brooklyn, New York

PROFESSIONAL EXPERIENCE:

1989-Present: President, JP Associates Inc. As President and Founder of JP Associates, I am responsible for the overall management of the company and serves as the chief instructional officer for the development, management and implementation of all instructional areas.

2001-Present: Chair and CEO of Classical Learning Universe

1986-1989: President, Centers for Direct Instruction (New York)

1972-1988: Senior Consultant, Northeast, SRA/McGraw-Hill

1971-1972: Classroom Teacher, Bethel, Vermont

1968-1971: Classroom Teacher, New York City Public School System

MEMBERSHIPS:

DIAL (Direct Instructional Alliance for Learning)

Association for Direct Instruction

Direct Instruction Research Consortium

PUBLICATIONS/PRESENTATIONS:

Assisted in the development of the SRA Trainer's Packet for Consultants: Reading Mastery I, II and DISTAR Language

Assisted in the Language Revisions for Direct Instruction Programs

Developed and trained JP Professional Development Program

Feinberg, J (2007) Panel Discussion, DIAL, Richmond, Virginia

Feinberg, J (2002-2005) Reading Mastery I Training Overview, Association for Direct Instruction, Eugene, Oregon

Feinberg, J (2004) Meeting the Needs of Diverse Learners, Association for Direct Instruction, Eugene Oregon

JP ASSOCIATES - RESUME

Douglas Blancero
7 Amherst Street
Red Hook, New York 12571
Office: 845-35-8090
Fax: 954-208-3485
Email: DBlancero@jponline.com

Current Position:

Vice President, Operations & Development, JP Associates, Inc.
Board of Managers, Classical Learning Universe, LCC.

PROFESSIONAL EXPERIENCE:

1/96 –Present: Vice President, Operations & Development, JP Associates: Member of the Senior Management Team overseeing all operational, development and marketing activities. In addition member of the professional development team, diversity training officer, and Senior Company Officer for Grievances.

2000-Present: Board of Managers, Classical Learning Universe

3/81 – 1/96: Executive Director, YOUTH D.A.R.E.S, Brooklyn, New York: Chief Executive Officers and ex officio member of the Board of Directors. Managed a staff of social workers, teachers, intervention counselors and advocates. Supervised an alternative high school program and GED Project targeting at risk students. Developed and secured funding for court advocacy, school advocacy, crisis intervention, career awareness, community service and youth leadership projects

PROFESSIONAL/COMMUNITY ACTIVITY (PAST & PRESENT):

YOUTH DARES Board of Directors, President
Children's Aid Society – Family Mediator
New York Governor's Task Force on Gangs – Member
New York Governor's State Council on Youth – Member
Brooklyn Borough President's Task Force on Race Relations- Member
Brooklyn Community School Board #22 – Member
Brooklyn Community Board #18 – Youth Committee
Brooklyn Community Board #13 – Youth Committee
Youth Support, Inc. – Board Member
Liberty Partnership of Kingsborough – Advisor Board
Amersfort-Flatlands Development Corp. – Board
Coney Island Hospital- Advisory Board
Syracuse University—Research Project on A.R.T.

MEMBERSHIPS:

DIAL (Direct Instructional Alliance for Learning) Chair
Association for Direct Instruction Member
Direct Instruction Research Consortium

PUBLICATIONS:

Blancero, D.M. & Blancero, D.A. 2001. Hispanic Business Professionals in Corporate America: A profile and an Analysis. *Hispanic Workforce: HACR Corporate Best Practices*. Washington, D.C.: HACR.

The Pro-Social Gang: Implementing Aggression Replacement Training: Goldstein, Glick, Blancero & Carthan, 1994

“Letting Go...” Resources in Education, February 1992

Education, Economics, and Youth” Resources in Education, February 1992

Italian-American Drop-outs: The Silent Majority”, School Voices, Summer 1991

Mediation Training Manual, Unpublished

PRESENTATIONS:

Association for Direct Instruction National Conference, Eugene, Oregon: “Show Me the Money” (Grant Writing Workshop) 2002-2005

Arizona, State Department of Education: Keynote—Alternative Education 1986

National Youth Professionals’ Institute
1987 Washington, D.C. –“Alternative Education”
1988 Dallas, Texas -- “Youth Empowerment”
1989 New Orleans, LA –“Student Involvement”
1991 Anaheim, CA. – “Shared Power”

JP ASSOCIATES - RESUME

Barbara Proctor
91 Scott Run Circle
Bear, Delaware 19701
Office: 302-328-2899
Fax: (302) 328-1305
e-mail: bproctor@jponline.com

CURRENT POSITION(S)

Director of Training, JP Associates, Inc.

EDUCATION

Bachelor of Science in Elementary Education, 1971
Certification in Special Education
Millersville State University, Millersville, Pennsylvania

Graduate Course in Education, 1985 to Present
University of Delaware, Newark, Delaware

PROFESSIONAL EXPERIENCE

9/94- Present: JP Associates: Director of Training and Site Supervisor responsible for the implementation of Direct Instruction programs in school districts. The responsibilities included, writing training materials for consultants, training consultants, offering technical assistance to teachers and administrators, coaching in the classroom, supervising other consultants, and training Direct Instruction Programs, as well as, behavior management strategies for effective classrooms.

9/91-6/95: Christina School District, Newark, Delaware: District Helping Teacher providing technical assistance to Team Approach to Mastery classroom teachers for the TAM program and implementation of Direct Instruction.

9/75-6/95: Christina School District, Newark, Delaware: Special Education Teacher in a full inclusion program for mildly handicapped children in Grades 1,2 and 3. The Team Approach to Mastery (TAM) program pairs a regular and a special education teacher within one classroom, working as a team, sharing workload and ideas. The class is composed of approximately thirty students. Of these eight to ten, age-appropriate students are identified as disabled. The Special Education students are placed non-categorically. The remainder of the class is a random sampling of children at that grade level. Children are regrouped for all subjects based on academic need. Direct Instruction is the primary instructional tool in the TAM classroom.

9/71-6/75: New Castle-Gunning Bedford School District, New Castle, Delaware: Teacher of primary Trainable Mentally Handicapped Students

1/71-6/71: New Castle-Gunning Bedford School District, New Castle, Delaware: Regular Education Teacher Grade 3.

MEMBERSHIPS:

National Education Association
Delaware State Education Association
Christina Education Association
Association of Direct Instruction

PRESENTATIONS:

Proctor, B (1997- Present) Coordinator and Principal Trainer JP Institute for Team Leadership, Atlanta, Georgia; Columbus, Ohio; Buffalo, New York; Clayton, Georgia; and Memphis, Tennessee

Proctor, B (2002) Reasoning and Writing C , Baltimore School District, Baltimore, Maryland

Proctor, B (2000) Conference Co-Coordinator, ADI and JP, Columbus, Ohio

Proctor, B (1995) Direct Instruction Overview, Association for Direct Instruction, Rehoboth, Delaware

JP ASSOCIATES - RESUME

Kendra Rhall
284 East Chester Street
Valley Stream, New York 11580
Office: 516-561-7803
Fax: 516-561-4066
Email: KRhall@jponline.com

CURRENT POSITION:

Vice President, Chief Operating Officer, JP Associates, Inc.
Board of Managers, Classical Learning Universe

EDUCATION:

Bachelor of Arts, 1995
Finance
Hofstra University

PROFESSIONAL EXPERIENCE:

2000- Present: Vice President, COO, JP Associates. I am responsible for the overall supervision of day-to-day operations of the company and am a Member of the Senior Management Team overseeing operations and finances.

Board of Managers, Classical Learning Universe

1998- 2000: Vice President, JP Associates, Inc.

1996-1998: Finance Manager, JP Associates, Inc.

1994-1996: Office Manager, JP Associates

MEMBERSHIPS:

Association for Direct Instruction
DIAL (Direct Instruction Alliance for Learning)

MABERRY CONSULTING AND EVALUATION SERVICES - RESUME

Susanne C. Ashby

4969 Benchmark Centre, Suite 400

Swansea, IL 62226

618.622.9352

e-mail: sashby@maberryconsulting.com

I. Education:

<i>Name and Location of College or University</i>	<i>Dates Attended From-To</i>	<i>Major Areas of Study</i>	<i>Type of Degree</i>	<i>Year of Degree</i>
Southern Illinois University, Carbondale, IL 62901	2003 - 2008	Curriculum and Instruction: Teacher Leadership	Ph. D.	2008
Mississippi State University Starkville, MS 39762	2002- 2003	Curriculum and Instruction	Doctoral program	
National University Sacramento, CA 95826-2558	1992 – 1993	School Management	Administrative Credential	1993
	1988 – 1990	Curriculum and Instruction	Masters of Science	1990
Concordia University Seward, NE 68434	1980 – 1982	English/Physical Education w/ K – 8 Teaching Credential	Bachelors of Science	1982
California State University, Fullerton, CA 92834-6900	1979 - 1980	English	none	
Cypress College Cypress, CA 90630	1976 – 1980	German	Associates of Science	1980
Golden West College Huntington Beach, CA 92647	1975 – 1980	none	none	

Additional Certifications:

- Project Management Certificate
University of California Santa Cruz Extension Program, Santa Cruz, CA.
- K – 8 Teaching Credential: State of Mississippi
- Certified GLOBE Trainer

II. Professional Experience/Research Assistant/Educator:

12/2008 – present	Program Evaluator/Research, Maberry Consulting and Evaluation Services, LLC, Belleville, IL
02/2006 – present	Research Project Specialist, College of Education and Human Services, Southern Illinois University, Carbondale, IL
08/2005 – 01/2006	Graduate Assistant, McNair Scholars Program, Southern Illinois University, Carbondale, IL
08/2003 – 12/2004	Graduate Research Assistant, Department of Curriculum and Instruction, Southern Illinois University, Carbondale, IL
08/2002 – 05/2003	Graduate Assistant, Department of Curriculum and Instruction, Mississippi State University, Mississippi State, MS (Reason for leaving: relocation due to family illness)
06/1996 – 07/2002	Educational Multimedia Project Manager and Curriculum Specialist, Contractor, Quantum Services, Inc., Sunnyvale, CA (Reason for leaving: acceptance in doctoral program)
8/1985 – 6/1996	Teacher-in-Charge, District Mentor & Classroom Instructor, Placer Hills Union School District, Meadow Vista, CA (Reason for leaving: new job opportunity)

III. Research and Creative Activity

A. Interests and Specialties

- Metacognition/Critical Thinking and Pre-service and Inservice Teachers
- Course curriculum and instructional practices in university information technology programs
- Gender issues in learning
- Learning through informal education venues
- Advancing critical thinking through multimedia
- Classroom discourse
- Teacher Leadership

B. Current Projects

- Women Undergraduates in Information Technology Class Discourse.
- Course Curriculum in University Information Technology Classes.
- Effects of teacher-based math anxiety on mathematics learning.
- Effects of Cognitively-Guided Instruction on teachers' mathematical and critical thinking skills.

- Effects of Cognitively Guided Instruction on teacher instructional practices, teacher critical thinking skills and student achievement.
- Effects of an after-school tutorial program on student achievement in reading and mathematics.

IV. Publications and Creative Works

Woodward, B., Ashby, S. C., Litteken, A. & Zamora, S. (2008). Student perceptions of information technology preparedness and important job skills. *Information Systems Education Journal*, tba. <http://isedj.org/tba/tba/>. ISSN: 1545-697X. (Also appears in *The Proceedings of ISECON 2007*: §3723. ISSN: 1542-7382.)

Woodward, B., & Ashby, S. C. (2006). Measuring growth and impact: Ethical reasoning in the information technology field. *Issues in Information Systems*, VII(2). International Association for Computer Information Systems.

Waggoner, J. E., Jin L., Cox, J. L., & Ashby, S. C. (2005). The impact of a course in clinical supervision on cooperating teachers' actual practice. *SRATE Journal*, 14(1), 44 – 50.

Waggoner, J. E. and Ashby, S. C. (2004). Middle school teachers-in-residence: Holistic analysis of findings from interviews. *Current Issues in Middle Level Education*, 10(2), 35 – 49.

Ashby, S. C. (2003, December). The u.s. air traffic management system. *Tech Directions*, Prakken Publications, Inc. 18 – 21.

Ashby, S. C. (2002). The science behind a nasa poster. *Science Scope*, 25 (6), 28 – 30.

Ashby, S. C. (2001). Dynamic teachers re-new with nasa. *Science Scope*, 24 (6), 38 – 40.

Ashby, S. C. (2000). *A new regime*. Moffet Field, CA: National Aeronautics and Space Administration (NASA) Quest. <http://quest.nasa.gov/>

Ashby, S. C. (2000). On-line with nasa quest. *Science Scope*, 24 (1), 40 – 43.

Ashby, S. C. (1999). Taking flight with nasa. *Science Scope*, 23 (1), 18 – 23.

ACADEMIC DEVELOPMENT INSTITUTE – RESUME

Sam Redding

121 N. Kickapoo Street
Lincoln, IL 62656
OFFICE: 217-732-6462. ext. 11
sredding@adi.org

Education

Doctor of Education (Ed. Admin.)	Illinois State University	1976
Institute for Educational Management (post-doctoral study)	Harvard University	1981
Master of Arts in English	University of Illinois	1995
Master of Science in Psychology	Illinois State University	1970
Bachelor of Science in Social Science	Illinois State University	1968

Positions Held

Executive Director, Academic Development Institute	1983-present
Director, National Center on Innovation & Improvement	2005-present
Vice President/Academic Dean, Lincoln College	1976-1983
Assoc. Professor of Education, Lincoln College	1972-1976
Teacher, LeRoy High School	1968-1972

Related Experience

Senior Researcher, Mid-Atlantic Laboratory for Student Success Temple University	1995-2006
Executive Editor, School Community Journal	1990-present
Start-Up Consultant, Salt Creek Academy (Regional Alternative School)	1996-1998
Board Member, Superintendency Institute	
Board Member, Effective Schools Institute	
Board Member, Illinois Collaborative for Social & Emotional Learning Standards Writing Committee, Illinois State Board of Education	
State Leadership Team, PBIS Network	
State Leadership Team, Illinois Parent Leadership Council	

Certification

General Administration and Supervision	State of Illinois
Superintendent's Endorsement	State of Illinois
K-12 Special Education Teacher (EMH)	State of Illinois
6-12 Social Science Teacher	State of Illinois

Honors

Key Leaders Award	YMCA of USA	1995
Ben Hubbard Leadership Award	Illinois State University	1994
“Those Who Excel” Award	Illinois State Board of Education	1990
Kappa Delta Pi Honor Society in Education		1976

Professional Memberships

Association of Supervision and Curriculum Development
American Educational Research Association

Civic Service

Heartland Community College Foundation Board	1995-2000
Lincoln YMCA Board of Directors (President 3 years)	1993-2000
Logan County United Way Board of Directors	1987-1993
Lincoln Public Library Board of Trustees (President 1 year)	1997-2003
Good Shepherd Lutheran Church Council (Chairman 1 year)	1997-1999
Lincoln Fire and Police Commission, Chairman	1997-2001
Langston Hughes Committee	1996-2006

Select Recent Publications

“Systems for Learning,” Chapter in Handbook on Restructuring and Substantial School Improvement, Information Age Publishing, 2007.

“Indicators of Successful Restructuring,” Chapter in Handbook on Restructuring and Substantial School Improvement, Information Age Publishing, 2007.

“How Parents and Teachers View Their School Communities,” Marriage and Family Review, 2007.

“Que Piensan Padres y Profesores de la escuela y Unos de Otros,” Cultura y Educacion, Oct.-Dec. 2006.

The Mega System: Handbook for Continuous Improvement Within a Community of the School, Academic Development Institute and Laboratory for Student Success, 2006.

School-Family Partnerships for Children’s Success, Co-Editor, chapter contributor, Teachers College Press, 2005.

“The Effects on School Learning of Comprehensive Parent Engagement,” book chapter, Madrid: Saint Marie Group, 2005.

“Grassroots from the Top Down,” chapter in *School- Family Partnerships for Children’s Success*, Teachers College Press, 2005.

“The Community of the School,” Book edited with Lori G. Thomas, ADI Press, 2001.

“Parents and Learning,” UNESCO/IAE publication, 2000.

“Community of the School: An Overview of the Literature,” *School Community Journal*, Fall/Winter 1998.

“Academic Achievement, Poverty and the Expectations of Parents and Teachers,” *School Community Journal*, Fall/Winter 1997

“Urban Myth: The Family in Hard Times,” Chapter in *Children and Youth*, Edited by Herbert J. Walberg, Reyes, Roger Weissberg, University of Illinois/Chicago, Sage Publications, 1997.

“Quantifying the Components of School Community,” *School Community Journal*, Fall/Winter, 1996.

“Voices and Tensions,” *School Community Journal*, Spring/Summer, 1996.

Families and Schools, Editor, International Academy of Education, 1995.

ACADEMIC DEVELOPMENT INSTITUTE – RESUME

Bernadette M. Anderson

1108 St. Bernadette Drive; Cahokia, Illinois 62206

banderson@adi.org

(618) 874-8150

Professional Experience

Academic Development Institute, East St. Louis, IL (2000- Present)

Director of Institutional Advancement

- Provides intensive instructional and administrative leadership.
- Responsible for expanding ADI services in other states.
- Develops and monitors budgets for grant-funded initiatives.
- Supervises the development and implementation of professional development services for school districts, using ADI's curricula – Alliance for Achievement, Solid Foundation, Champions Together, and other resources.
- Manages one of four state-funded pilot parent engagement projects in Illinois, utilizing ADI's Solid Foundation curriculum and the School Community Index to strengthen parental engagement at Lincoln Elementary School in Madison, IL.
- Collaborates with school districts across Illinois to create new collaborative linkages with external agencies, private industry, and community organizations, which expands resources and provides educational vision and support to ensure high-quality programming and successful student performance.
- Supervises a parental involvement initiative for six school districts [Brooklyn School district #188, Cahokia School District # 187, Dupo School District #196, East St. Louis School District #189, Madison School District #12, and Venice School District #3.] Collaborates with the St. Clair Regional Office of Education and Southern Illinois University at Edwardsville to implement a professional development system focused on continuous learning for educators and parents to improve teaching, learning, and school management.
- Leads development of partnerships and resource generation for ADI, through grant proposal development, budget planning, and budget monitoring.
- Serve on various Illinois State Board of Education Committees and Community Educational Task Forces.

Illinois Parental Information and Resource Center (PIRC) (2000 to 2007)

- Trained ADI administrators to conduct NCLB Institutes for educators, parents, and community members in multiple Illinois communities to provide up-to-date information on school accountability and school choice options, as well as practical tools to school personnel, community agency staff, and parent leaders.

Metro-East Consortium for Child Advocacy [MECCA] Summer Bridges, Cahokia School District, Cahokia, IL (1999-Present)

Professional Developer (2003-Present); Third (1999) and Fourth (2000- 2002) Grade Teacher

- Coordinates professional development for the Illinois State Board of Education Summer Bridges Reading Camp (PreK-6) for more than 100 professional development providers.
- Models and teaches writing to students.
- Provides leadership development training to over 200 educators.
- Assists with budget development and monitoring for budget averaging over one million, annually.
- Serves on the Board of Directors for the Metro-East Consortium for Child Advocacy (MECCA), since the beginning of 2000.

Cahokia School District, Centerville Elementary Cahokia, IL (1996-2007)

Accelerated School Coach, Project Involvement Specialist, and Special Education Aide

Developed grant-supported programs and managed development of grant proposals, supervised the implementation of grants; maintained budget reports; trained faculty and staff; supervised tutors; provided literacy instruction to students; coached teachers on incorporating technology in the classroom; assisted youth to negotiate better outcomes and make better decisions regarding academics, family, friends, and other issues; and participated in the Teachers Academy for Math and Science.

Comprehensive Child Development Program, Lessie Bates, East St. Louis (1993-1996)

Family Advocate/Social Worker

Supervised the implementation of an early childhood federal research project; taught Head Start standards in the home; provided counseling, guidance, and information to empower families; and supervised practicum students.

Illinois Department of Public Aid, East St. Louis, IL (1990-1993)

Income Maintenance Specialist

Identified eligibility of applicants, counseled families receiving public aid to access needed services, served as the local office Spanish Translator; and investigated fraudulent reports.

Education M.Ed. Educational Leadership,
Northwest Nazarene University, Idaho

B.A. University of Idaho; Moscow, Idaho 1989
Political Science; Minor: Sociology

Major:

Interests Parenting, reading, softball, swimming, and traveling



Superintendent Theresa Saunders
East Saint Louis School District 189
1005 State Street
East St. Louis, IL 62201

Dear Dr. Saunders,

JP Associates is pleased to support East Saint Louis School District 189 in its application to the School Leadership Program, U.S. Department of Education, Office of Innovation and Improvement. Your proposed project, "Leadership Innovation For Today" (LIFT) will increase the number of qualified and certified principals, will reduce principal turnover, and will increase school effectiveness, resulting in greater academic achievement.

JP Associates will support East Saint Louis Public Schools proposed project through these services:

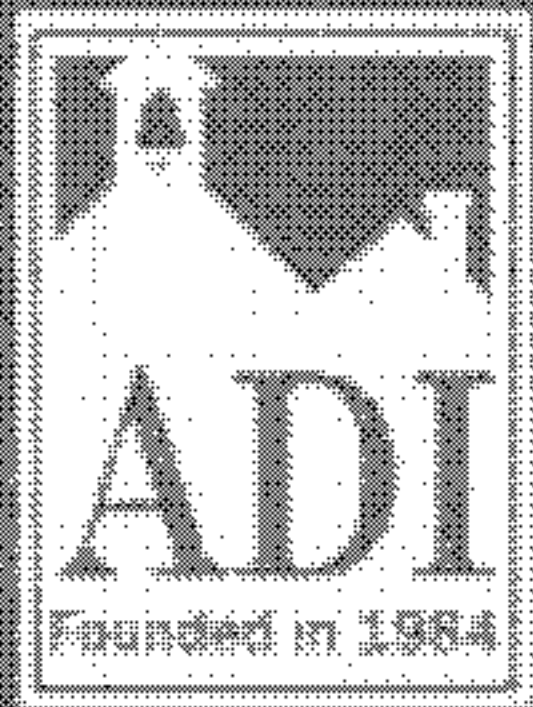
- (1) Administer the Haberman Star Principal Interview to determine outcomes for each candidate or in-service administrator (years 1-5)
- (2) Design Individualized Professional Development Plans for each participating administrator (years 1-3)
- (3) Conduct three annual Leadership Academies (years 1-5)
- (4) Provide one-on-one coaching (years 1-4)
- (5) Train administrators in use of the Star Principal Selection Interview (years 1-5)
- (6) Conduct virtual academies (year 5)

JP Associates looks forward to supporting East Saint Louis Public Schools and the LIFT project in any way possible to bring about effective school leadership.

Sincerely,

A handwritten signature in black ink, appearing to read 'Douglas Blancero', is written over a rectangular area with a light gray dot grid background.

Douglas Blancero
Vice President
Development and Operations



Honorable Arne Duncan
Secretary of Education
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202 - 4260

April 2, 2010

Mr. Duncan:

The purpose of this letter is to express our support for East St. Louis District 189's School Leadership grant proposal. We believe that such a revitalized and redesigned School Leadership program is needed in our community. The services are absolutely critical to the healthy development of our youth.

Our organization is committed to supporting their program in the following ways: The Academic Development Institute Metro-East Parent Connection will provide each year of the grant a minimum of 24 technical assistance sessions concerning strategic implementation efforts and assist the district with internal monitoring of progress. We also will assist with community collaboration efforts by providing ten community stakeholders meetings each year to create, revise, and publish a community educational strategic plan based upon the diversity of perspectives as it relates to school leadership.

Currently in the East St. Louis, with focused effort, we believe that we can increase the capacity of school leadership for administrators and improve their awareness of effective supervision of practice. It is with tremendous support that we endorse the School Leadership program and pledge our support. We greatly support and encourage the funding to support E. St. Louis School District 189 to ensure the provision of services to students in the underserved community of East St. Louis.

Sincerely Yours,

Bernadette Anderson
Director of Institutional Advancement

CC: Sam Redding, ADI Executive Director

Budget Narrative

Budget Narrative

Attachment 1:

Title: **ESI Budget narrative** Pages: **20** Uploaded File: **Budget Narrative.pdf**

**Budget Narrative
Year One**

1. Personnel

- a. Project Director, Ms. Princess Hayes
\$113,000 per year salary
(b)(6) = \$45,200 in year one

The Project Director is responsible for program oversight, consultant oversight, fiscal management, data collection, and reporting. The Project Director will be experienced in education, human resources, data collection, and federal reporting requirements.

- b. Project Coordinator, to be hired
\$65,000 per year salary
1.0 FTE = \$65,000 in year one

The Project Coordinator is responsible for recruitment; prescreening, leadership academy, coaching, training, and assessment scheduling; travel arrangements; and supplies.

- c. Administrative Assistant
\$36,000 per year salary
0.33 FTE = \$12,000 in year one

The Administrative Assistant will provide support to the Project Director and the Project Coordinator.

- d. Research and Data Technician
\$32,000 per year salary
0.50 FTE = \$16,000 in year one

The Research and Data Technician will assist with data collection and analysis.

Personnel Subtotal = \$138,200 in year one

2. Fringe

Fringe benefits are paid for the full-time Project Coordinator, at a rate of 21%. The salary basis is \$65,000.

Fringe Subtotal = \$13,650 in year one

3. Travel

- a. Travel is included for the Project Director and Project Coordinator to attend a grant orientation and an additional grant meeting in Washington, DC in year one.

2 personnel * \$2,000 per trip * 2 trips = \$8,000

- b. Local travel \$1,000 per year

Travel Subtotal = \$9,000 in year one

4. Equipment

none

5. Supplies

- a. General office supplies \$5,000

- b. Literature and reference books \$8,000

- c. Printing/recruitment marketing materials \$6,000

- d. Laptops will be purchased and made available to project participants as needed on a loan basis

10 laptops @ \$1,100 each = \$11,000

Supplies Subtotal = \$30,000 in year one

6. Consultants and Subcontracts

- a. JP Associates, an experienced provider of professional development services for school improvement, will provide prescreening and assessment services, training, Leadership Academies, and coaching.

1. Administer the Haberman Star Principal Selection online prescreen assessment to 20 teachers or candidate principals (to select the top 7)

20 * \$30 each = \$600

2. Administer the Haberman Star Principal Selection phone interview to 24 participants (1st cohort)

\$1500/day * 5 days = \$7,500

3. Design Individualized Professional Development Plans (included)

4. Conduct three onsite Leadership Academies to 1st cohort as follows:

- Leadership Academy #1 (October):
 - Group Principals
 - Meet with each principal to explain placement
 - Present Professional Development Plan for the year (objectives and benchmarks)
 - Presentation of a series of workshops addressing focus areas
 - Creation of individual action plans for each administrator with follow up items for the following months
 - Explanation of the training and coaching process

- Leadership Academy #2 (January)
 - Review of the action plans and progress
 - Presentation of workshops based on observations of the prior months
 - Creation of individual action plans for each administrator with follow up items for the following months

- Leadership Academy #3 (May)
 - Review of the action plans and progress
 - Presentation of workshops based on observations of the prior months
 - Review of the year and assessing attainment of objectives and benchmarks
 - Preparations for the next year

2 trainers * \$2000/day * 4 days * 3 academies = \$48,000
(includes travel costs)

5. Conduct 6 coaching visits per year, each visit for 5 days (1st cohort)
\$2000/day * 5 days * 6 visits = \$60,000
(includes travel costs)

6. Conduct three virtual online Leadership Academies for 1st cohort
\$10,000

7. Provide training on the Haberman Star Teacher Interview (1st cohort)
24 administrators @ \$400 each = \$9,600

Subtotal for JP Associates \$135,700 in year one

b. Third-Party Evaluation

Maberry Consulting and Evaluation Services will provide external evaluation of overall project to measure success in compliance with program requirements. The consultant will develop process and outcome evaluation reports and establish an outcome evaluation system with assessment tool development. \$50,000 in year one

c. Academic Development Institute Consultants

Professional Development Providers for leveraging community resources and perspectives. Consultants will provide onsite services for district strategic planning, advisory meetings, technical assistance, and web based community resources.

Materials for *LIFT* Advisory Committee meetings: \$10/participant * 40 participants * 10 meetings = \$4,000

Supplies \$1,500

Technical Assistance: 24 sessions * \$300 = \$7,200

Advisory Meeting Facilitators: \$900/day = \$9,000

Technology Webmaster \$10,000

Develop and monitor Community Perspectives Strategic Plan \$4,800

Total year one: \$35,000

Contractual Subtotal = \$220,700 in year one

7. **Construction**

not applicable

8. **Other**

a. Teacher or candidate principals participating in the project will be offered financial incentives to offset tuition costs for obtaining principal certification.

7 candidates * \$5000 = \$35,000

Other Subtotal = \$35,000 in year one

9. **Indirect Costs**

No indirect costs

Total Year One Budget = \$446,550

**Budget Narrative
Year Two**

1. Personnel

- a. Project Director, Ms. Princess Hayes
An annual raise of 1% is assumed
\$114,130 per year base salary
(b)(6) = \$45,652 in year two

The Project Director is responsible for program oversight, consultant oversight, fiscal management, data collection, and reporting. The Project Director will be experienced in education, human resources, data collection, and federal reporting requirements.

- b. Project Coordinator, to be hired
An annual raise of 1% is assumed
\$65,650 per year salary
1.0 FTE = \$65,650 in year two

The Project Coordinator is responsible for recruitment; prescreening, leadership academy, coaching, training, and assessment scheduling; travel arrangements; and supplies.

- c. Administrative Assistant
An annual raise of 1% is assumed
\$36,360 per year salary
0.33 FTE = \$12,120 in year two

The Administrative Assistant will provide support to the Project Director and the Project Coordinator.

- d. Research and Data Technician
An annual raise of 1% is assumed
\$32,320 per year salary
0.50 FTE = \$16,160 in year two

The Research and Data Technician will assist with data collection and analysis.

Personnel Subtotal = \$139,582 in year two

2. Fringe

Fringe benefits are paid for the full-time Project Coordinator, at a rate of 21%.
The salary basis is \$65,650.

Fringe Subtotal = \$13,787 in year two

3. Travel

- a. Travel is included for the Project Director and Project Coordinator to attend a grant meeting in Washington, DC in year two.
2 personnel * \$2,000 per trip = \$4,000
- b. Travel is included for *LIFT* Project Director and principal mentors to visit the Chicago Public Schools Academy for Urban School Leadership, for the purpose of learning about leadership programs in other school districts.

5 personnel * \$800 = \$4,000
- c. Local mileage \$1,000

Travel Subtotal = \$9,000 in year two

4. Equipment

none

5. Supplies

- a. General office supplies \$5,000
- b. Literature and reference books \$8,000
- c. Printing/recruitment marketing materials \$1,000

Supplies Subtotal = \$14,000 in year two

6. Consultants and Subcontracts

- a. JP Associates, an experienced provider of professional development services for school improvement, will provide assessment services, training, Leadership Academies, and coaching.
- 1 Administer the Haberman Star Principal Selection phone interview to 24 participants (1st cohort)
\$1500/day * 5 days = \$7,500
 2. Design Individualized Professional Development Plans (included)
 3. Conduct three onsite Leadership Academies to 1st cohort as follows:
 - Leadership Academy #1 (October):

- Group Principals
- Meet with each principal to explain placement
- Present Professional Development Plan for the year (objectives and benchmarks)
- Presentation of a series of workshops addressing focus areas
- Creation of individual action plans for each administrator with follow up items for the following months
- Explanation of the training and coaching process

- Leadership Academy #2 (January)
 - Review of the action plans and progress
 - Presentation of workshops based on observations of the prior months
 - Creation of individual action plans for each administrator with follow up items for the following months

- Leadership Academy #3 (May)
 - Review of the action plans and progress
 - Presentation of workshops based on observations of the prior months
 - Review of the year and assessing attainment of objectives and benchmarks
 - Preparations for the next year

2 trainers * \$2000/day * 4 days * 3 academies = \$48,000
(includes travel costs)

4. Conduct 6 coaching visits per year, each visit for 5 days (1st cohort)
\$2000/day * 5 days * 6 visits = \$60,000
(includes travel costs)

5. Conduct three virtual online Leadership Academies for 1st cohort
\$10,000

Subtotal for JP Associates \$125,500 in year two

b. Third-Party Evaluation

Maberry Consulting and Evaluation Services will provide external evaluation of overall project to measure success in compliance with program requirements. The consultant will develop process and outcome evaluation reports and establish an outcome evaluation system with assessment tool development. \$50,000 in year two

c. Academic Development Institute Consultants

Professional Development Providers for leveraging community resources and perspectives. Consultants will provide onsite services for district strategic planning, advisory meetings, technical assistance, and web based community resources.

Materials for *LIFT* Advisory Committee meetings: \$10/participant * 40 participants * 10 meetings = \$4,000
Supplies \$1,500
Technical Assistance: 24 sessions * \$300 = \$7,200
Advisory Meeting Facilitators: \$900/day = \$9,000
Technology Webmaster \$10,000
Develop and monitor Community Perspectives Strategic Plan \$4,800
Total year two: \$35,000

Contractual Subtotal = \$210,500 in year two

7. Construction

not applicable

8. Other

- a. Mentor stipends. In years 2-3, four exceptional administrators will be paid a stipend to become mentors to the other administrators.
4 mentors * \$3000 = \$12,000

Other Subtotal = \$12,000 in year two

9. Indirect Costs

No indirect costs

Total Year Two Budget = \$398,869

**Budget Narrative
Year Three**

1. Personnel

- a. Project Director, Ms. Princess Hayes
An annual raise of 1% is assumed
\$115,271 per year salary
(b) FTE = \$46,109 in year three

The Project Director is responsible for program oversight, consultant oversight, fiscal management, data collection, and reporting. The Project Director will be experienced in education, human resources, data collection, and federal reporting requirements.

- b. Project Coordinator, to be hired
An annual raise of 1% is assumed
\$66,307 per year salary
1.0 FTE = \$66,307 in year three

The Project Coordinator is responsible for recruitment; prescreening, leadership academy, coaching, training, and assessment scheduling; travel arrangements; and supplies.

- c. Administrative Assistant
An annual raise of 1% is assumed
\$36,724 per year salary
0.33 FTE = \$12,241 in year three

The Administrative Assistant will provide support to the Project Director and the Project Coordinator.

- d. Research and Data Technician
An annual raise of 1% is assumed
\$32,970 per year salary
0.50 FTE = \$16,322 in year three

The Research and Data Technician will assist with data collection and analysis.

Personnel Subtotal = \$140,979 in year three

2. Fringe

Fringe benefits are paid for the full-time Project Coordinator, at a rate of 21%. The salary basis is \$66,307.

Fringe Subtotal = \$13,924 in year three

3. Travel

- a. Travel is included for the Project Director and Project Coordinator to attend a grant meeting in Washington, DC in year three.

2 personnel * \$2,000 per trip = \$4,000

- b. Local mileage \$1,000

Travel Subtotal = \$5,000 in year three

4. Equipment

none

5. Supplies

- a. General office supplies \$5,000

- b. Literature and reference books \$8,000

- c. Printing/recruitment marketing materials \$2,000 (project recruitment occurs in years 1 and 3)

- d. Laptops will be purchased and made available to project participants as needed on a loan basis
5 laptops @ \$1,100 each = \$5,500

Supplies Subtotal = \$20,500 in year one

6. Consultants and Subcontracts

- a. JP Associates, an experienced provider of professional development services for school improvement, will provide prescreening and assessment services, training, Leadership Academies, and coaching.

1. Administer the Haberman Star Principal Selection online prescreen assessment to 20 teachers or candidate principals (to select the top 7)
20 * \$30 each = \$600

2. Administer the Haberman Star Principal Selection phone interview to 45 participants (1st and 2nd cohort)
\$1500/day * 10 days = \$15,000

3. Design Individualized Professional Development Plans (included)

4. Conduct three onsite Leadership Academies to 2nd cohort as follows:
 - Leadership Academy #1 (October):
 - Group Principals
 - Meet with each principal to explain placement
 - Present Professional Development Plan for the year (objectives and benchmarks)
 - Presentation of a series of workshops addressing focus areas
 - Creation of individual action plans for each administrator with follow up items for the following months
 - Explanation of the training and coaching process
 - Leadership Academy #2 (January)
 - Review of the action plans and progress
 - Presentation of workshops based on observations of the prior months
 - Creation of individual action plans for each administrator with follow up items for the following months
 - Leadership Academy #3 (May)
 - Review of the action plans and progress
 - Presentation of workshops based on observations of the prior months
 - Review of the year and assessing attainment of objectives and benchmarks
 - Preparations for the next year

2 trainers * \$2000/day * 4 days * 3 academies = \$48,000
(includes travel costs)

5. Conduct 6 coaching visits per year, each visit for 7 days for 1st and 2nd cohorts
\$2000/day * 7 days * 6 visits = \$84,000
(includes travel costs)
6. Conduct three virtual online Leadership Academies for 1st and 2nd cohorts
\$15,000
7. Provide training on the Haberman Star Teacher Interview (2nd cohort)
21 administrators @ \$400 each = \$8,400

Subtotal for JP Associates \$171,000 in year three

b. Third-Party Evaluation

Maberry Consulting and Evaluation Services will provide external evaluation of overall project to measure success in compliance with program requirements. The consultant will

develop process and outcome evaluation reports and establish an outcome evaluation system with assessment tool development. \$50,000 in year three

c. Academic Development Institute Consultants

Professional Development Providers for leveraging community resources and perspectives. Consultants will provide onsite services for district strategic planning, advisory meetings, technical assistance, and web based community resources.

Materials for *LIFT* Advisory Committee meetings: \$10/participant * 40 participants * 10 meetings = \$4,000

Supplies \$1,500

Technical Assistance: 24 sessions * \$300 = \$7,200

Advisory Meeting Facilitators: \$900/day = \$9,000

Technology Webmaster \$10,000

Develop and monitor Community Perspectives Strategic Plan \$4,800

Total year three: \$35,000

Contractual Subtotal = \$256,000 in year three

7. Construction

not applicable

8. Other

a. Mentor stipends. In years 2-3, four exceptional administrators will be paid a stipend to become mentors to the other administrators.

4 mentors * \$3000 = \$12,000

b. Teacher or candidate principals participating in the project will be offered financial incentives to offset tuition costs for obtaining principal certification.

7 candidates * \$5000 = \$35,000

Other Subtotal = \$47,000 in year three

9. Indirect Costs

No indirect costs

Total Year Three Budget = \$483,403

**Budget Narrative
Year Four**

1. Personnel

- a. Project Director, Ms. Princess Hayes
An annual raise of 1% is assumed
\$116,424 per year salary
(b) FTE = \$46,570 in year four

The Project Director is responsible for program oversight, consultant oversight, fiscal management, data collection, and reporting. The Project Director will be experienced in education, human resources, data collection, and federal reporting requirements.

- b. Project Coordinator, to be hired
An annual raise of 1% is assumed
\$66,970 per year salary
2.0 FTE = \$66,970 in year four

The Project Coordinator is responsible for recruitment; prescreening, leadership academy, coaching, training, and assessment scheduling; travel arrangements; and supplies.

- c. Administrative Assistant
An annual raise of 1% is assumed
\$37,091 per year salary
0.33 FTE = \$12,364 in year four

The Administrative Assistant will provide support to the Project Director and the Project Coordinator.

- d. Research and Data Technician
An annual raise of 1% is assumed
\$32,970 per year salary
0.50 FTE = \$16,485 in year four

The Research and Data Technician will assist with data collection and analysis.

Personnel Subtotal = \$142,389 in year four

2. Fringe

Fringe benefits are paid for the full-time Project Coordinator, at a rate of 21%.
The salary basis is \$66,970.

Fringe Subtotal = \$14,064 in year four

3. Travel

- a. Travel is included for the Project Director and Project Coordinator to attend a grant meeting in Washington, DC in year four.

2 personnel * \$2,000 per trip = \$4,000

- b. Travel is included for *LIFT* Project Director and principal mentors to visit the Chicago Public Schools Academy for Urban School Leadership, for the purpose of learning about leadership programs in other school districts.

9 personnel * \$800 = \$7,200

- c. Local mileage \$1,000

Travel Subtotal = \$12,200 in year four

4. Equipment

none

5. Supplies

- a. General office supplies \$5,000

- b. Literature and reference books \$8,000

- c. Printing/recruitment marketing materials \$1,000

Supplies Subtotal = \$14,000 in year four

6. Consultants and Subcontracts

- a. JP Associates, an experienced provider of professional development services for school improvement, will provide prescreening and assessment services, training, Leadership Academies, and coaching.

1. Administer the Haberman Star Principal Selection phone interview to 45 participants (1st and 2nd cohort)
\$1500/day * 10 days = \$15,000

2. Design Individualized Professional Development Plans (included)

3. Conduct three onsite Leadership Academies for 2nd cohort as follows:

- Leadership Academy #1 (October):
 - Group Principals
 - Meet with each principal to explain placement
 - Present Professional Development Plan for the year (objectives and benchmarks)
 - Presentation of a series of workshops addressing focus areas
 - Creation of individual action plans for each administrator with follow up items for the following months
 - Explanation of the training and coaching process

- Leadership Academy #2 (January)
 - Review of the action plans and progress
 - Presentation of workshops based on observations of the prior months
 - Creation of individual action plans for each administrator with follow up items for the following months

- Leadership Academy #3 (May)
 - Review of the action plans and progress
 - Presentation of workshops based on observations of the prior months
 - Review of the year and assessing attainment of objectives and benchmarks
 - Preparations for the next year

2 trainers * \$2000/day * 4 days * 3 academies = \$48,000
(includes travel costs)

4. Conduct 6 coaching visits per year, each visit for 7 days (1st and 2nd cohort)
\$2000/day * 7 days * 6 visits = \$84,000
(includes travel costs)

5. Conduct three virtual online Leadership Academies (1st and 2nd cohort)
\$15,000

Subtotal for JP Associates \$162,000 in year four

b. Third-Party Evaluation

Maberry Consulting and Evaluation Services will provide external evaluation of overall project to measure success in compliance with program requirements. The consultant will develop process and outcome evaluation reports and establish an outcome evaluation system with assessment tool development. \$50,000 in year four

c. Academic Development Institute Consultants

Professional Development Providers for leveraging community resources and perspectives. Consultants will provide onsite services for district strategic planning, advisory meetings, technical assistance, and web based community resources.

Materials for *LIFT* Advisory Committee meetings: \$10/participant * 40 participants * 10 meetings = \$4,000
Supplies \$1,500
Technical Assistance: 24 sessions * \$300 = \$7,200
Advisory Meeting Facilitators: \$900/day = \$9,000
Technology Webmaster \$10,000
Develop and monitor Community Perspectives Strategic Plan \$4,800
Total year four: \$35,000

Contractual Subtotal = \$247,000 in year four

7. Construction

not applicable

8. Other

- a. Mentor stipends. In years 4-5, eight exceptional administrators will be paid a stipend to become mentors to the other administrators.
8 mentors * \$3000 = \$24,000

Other Subtotal = \$24,000 in year four

9. Indirect Costs

No indirect costs

Total Year Four Budget = \$453,652

**Budget Narrative
Year Five**

1. Personnel

- a. Project Director, Ms. Princess Hayes
An annual raise of 1% is assumed
\$117,588 per year salary
(b) FTE = \$47,035 in year five
(6)

The Project Director is responsible for program oversight, consultant oversight, fiscal management, data collection, and reporting. The Project Director will be experienced in education, human resources, data collection, and federal reporting requirements.

- b. Project Coordinator, to be hired
An annual raise of 1% is assumed
\$67,639 per year salary
1.0 FTE = \$67,639 in year five

The Project Coordinator is responsible for recruitment; prescreening, leadership academy, coaching, training, and assessment scheduling; travel arrangements; and supplies.

- c. Administrative Assistant
An annual raise of 1% is assumed
\$37,462 per year salary
0.33 FTE = \$12,487 in year five

The Administrative Assistant will provide support to the Project Director and the Project Coordinator.

- d. Research and Data Technician
An annual raise of 1% is assumed
\$33,299 per year salary
0.50 FTE = \$16,650 in year five

The Research and Data Technician will assist with data collection and analysis.

Personnel Subtotal = \$143,811 in year five

2. Fringe

Fringe benefits are paid for the full-time Project Coordinator, at a rate of 21%.
The salary basis is \$67,639

Fringe Subtotal = \$14,204 in year five

3. Travel

- a. Travel is included for the Project Director and Project Coordinator to attend a grant meeting in Washington, DC in year five.

2 personnel * \$2,000 per trip = \$4,000

- b. Local mileage \$1,000

Travel Subtotal = \$5,000 in year five

4. Equipment

none

5. Supplies

- a. General office supplies \$5,000
b. Literature and reference books \$8,000
c. Printing/recruitment marketing materials \$1,000

Supplies subtotal = \$14,000 in year five

6. Consultants and Subcontracts

- a. JP Associates, an experienced provider of professional development services for school improvement, will provide prescreening and assessment services, training, Leadership Academies, and coaching.

1. Administer the Haberman Star Principal Selection phone interview to 45 participants (1st and 2nd cohort)
\$1500/day * 10 days = \$15,000
2. Design Individualized Professional Development Plans (included)
3. Conduct three onsite Leadership Academies to 1st and 2nd cohort as follows:
 - Leadership Academy #1 (October):
 - Group Principals
 - Present Professional Development Plan for the year (objectives and benchmarks)
 - Presentation of a series of workshops addressing focus areas

- Creation of individual action plans for each administrator with follow up items for the following months

- Leadership Academy #2 (January)
 - Review of the action plans and progress
 - Presentation of workshops based on observations of the prior months
 - Creation of individual action plans for each administrator with follow up items for the following months
- Leadership Academy #3 (May)
 - Review of the action plans and progress
 - Presentation of workshops based on observations of the prior months
 - Review of the year and assessing attainment of objectives and benchmarks

4 trainers * \$2000/day * 4 days * 3 academies = \$96,000
(includes travel costs)

4. Provide training on the Haberman Star Principal Interview (1st and 2nd cohort)
45 administrators @ \$1000 each = \$45,000
5. Conduct three virtual online Leadership Academies for 1st and 2nd cohort
\$15,000

Subtotal for JP Associates \$171,000 in year five

b. Third-Party Evaluation

Maberry Consulting and Evaluation Services will provide external evaluation of overall project to measure success in compliance with program requirements. The consultant will develop process and outcome evaluation reports and establish an outcome evaluation system with assessment tool development. \$50,000 in year five

c. Academic Development Institute Consultants

Professional Development Providers for leveraging community resources and perspectives. Consultants will provide onsite services for district strategic planning, advisory meetings, technical assistance, and web based community resources.

Materials for *LIFT* Advisory Committee meetings: \$10/participant * 40 participants * 10 meetings = \$4,000

Supplies \$1,500

Technical Assistance: 24 sessions * \$300 = \$7,200

Advisory Meeting Facilitators: \$900/day = \$9,000

Technology Webmaster \$10,000

Develop and monitor Community Perspectives Strategic Plan \$4,800

Total year five: \$35,000

Contractual Subtotal = \$256,000 in year five

7. **Construction**

not applicable

8. **Other**

- a. Mentor stipends. In years 4-5, eight exceptional administrators will be paid a stipend to become mentors to the other administrators.
8 mentors * \$3000 = \$24,000

Other Subtotal = \$24,000 in year five

9. **Indirect Costs**

No indirect costs

Total Year Five Budget = \$457,015

Total Project Budget = \$2,239,489