U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

THE SCHOOL LEADERSHIP PROGRAM
CFDA # 84.363A
PR/Award # U363A080100
Grants.gov Tracking#: GRANT00456731

Closing Date: MAY 02, 2008

Table of Contents

Forms

Narratives

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for 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):
○ Preapplication	● New	
● Application	○ Continuation	* Other (Specify)
○ Changed/Corrected Application	○ Revision	

* 3. Date Received: 05/02/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Old Dominion University Research Foundation

* b. Employer/Taxpayer Identification Number (EIN/TIN): 546068198

* c. Organizational DUNS: 077945947

d. Address:

* Street1:	4111 Monarch Way
Street2:	Suite 204
* City:	Norfolk
County:	
* State:	VA: Virginia
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	23508

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix:	* First Name: Betsy
Middle Name:	
* Last Name: Foushee	
Suffix:	

Title: Sr. Grant & Contract Administrator

Organizational Affiliation:

* Telephone Number: 757-683-4293 x 502

Fax Number: 757-683-5290

* Email: efoushee@odu.edu

Application for Federal Assistance SF-424	Version 02

9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

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:

84.363

CFDA Title:

School Leadership

* 12. Funding Opportunity Number:

ED-GRANTS-030308-010

* Title:

School Leadership Grant Program CFDA 84.363A

13. Competition Identification Number:

84-363A2008-2

Title:

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

* 15. Descriptive Title of Applicant's Project:

The Generational Educators Network (GEN) Futures Program or GEN "F"

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424   Version 02

16. Congressional Districts Of:

* a. Applicant   VA002

* b. Program/Project   VA002

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

17. Proposed Project:

* a. Start Date: 09/01/2008

* b. End Date: 08/31/2013

18. Estimated Funding ($):

* a. Federal	655,969.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	655,969.00

* 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:		* First Name: Ruth
Middle Name:	B.	
* Last Name:	Smith	
Suffix:		

* Title: Executive Director

* Telephone Number: 757-683-4293   Fax Number: 757-683-5290

* Email: rfawards@odu.edu

* Signature of Authorized Representative: Betsy Foushee   * Date Signed: 05/02/2008

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Prescribed by OMB Circular A-102

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.

Attachments

AdditionalCongressionalDistricts

File Name   **Mime Type**

AdditionalProjectTitle

File Name   **Mime Type**

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Old Dominion University Research...

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	$ 34,300	$ 33,000	$ 32,750	$ 31,800	$ 27,330	$ 159,180
2. Fringe Benefits	$ 8,730	$ 7,606	$ 8,694	$ 7,620	$ 10,502	$ 43,152
3. Travel	$ 3,400	$ 6,500	$ 6,500	$ 5,200	$ 3,000	$ 24,600
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 1,800	$ 0	$ 1,800	$ 0	$ 0	$ 3,600
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 44,012	$ 118,737	$ 44,012	$ 118,737	$ 0	$ 325,498
9. Total Direct Costs (lines 1-8)	$ 92,242	$ 165,843	$ 93,756	$ 163,357	$ 40,832	$ 556,030
10. Indirect Costs*	$ 12,540	$ 12,248	$ 12,934	$ 11,601	$ 10,616	$ 59,939
11. Training Stipends	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 0	$ 40,000
12. Total Costs (lines 9-11)	$ 114,782	$ 188,091	$ 116,690	$ 184,958	$ 51,448	$ 655,969

*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? [X] Yes [] No
(2) If yes, please provide the following information:
    Period Covered by the Indirect Cost Rate Agreement: From: 7/21/2004 To: 6/30/2007 (mm/dd/yyyy)

    Approving Federal agency: [] ED   [X] Other (please specify): DHHS
(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)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

| Name of Institution/Organization: Old Dominion University Research... | 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

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 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 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.

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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 subagreements.

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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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 OFFICIAL Betsy Foushee	* TITLE Executive Director	
* APPLICANT ORGANIZATION Old Dominion University Research Foundation		* DATE SUBMITTED 05-02-2008

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
_a. contract	_a. bid/offer/application	●a. initial filing
●b. grant	●b. initial award	_b. material change
_c. cooperative agreement	_c. post-award	For Material Change Only:
_d. loan		year quarter
_e. loan guarantee		date of last report
_f. loan insurance		

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:
●Prime _SubAwardee Tier if known: * Name: n/a * Address: n/a n/a Congressional District, if known:	

6. * Federal Department/Agency: n/a	7. * Federal Program Name/Description: School Leadership CFDA Number, if applicable: 84.363

8. Federal Action Number, if known:	9. Award Amount, if known:

10. a. Name and Address of Lobbying Registrant (if individual, complete name): * Name: n/a n/a * Address:	b. Individual Performing Services (including address if different from No. 10a): * Name: n/a n/a

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 the 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.	* Signature: Betsy Foushee * Name: n/a n/a Title: Telephone No.: Date: 05-02-2008

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Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 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 (0348-0046), Washington, DC 20503.

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 1890-0007. 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:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name   Mime Type

1763-NCPS_Sch_Ldr_GEPA_427.pdf   application/pdf

GEPA 427

The Old Dominion University and its partner organizations in the 2008 School Leadership grant proposal focus delivery of services to all children and adults, but especially vulnerable populations. Among these are African American adults who are underrepresented in school leadership positions. In fact, there are no African American adults in school or district leadership positions.

The Old Dominion University GEN "F" program will make a point of identifying and recruiting African Americans for the 2 cohorts of 24 with a target of placing at least 3 in each cohort of 12.

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 an 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 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 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
Old Dominion University Research Foundation

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: * First Name: Ruth   Middle Name: B.
* Last Name: Smith   Suffix: * Title: Executive Director

* SIGNATURE: Betsy Foushee   * DATE: 05/02/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Karen

S.

Crum

Ed.D.

* Address:
110 Education Building

Old Dominion University

Norfolk

VA: Virginia

23529

USA: UNITED STATES

* Phone Number:
757-683-6698

Fax Number:
757-683-5756

Email:
kcrum@odu.edu

2. Applicant Experience:

_Yes _No ● Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

_Yes ● No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

 No   Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName   MimeType

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **9818-NCPS_Sch_Ldr_grant_84.363_Abstract.pdf**

Abstract

Old Dominion University
Darden College of Education
Room 137 Education Building
Norfolk, Virginia 32549

PI, Dr. Karen Crum
757 683 5449
kcrum@odu.edu

Project Title: The Generational Educators Network (GEN) Futures Program or GEN "F."

Old Dominion University will partner with Northampton County Public Schools.

The overarching goal of the project will be to build internal district capacity that will allow NCPS to "grow their own" leaders within the context of the school culture being served. This will stabilize and strengthen the retention of school leaders who can successfully guide and direct instruction in a high-need LEA. Its specific objectives are:

1. To identify, recruit, and enroll 2 cohorts of 10 for total of 20 as measured by enrollment records;
2. To prepare 2 cohorts of 20 leaders for assistant principal and principal as measured by 100 percent pass rate on SLLA exam; and
3. To model and evaluate a program of preparation, professional development, and reculturation of school leadership that enables school administrators to learn and use research-based educational strategies to guide and direct instruction as measured by increases of 15 percent in student performance as measured by Virginia Standards of Learning Tests over the 5 years of the program.

The foundations for this program reside in the following: a program comprised of specially designed courses that meet ISLLC and Virginia accrediting standards, as well as address the identified needs of the school division developed in collaboration with university faculty and school division personnel; completion of a graduate degree in administration; a strong mentoring component embedded into the program; a three-semester internship that provides in-depth, authentic experiences; an action research component where each cohort member will team with teachers to increase assessment literacy specifically to embed student assessment for learning and to form data teams; specific attention to the multicultural and diversity needs of the division using a social justice framework; and on-going professional development for cohort participants and division administration. These needs were determined in consultation with the district superintendent and his staff as well as our experiences working side-by-side with leaders and teachers in the district's classrooms over the past 4 years.

Project Narrative

Project Narrative

Title: Pages: Uploaded File: **8487-Mandatory_NCPS_SL_grant_US_Dpt_of_Ed_0408.pdf**

Program Narrative

Competitive Preference Priority

Two of the 4 schools in the Northampton County Public School (NCPS) district on the Eastern Shore of Virginia are on Federal Title I "Watch List" for not making AYP in all categories for 2 years in a row. The middle school is in warning for its third year. NCPS is a high-need LEA that serves 567 children from families with incomes below the poverty line out of 2167 students ages 5 through 17. Northampton County is arguably one of the most economically disadvantaged counties in Virginia. Approximately 12% of its 6,700 homes remain without indoor plumbing and approximately 23% of the families live below the poverty line. The per capita income for the county is $16,591, roughly half the state average. Particularly disadvantaged areas are Cape Charles, and Nassawadox; where over 40% of those under the age of 18 live below the poverty line. The percentage of students receiving free and reduced lunch in elementary and middle school is approximately 70%, twice the state average. In terms of education, some 47% of the population is high school graduates compared to a state average of 82% and roughly 16% have Bachelor's degree, nearly half the state average of 30%.

The district will restructure in the 2008-2009 school year. The middle school will be closed and students in Grades in grades 6 and 7 will be assigned to the districts 2 elementary schools and grade 8 students will be assigned to the high school. This significant structural change will require intensive preparation of school leaders to optimize this dramatic structural change. The Assistant Superintendent for Curriculum and Instruction is eligible to retire. Its Alternative Program principal is retiring next month. Two of its sitting principals are eligible to retire. Its Special Education Director is leaving. The middle school is without a principal. This district

1

needs a school leadership grant to work with its partner university to build a school leadership program from the ground up.

Invitational Priority

Northampton County Public Schools is a very isolated rural district located on the Eastern Shore of Virginia. The number of teachers holding provisional license is 21 percent. The school staff turn over rate is 30 percent. The high school has had a new principal every year for 4 years. Currently Old Dominion University (ODU) has a school leader certification program with Northampton County that enrolls two students. ODU has also been working for 4 years side by-side with the NCPS superintendent and his schools to stabilize the teacher workforce with State of Virginia assistance. This side-by-side collaborative inquiry experience has built enormous trust and will dramatically increase the feasibility of this project.

A. *Quality of the project design* (40 points).

1. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

The Generational Educators Network (GEN) Futures Program or GEN "F" program is a partnership between Northampton County Public Schools and Old Dominion University. The overarching goal of the project will be to build internal district capacity that will allow NCPS to "grow their own" leaders within the context of the school culture being served. This will stabilize and strengthen the retention of school leaders who can successfully guide and direct instruction in a high-need LEA. Its specific objectives are:

1. To identify, recruit, and enroll 2 cohorts of 10 each for a total of 20 participants as measured by enrollment records;

2

2. To prepare 2 cohorts of leaders for assistant principal and principal as measured by 100 percent pass rate on SLLA exam; and

3. To model and evaluate a program of preparation, professional development, and reculturation of school leadership that enables school administrators to learn and use research-based educational strategies to guide and direct instruction as measured by increases of 15 percent in student performance as measured by Virginia Standards of Learning Tests over the 5 years of the program.

2. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

Foundations. Old Dominion University's Darden College of Education is the state's Southern Regional Education Board (SREB) university. The College produces the highest number of teachers in the state. The ODU Center for Teacher Quality and Educational Leadership (CTQEL) uses the Interstate School Leaders Licensure Consortium (ISLLC) standards to prepare cohorts of aspiring principals in its state certified school leader licensure program.

The foundations for this program reside in the following: a program comprised of specially designed courses that meet ISLLC and Virginia accrediting standards, as well as addresses the identified needs of the school division developed in collaboration with university faculty and school division personnel; a strong mentoring component embedded into the program; a three-semester internship that provides in-depth, authentic experiences; specific attention to the multicultural and diversity needs of the division using a social justice framework; and on-going professional development for cohort participants and division administration.

The design of the GEN "F" program draws heavily from the Institute for Educational Leadership Brief, *Preparing Leaders for Rural Schools: Practice and Policy Considerations,*

3

2004; Kentucky Department of Education, *Leadership Performance Beginning Principal Coaching*, 2008; and Linda Darling Hammonds, *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs* and *Getting Serious About Preparation*, 2007.

Higher Education Role. Grogan and Andrews (2002) advocate for university participation in leadership preparation and note that the strength of scholars is situated in the ability to conduct rigorous research and then transfer this knowledge to practice. Further, according to Young, Petersen, and Short (2002), professors of educational leadership contribute to leadership development in significant ways by acting as scholars, teachers, and mentors. Continued university involvement in leadership preparation allows us to push unchallenged assumptions that exist in districts about who and what make a good leader and to ensure that all interested in school leadership have access to knowledge and practical experience.

University-School Collaboration. While university involvement is crucial, school practitioners must also be involved in re-visioning leadership practice, as they have ways of influencing schools that scholars do not (Ryan, 2003). This is evidenced in the strong collaborative effort in this grant proposal between the university and district   in essence, we will be working together "Should-to-Shoulder" throughout the five-year course of this grant. Research findings suggest that clinical activities led by practicing administrators alone are not often well coordinated with or integrated into preparation programs (Browne-Ferrigno & Muth, 2004; Geisman, Morris, & Lieberman, 2000; Sherman, 2005) and districts are better served by making connections with local universities to help address their concerns and needs.

Mentoring. The benefits of mentoring are considerable and include significant prospects for support, sharing, encouragement, and feedback for protégés as well as increased opportunities

4

for reflection, personal growth, and professional development for individuals serving as mentors (Ehrich, Hansford, & Tennent, 2004). According to Playko (1995), mentoring allows veteran leaders to give back to the field of education and help shape the future by supporting and acting as guides for prospective leaders. Interdependence and collegiality among seasoned and new or prospective leaders promote a culture of continuous learning in schools resulting in greater productivity and student achievement (Daresh, 2004). Mentors in this program will be provided in-depth training in how to promote personal and professional growth of the participants (Sherman and Crum, 2008).

Internships. As paradigm shifts have occurred and expectations for leaders have moved beyond the managerial role, Grogan and Andrews (2002) recommend that internships become more intense than ever before and that leadership preparation "…must be oriented toward facilitating the development of the intellectual (what teachers know) and professional (what teachers can do)… (p. 242). The Gen "F" program provides participants with a three semester internship, as well as embedded activities throughout the span of their five-semester preparation program to transform theory into practice. Clinical activities led by practicing administrators that are meticulously planned and implemented provide opportunities for learning that interns themselves have deemed highly valuable (Browne-Ferrigno & Muth, 2004; Geisman, Morris, & Lieberman, 2000; Pounder & Crow, 2005; Zellner, Jinkins, Gideon, Doughty, & McNamara, 2002). Contextual experiences engage future leaders in planning, developing, and implementing school programs under the guidance of university and practitioner mentors who encourage and support. Well-planned internships improve the preparation of future leaders and lead to "a stronger pipeline of effective school administrators" (Pounder & Crow, 2005, p. 57) as well. However, district-university collaboration is essential to the creation of strong internship

programs (Browne-Ferrigno & Muth, 2004; Firestone & Fisler, 2002; Goldring & Sims, 2005; Grogan, 2004; Grogan & Andrews, 2002; Jackson & Kelley, 2002; that foster the knowledge and skills of interns as well as their know-how to improve schools and student achievement.

> Aspiring leaders must leave their preparation programs armed not only with a new set of behavioral attributes, but as masters of their own minds   reflective, inquiry-based, and full of the cultural capital they need to transcend the challenging circumstances of being a school leader. (Wenglinsky, 2004, p. 33)

Improving student achievement. As part of the efforts to address the notion of equity and success for every child, educational leaders are challenged to become more diligent in promoting cultural competence in school personnel and creating school climates where success for all can become a reality (Lindsey, Robins and Terrell 2003). At the state and district levels in the US, mandates have been discussed and enacted to require multicultural competence on the part of educational leaders (Gollnick & Chinn, 2006). These standards and mandates appear to be reflected the notion promulgated by Lindsey, Roberts, & Campbell Jones (2005), "As a school leader, it is important to acknowledge culture as a predominant force in shaping behaviors, values, and attitudes in schools" (p. 22). Enhanced cultural competence for educational leaders will impact decisions about curriculum, grouping and tracking practices, disciplinary actions, and every other aspect of school leadership (Growe, et al., 2002). According to the literature, experiences to develop cultural proficiency for perspective administrators should permeate the preparation courses and experiences in university graduate programs (Abbate-Vaughn, 2006) and is reflected in our proposal.

3. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

A community assessment will be conducted by ODU and NCPS in the first six months of the program. The assessment will focus on gathering information on three areas: 1) developing a

6

deep understanding of how to support teachers; 2) managing the curriculum in ways that promote student learning; 3) assessing instruction and the use of data teams; and 4) developing the ability to transform schools into more effective organizations that foster powerful teaching and learning for all students. We already know a great deal about NCPS, a small rural district. We have been partners on multiple grants and projects over the past 4 years. We know for example, that the district cannot retain qualified staff. Additionally, the district's isolation is a barrier to personal growth. An additional barrier was that the leadership of the previous superintendent was top down. We know the school board wants comprehensive reform but does not have the resources to launch a long-term effort. We know that principals do many things that a larger district assigns to assistant superintendents. It has only one assistant superintendent and is responsible for curriculum and instruction. These needs are critical and suggest a "grow your own" principal's preparation program that builds on the success of our many projects on content, teacher quality and development in the district over the past 4 years.

In summary, this small rural district needs tailored solutions and approaches, it needs partners to create preparation programs that meet their needs, it needs better links between theory, research, and practice, it needs mentors for its new and sitting principals and a critical friends group with superb access, it needs solid community engagement, and it needs flexible licensure policies.

Selecting participants will be done in part by using a validated instrument developed by the Institute of Educational Leadership (IEL). In the fall of 2004, IEL convened members of the School Leadership Learning Community (SLLC) that included a rich array of organizations to include the mid-Atlantic regional educational laboratory at Temple University funded through a contract with the U.S. Department of Education. The brief produced, *Preparing Leaders for*

7

Rural Schools: Practice and Policy Considerations, suggested among other items that the preparation of rural school leaders must shift from developing individuals to building and sustaining a leadership team. This will help to foster a climate for change throughout the school environment and can be accomplished through a grow-your-own strategy, which identifies local leadership potential early on. This strategy also creates a leadership pipeline and, by nurturing local talent, helps to meet the need for leaders who reflect the cultural identity of their schools. In all cases, the presence of support structures and opportunities for networking are critical.

While many principal preparation programs emphasize administrative and management skills, much more needs to be done to help aspiring leaders deepen their knowledge and understanding of curriculum and instruction and develop an arsenal of strategies to promote student achievement. New skills are needed to collect and use data more strategically and to inform educational decisions. Rural leaders also must become both proficient and creative in using technology to promote access and reduce isolation. They also need more sophisticated inter-personal, collaborative, political, and community-building skills to strengthen relationships with staff, the community, and other civic institutions.

Our design, to take a long term view, that builds internal and sustainable capacity to recruit, prepare and retain high quality leaders, is the single most important thing the district can do to pull all of its talent, energy, and experience together for children. Most importantly, we are building on successful relationships with the community, the school board, and the schools. We have been successful because we surrendered to the district. We have not taken the "colonialist" approach with theory to practice. Rather, we have take a Feiman-Nemser and Beasely, *Collaborative Inquiry* 1998 approach where the teacher educator, the teacher, the staff developer

8

are side-by-side in the context of teaching and learning. We have perfected this model and are using it statewide.

4. 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.

The GEN "F" program builds on a comprehensive school reform initiative launched in 2005. The district and the university began with assessment literacy, followed by teacher licensure, and finally content improvement. Virginia has awarded several grants to the partners most recently being a Mathematics and Science Partnership grant. Other grants include a U.S. Department of Education Teaching American History grant to improve social studies content and delivery, a Special Education grant to save 15 of the 29 special education teachers who held provisional license, and a Verizon's Corporation grant to integrate technology into the teacher's curricular goals.

The GEN "F" program will build on the success of many of the initiatives over the past three years and the trust developed between the university and district. It will also leverage a small and ongoing pilot principal certification program with the university. The focus of the GEN "F" program will be to create a pool of leaders who are highly prepared to make a dramatic difference in the classroom. The key to improving the teaching and learning is our relationship over the past 4 years that has worked to develop the ability of teachers especially mathematics and literacy to use formative assessment as has been embedded in the national council of teachers of mathematics (NCTM) standards. We have helped the district embed student assessment for learning. Now we will continue and strengthen our efforts by preparing leaders who can increase teacher discretionary authority and who know how to create data teams that lead school assessment literacy. In summary, cohort members will be trained to create the conditions for success in their buildings.

9

B. *Quality of the project evaluation* **(25 points).**

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.

An essential component of the GEN "F" program will involve a rigorous impact evaluation that will be conducted by Old Dominion University Research Foundation (ODURF) using their Program for Research and Evaluation in Public Schools (PREPS). PREPS conduct's project evaluations on some S20 million in grants. It has conducted 3 school leadership grant evaluations for the Virginia Department of Education School Leadership grants. Its director has served as the governor's Wallace Foundation grant co-coordiantor and has worked with the 5 Wallace LEAD districts and SREB to develop systemic leadership reform. The evaluation study will be independent but coordinated, focusing on the fidelity of program implementation (formative) and outcomes for administrators and students (summative).

The evaluation will use qualitative and quantitative date to determine the extent to which the following three objectives have been achieved:

1. To identify, recruit, and enroll 2 cohorts of 10 for a total of 20 participants as measured by enrollment records;

2. To prepare 2 cohorts of leaders for assistant principal and principal as measured by 100 percent pass rate on SLLA exam; and

3. To model and evaluate a program of preparation, professional development, and reculturation of school leadership that enables school administrators to learn and use research-based educational strategies to guide and direct instruction as measured by

10

increases of 15 percent in student performance as measured by Virginia Standards of Learning Tests over the 5 years of the program.

Methodology   Several analytic data sources and procedures will be used to determine the degree of implementation and the impact on teachers and students. The belief that qualitative and quantitative research methods are polar opposites is a false dichotomy. Although few investigators endeavor to combine both methods in the same study, doing so can be advantageous. In the proposed study, statistical models will be used to carefully model relationships between observed data, educational records, and test scores. This quantitative analysis can potentially uncover non-obvious associations as well as assumptions educators take for granted, but which lack empirical support. Analysis of qualitative data can add important insights about why certain patterns emerge and allow us to discern strategies that would succeed in a variety of settings. Further, information gathered from the qualitative component may be used to rethink and re-specify the statistical models. The use of multiple analytic procedures increases the chance of getting the story right, and offers the possibility of convergence of several data elements on a complex educational problem within the same study.

Data Collection - We will gather a variety of qualitative and quantitative data elements from each school leadership cohort and its members. Qualitative data sources will include observations, focus group discussions, individual interviews and surveys. The participant survey instruments will contain a battery of items and scale constructs covering use of leadership practices, ISSLC standards, interactions with colleagues, and internship activities. The student demographic and achievement data will include ethnicity, gender, and socioeconomic status.

The purpose of collecting and analyzing such data will be to gauge the potency of the intervention and to assess participant's ability to apply what they have learned in four domains:

11

1) developing a deep understanding of how to support teachers; 2) managing the curriculum in ways that promote student learning; 3) assessing instruction and the use of data teams; and 4) developing the ability to transform schools into more effective organizations that foster powerful teaching and learning for all students.

To triangulate observational data, questions about participant's perceptions of professional development activities will be asked in interviews and focus groups. Here, as well as on surveys, we will ask participants to report on insights, information, and concepts about school leadership that they have learned as a direct result of program participation. Evaluators will observe selected activities to include graduate program courses, internships, mentoring, and school-year professional development. SLLA pre-assessments will also be used to prepare for the final SLLA.

Statistical data will also be drawn from the Leadership Performance Planning Worksheet, a Wallace Foundation developed instrument and used in the Kentucky Cohesive Leadership System and Virginia Standards of Learning Test scores. The instrument will give the GEN "F" program the ability to assess the ability of cohort members to identify, organize around, and effectively lead instructional improvement in their schools. The assessment will also determine the extent of their passion for teaching and learning. The GEN "F" program will use the Leadership Performance Planning Worksheet, a Wallace Foundation developed instrument and used in the Kentucky Cohesive Leadership System. The instrument will be used to assess the ability of cohort members to identify, organize around, and effectively lead instructional improvement in their schools. The instrument is comprised of 37 core behaviors that are organized into nine leadership dimensions. This list was created from a review and synthesis of principal leadership audit protocols and assessment instruments developed by the New York City

12

Leadership Academy, the states of Delaware and Kentucky and the Wallace Foundation Driver Behaviors. Each behavior was selected for its ability to address the expected scope of new principals' critical job demands; its generalizability to a wide variety of state performance standards for principals; and its utility to new principals of different experience levels. The philosophy supporting this worksheet development is that new principals, during their beginning years in the job, should focus on the developing mastery of a subset of key leader behaviors that have been found to develop capacity to perform instructional leadership.

The Virginia SOL Test scores for students will be gathered at quarterly district benchmark tests and annual state tests to measure and the project's impact on student learning. Since two of the schools are in need of improvement, the data gathered will also be used to report school improvement progress to the state as well as to division leaders to gauge the progress of their restructuring. Cohort member benchmarks include number who pass SLLA, are certified as administrators, and who remain in administrator (assistant principal or principal for 2 years or more.

2. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Each year we will produce a summative evaluation whose primary outcome measures will include the students' academic achievement growth as measured by Virginia *Standards of Learning* scores and quarterly assessment scores, changes in student motivation, and changes in teacher perceptions. We will tabulate the data to present a statistical summary of cohort performance and student academic achievement, cohort participant interest, and other variables. In addition, we will use regression analysis to estimate the independent effects of program participation on gains.

13

We will also take advantage of longitudinal data collected during the five years. After the first year, we will continue to examine gains by cohort participants on the Leadership Performance Planning Worksheet and student academic achievement among teachers who have already participated in the program. We will also continue to survey all teachers. This information will enable us to gain some measure of whether the teachers' impact on student achievement increases or decreases with the increased ability of cohort participants to guide and direct instruction.

The qualitative methods will yield deeper insights into how cohort participants make sense of their roles as instructional leaders. Gathering multiple sources of information, triangulation, is a common technique for establishing validity in qualitative research. Triangulating the data, comparing and contrasting emerging discrepancies, allows for a more accurate depiction of classroom life. Each of the qualitative data sources will provide different perspectives of teachers and students. Observational field notes will provide a clearer contextual image of the programmatic intervention and cohort member application of presented leadership strategies. Evaluators will code the data with the categories constructed to search for "confirming" or "disconfirming" evidence.

C. *Quality of project services* (20 points).

1. The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.

The foundations for this program reside in the following: a program comprised of specially designed courses that meet ISLLC and Virginia accrediting standards, as well as address the identified needs of the school division developed in collaboration with university faculty and school division personnel; a strong mentoring component embedded into the program; a three-semester internship that provides in-depth, authentic experiences; an action research component

14

where each cohort member will team with teachers to increase assessment literacy specifically to embed student assessment for learning and to form data teams; specific attention to the multicultural and diversity needs of the division using a social justice framework; and on-going professional development for cohort participants and division administration. These needs were determined in consultation with the district superintendent and his staff as well as our experiences working side-by-side with leaders and teachers in the district's classrooms over the past 4 years.

2. The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Two cohorts of 10 members each for a total of 20 will be conducted during the term of the grant. Potential participants will be highly qualified teachers. An application packet will be completed by the applicant that contains the following questions: Why would you like to be considered for the education leadership cohort? What leadership experience to you possess? How do you envision the cohort program assisting you achieve your personnel and professional goals? What are your career aspirations? Individual interviews will be conducted with prospective applicants by a team comprised of ODU faculty and NCPS personnel. Participants will also participate in a group problem solving activity designed to assess their leadership and problem solving capabilities. Recruitment for Cohort 1 will take place during the first half of year one of the grant and recruitment for Cohort 2 will take place during the first half of year three of the grant. Recruitment for each cohort will involve advertisement of the leadership training program via fliers, email, five informational sessions, and individual meetings as needed. Selection of cohort participants will involve the PI, district personnel, university faculty, CTQEL personnel, and Principal Center personnel.

15

Each cohort will participate in a rigorous, in-depth accelerated leadership preparation program. Cohort 1 will run from Spring 2009 through Summer 2010, producing 10 qualified candidates well-prepared to serve as school leaders for the 2010-2011 school year and beyond. Cohort 2 will run from Spring 2011 through Summer 2012, again producing 10 qualified candidates. Those candidates who enter the program already possessing a Master's degree will have the added opportunity to obtain an alternative administrative license early in the program in order to begin serving as a school leader within 2-3 semesters of their initial participation in the program and therefore addressing immediate school leadership staffing needs of the district, while continuing on with their leadership program of study. These individuals will be required to complete the Gen "F" program in order to meet the full expectations outlined in this grant proposal.

Each student will have a fully paid master's degree program (Table 2), including the entrance exam cost and registration fee, texts, online assessment system (LiveText), SLLA preparation, and the SLLA exam. Additionally, each student will have four concentrated, week-long internship experiences throughout the course of a year. The substitute costs for this experience will be covered by the grant. Participants will also have a paid internship during the final summer. Dedicated internship hours will total a minimum of 320, with an additional 120 hours embedded into course requirements. Students will, therefore, have a minimum total of 440 internship hours

Table 2 – Cohort Graduate Program of Study

Semester	Course	Description
I	ELS 600	Principal Orientation and Instructional Leadership.
I	ELS 657	School Law
II	ELS 621	Curriculum Development and Assessment

16

II	ELS 626	Instructional Supervision and Assessment
II	ELS 787	Pupil Personnel Services for Diverse Populations
III	ELS 753	School Finance
III	ELS 754	Human Resources Development and Evaluation
III & IV	ELS 668	Internship I
IV	ELS 660	Program Evaluation, Research and Planning
IV	ELS 610	School Community Relations and Politics
IV	ELS 668	Internship I
V	ELS 669	Internship II
V	ELS 673	Critical Issues Research

over the course of their leadership preparation program. Students will also participate in a state conference during their program with the conference fee paid for through Gen "F".

Participants, as noted above, will participate in an extensive paid internship experience. Internship I will run through two semesters, covering approximately one academic school year. Internship II will be conducted during the students' final semester in the master's program. Each internship will be specifically and individually designed by the district supervisor, faculty, mentor, and participant. The internship experience will provide participants with K-12 leadership experience, as well as district level and agency leadership experience. The final internship experience will be designed as an action research project. The project development will take place during the semester prior to Internship II in a course that allows the participants to identify a district need, research this need, develop a plan to address this need, and finally to implement the plan during the internship experience.

The Internship is the culminating experience for all students seeking certification as principal. A meaningful experience requires the involvement of a university supervisor and a mentoring

17

administrator in a school or district setting. A meaningful experience is also based on the needs and goals of the student, as well the context of the specific school setting for the practicum/internship. More real experience provided under the guidance of the university supervisor and the school based mentor, improves the opportunity for the student to integrate theory and practice. Ideally the experience would be structured over an entire school year to gain an appreciation of the complexity and ever-changing role of the administrator. Responsibility for a successful practicum or internship rests primarily with the student supported by the supervisor and mentor.

A critical part of the internship is a review of the student's portfolio conducted as part of a mock interview process. The student's academic advisor or other University faculty will collaborate with accomplished practitioners and school superintendents to conduct "mock" interviews that review the student's portfolio and provide feedback about portfolio exhibits and job readiness.

Finally, the internship is legally required by the Virginia Department of Education (VDOE). As such the practicum must be based on the Virginia Administrator Development and Licensure Standards and meet the time requirements as prescribed by state law. Students must document 320 hours of supervised experience within the internship, as well as an additional 120 hours embedded throughout their program of study.

Each student will be paired with a mentor. While the mentors will have primary participant responsibilities, they will also serve as secondary mentors to the cohort as a whole. The mentors will participate in an in-depth training designed to assist them in helping their mentee grow personally and professionally. Mentors will be invited to participate in specific course activities.

They will be actively involved in the design and implementation of the different internship activities. Additionally, they will serve as "critical friends" to the participants. Mentors and mentees will not only be able to meet in face-to-face setting, but they will also be able to video-conference via the web which assists in breaking down the distance barriers encountered by some due to the expanse of the district. Each will be provided with webcams and headsets for this purpose, as well as for some of the participants' courses and post-course professional development. The training the mentors receive will also provide an added layer of professional development for current division leaders and advisors in order to better meet the overall needs of the school division.

Upon completion of the program, participants will be provided a stipend to participate in additional professional development. Monthly professional development sessions, either conducted in face-to-face or web-based programs, will be provided for program participants upon completion of their training and district administrators and designated school leaders. District personnel have the option of opening these sessions to other staff as well. This on-going, sustained, and high-quality professional development will be based upon the needs of the district and current research. ODU faculty, CTQEL personnel, Principal Center personnel, or other consultants will provide these sessions.

3. The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

As a culminating experience the internship reflects the mission and values of the Virginia Department of Educational. That is, the internship will be designed to promote instructional leadership focused on equity, inquiry and reflection. Novice administrators are not expected to be accomplished instructional leaders, but they should experience a wide variety of

19

administrative responsibilities and activities designed to improve teaching and learning. Budget development, attending administrative meetings, scheduling, and student supervision are examples of administrative responsibility that are best understood in the context of supporting improved teaching and learning for all children. The concept of instructional leadership requires that the student inquire and reflect about administrative work as it affects the equitable use of resources to achieve learning for all.

4. The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

The GEN "F" program will be taught in a collaborative manner between ODU faculty and district personnel. Each course will be specifically designed to meet ISLLC and Virginia accreditation requirements, as well as the specific needs of the district by the faculty and district personnel. Research supports the need for in-depth collaboration in the design of leadership preparation programs. Faculty and district personnel, working side-by-side throughout this program, will produce a rigorous, well-planned, and implemented program that deftly blends theory and practice to produce exceptional school leaders. Specific components of courses will provide opportunities for district personnel and mentors to participate, enabling sitting administrators to benefit from on-going professional development at the same time as their leaders-in-training. Courses will be conducted both in face-to-face and web-based manners.

The cohorts will be supported by and on-line educators network, which meet regularly and also communicate online to discuss readings, problem-based activities, and day-to-day challenges. In addition, the members of each cohort will support one another with peer reviews and feedback related to action research and school-based projects.

20

D. *Quality of the management plan* (15 points).

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.

The GEN "F" program management plan clearly communicates the intent of the project to focus the human and fiscal resources on the delivery of services to the two program cohorts. The following table illustrates the adequacy of the management plan to achieve the objectives on time, and within budget, as well as providing clearly defined responsibilities, timelines, and milestones. Based on the project evaluation and recommendations from project staff, partners, and collaborators, modifications will be made for subsequent years of the project.

Table 1 – Management Plan

Objective 1: To identify, recruit, and enroll 2 cohorts of 12 leaders as measured by enrollment records.

Activity/Task	Timeline	Budget/Resources	Person(s) Responsible	Milestones
Develop marketing plan	Onset of grant	Evaluation Plan resources	PI (Principal Investigator)	Marketing plan developed
Develop program brochures/fliers	Onset of grant: update as necessary	Print Shop Manager Computer, Printing	PI	Brochure and fliers developed
Develop program manual that describes all aspects of project staff and campus partners	First month: update as necessary	Human Resources Director, Computer, printing	PI	Program manual developed
Contact appropriate agencies and organizations to inform them about GEN "F" program	Onset of grant and each year thereafter	Mileage, telephone, mailings	PI	Organizations and agencies are informed about GEN "F"
Recruit and interview 20 potential cohort members	Year 1 and 3	Recruiting materials, mileage	PI, District Superintendent	Applicants are secured
Collect and review applications for eligibility and acceptance	As received	Application rating sheets	PI, District Superintendent	Eligible applicants are accepted to cohort
Develop a schedule of activities	Onset of grant: Update yearly	Activity list	PI	Yearly schedule of activities
Establish baseline information	Beginning of first session and each session thereafter	Computer, participant assessments	PI Evaluator Superintendent	Baseline established

21

Convene the GEN "F" Advisory Council	During first session, and quarterly thereafter	Telephone, Mailing	PI	Advisory Council convened

Objective 2: To prepare 2 cohorts of leaders for assistant principal and principal as measured by 100 percent pass rate on SLLA exam
Obje70% of PC HEP participants will complete the program and receive their GED

Activity Task	Timeline	Budget/Resources	Person(s) Responsible	Milestones
Conduct Assessment	Year 1 Fall Semester	ISSLC standards Virginia SOL Tests Survey	PI Evaluator	Baseline is established
Create and deliver a program of study for each cohort member	Year 1-5	Leadership Performance Planning Worksheet	PI Faculty	Program of Study established for all participants
Coordinate with Virginia Department of Education to align curriculum with aligned with state standards	Prior to the beginning of the first session	Certification Program Manager Curriculum	PI	Curriculum aligned with state standards
Establish baseline information of cohort member skills and abilities	Within 10 days of acceptance into project	Assessment results, Computer database	PI	Baseline established
Provide academic and career advising to all participants	Ongoing	Assessment results, Career/Aptitude assessments	PI Admissions	All participants receive academic and career advising
Provide participants with individualized attention and intensive instruction	Ongoing	Academic support staff, Curriculum	PI Faculty	All participants receive instruction
Provide individual mentoring	Ongoing	Mentoring materials	PI Mentors	Participants will receive the individualized mentoring
Evaluate effectiveness, appropriateness, and usefulness of the project for helping participants obtain a SLLA	At the conclusion of each session and at the end of each grant year	Baseline data, Data base, participant surveys, participant SLLA prep scores	PI	Program is evaluated for effectiveness: 100% pass rate on SLLA for 20 cohort members: Administrator Certificate

22

Objective 3: To model and evaluate a program of preparation, professional development, and reculturation of school leadership that enables school administrators to learn and use research-based educational strategies to guide and direct instruction as measured by increases of 15 percent in student performance as measured by Virginia Standards of Learning Tests over the 5 years of the program.

Activity/Task	Timeline	Budget/Resources	Person(s) responsible	Milestones
Deliver graduate courses and SREB modules that are custom tailored to meet district school improvement needs.	Year 1-5	Superintendent, Accountability Department; Assist Sup for Curriculum and Instruction.	PI Faculty	Cohort members complete courses; 15% improvement in student Virginia SOL Test scores.
Cohorts conduct Internship I and II custom tailored to district instructional needs	Year 2-4	Internship Program	PI Faculty Mentors	Participants apply skill sets
Establish baseline on district student data	Year 1	Quarterly and Annual Virginia Standards of Learning Tests	PI Superintendent Teachers Evaluators	Baseline established
Evaluate effectiveness, appropriateness, and usefulness of the program	At the conclusion of each semester and at the end of each grant year	Baseline data, Data base, participant surveys, SLLA scores, SOL scores	PI Evaluator	Program is evaluated for effectiveness
Evaluate program effectiveness and success in improving student achievement by 15% over 5 years.	At the conclusion of each semester and at the end of each grant year	Student baseline data	PI Evaluator Superintendent	Program is evaluated for effectiveness; 20 cohort members 100% pass rate on SLLA; and students 15% increase in Virginia SOL Test Scores.

2. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

The Principal Investigator (PI) will be Dr. Karen Crum, Assistant Professor, Education

Leadership. She will coordinate the courses, professional development and oversee the program.

She will devote (b)(6) percent of her time to the project. Additional faculty will deliver courses

required for the program. The program evaluator is Dr. Steven Myran, Research Scientist,

Program for Research and Evaluation in Public Schools, Old Dominion University Research

23

Foundation. He will devote (b)(6) percent of his time to the program. Dr. Rick Bowmaster, Superintendent, will devote (b)(6) percent of his time to the program. Other personnel from the Center for Teacher Quality and Educational Leadership and Harvard affiliated Principal Center will assist the key project personnel. The key project personnel have a 4 year relationship and have managed several projects totaling S1.3 million. The ODU-NCPS partnership is one that is recognized by the state of Virginia as key to improving rural districts.

3. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Weekly face-to-face or real time video conferencing-based staff meetings will incorporate discussion focusing on: 1) project implantation activities and barriers to successful implementation; 2) project successes and outcomes; and 3) the allocation of resources to support the project. Appropriate staff assignments and steps will be taken to make necessary modification based on the discussions.

The close coordination between the Principal Investigator, faculty, evaluator, and school district staff will allow for continuous feedback, reactions, and assessment of project services and activities. This feedback will yield valuable information that will be used to modify and improve delivery methods. Relationships with other programs that have demonstrated their success in meeting the educational needs of migrant families and out of school farm workers and/or youth will likewise provide valuable assistance and feedback to the project staff.

The systematic evaluation process will involve all staff in the reporting and feedback loop and features an Evaluation Planning Team with key staff and the external evaluator examining the project implementation and outcome data on an annual basis. An experienced external evaluator will write an annual evaluation report that will be reviewed by the Principal Investigator and the District Superintendent. These reports will contain a data summary,

24

conclusions, commendations, and recommendations that will be discussed and analyzed at subsequent staff meetings.

A comprehensive computerized database will facilitate rapid and accurate compilation of project statistics monthly, quarterly, and annually to track progress in achieving objectives clearly. Data accumulated through this process will provide information for further strengthening of performance, or, if the established performance standard is not achieved, a basis for examining the reasons for this shortfall, and the programmatic changes that must be made to services provided to participants to meet the original objective.

25

Project Narrative

Other Narrative

Title: Pages: Uploaded File: **0072-Mandatory_NCPS_Sch_Ldr_grant_Attachments.pdf**

Attachments

1. Curriculum vitas for Dr. Karen Crum, PI and Dr. Steven Myran, Evaluator   see attached\

2. Partners   ODU Center for Teacher Quality and Educational Leadership and Harvard Affiliated Principals Center

3. High Need LEA - Northampton County Public Schools

Name of LEA	Number of Children		Poverty Rate			Percent of Teachers			
	A1	#	A2	%	AND	B1	%	B2	%
Northampton County Public Schools			X	26.1				X	21
Data Source for B2	Virginia Department of Education Teacher Licensure Report 2007								

4. Program of Study   see attached

5. References   see attached

Curriculum Vitas

Dr. Karen Crum, PI

NAME: Karen S. Crum, Ed.D.

ADDRESS: 110 Education Building, Norfolk VA, 23529

EDUCATION:

> Bachelor of Arts in History and Concentration in Elementary (PK-8) Education,
> May 1998
> • The College of William and Mary, Williamsburg, VA

> Master of Arts in Education and Human Development, May 2000
> • The George Washington University, Washington, D.C.

> Doctorate of Administration and Policy Studies, January 2006
> Dissertation: School Board Decision Making: An Analysis of the Process
> • The George Washington University, Washington, D.C.

EXPERIENCE:

> 1998 – 2002 7th grade mathematics teacher   Syms Middle School, Hampton,
> VA

> 2002 – 2006 Assistant Principal   Phillips Elementary School
> Hampton, VA

> 2001 – 2005 Adjunct Professor   Shenandoah University
> School of Education and Human Development

> 2005   Adjunct Professor   Old Dominion University
> Curriculum and Instruction Department

> 2005 – 2006 On-Line Facilitator/Adjunct Professor   The George Washington
> University
> Masters in Administration Program

> 2006 – Present   Assistant Professor   Old Dominion University
> Educational Leadership and Counseling Department
> Educational Leadership Services Program

TEACHING:

Fall 2006:
ELS 877 – Staff Development
ELS 878 – Leadership for Teaching and Learning

Spring 2007:
ELS 669 – Field Observation and Practicum

Summer 2007:
ELS 878 – Leadership for Teaching and Learning
Fall 2007:
ELS 878 – Leadership for Teaching and Learning
ELS 621 – Curriculum Development and Assessment

Spring 2008:
ELS 883 – Contemporary Educational Issues

Summer 2008:
ELS 621 – Curriculum Development and Assessment

PUBLISHED BOOKS, MONOGRAPHS, BOOK REVIEWS, AND PAPERS:

Crum, K. S. (2007, Fall). School board decision-making: An analysis of the process. *International Journal of Educational Reform, 16(4).*

Grothaus, T. & **Crum, K.S.** (2007) Top Ten Tips for Improving School Counselor-Principal
Collaboration. *VSCA Voice**

Grothaus, T. & **Crum, K.S.** (2007, Summer) Top Ten Tips for Improving School Counselor-
Principal Collaboration. *Vantage Point (requested reprint)**

Sherman, W. H., & **Crum, K.S.** (2007, Fall). Student Achievement, Principal Catalysts: Instructional Leadership in Reading. *International Journal of Educational Reform.*

Sherman, W.H. & **Crum, K.S.** (In Press, Spring 2008). Navigating the Waters of School Administration: Women Leaders in Conversation about Mentoring and Support. *The 2008 Texas Council of Women School Executives Monograph.*

Grothaus, T. & **Crum, K.S.** (2008) Top Ten Tips for Improving School Counselor-Principal Collaboration. *Virginia Professional School Counseling Manual (requested reprint)**

Crum, K.S. & Sherman, W.H. (In press-Tentative Date: 2009, Vol. 47). Facilitating high
    achievement: High school principals' reflections on their successful leadership
    practices. *Journal of Educational Administration.*

Crum, K.S. & Sherman, W.H. (In press). Using effective schools research to promote
culturally
    competent leadership practices.. *Journal for Effective Schools.*

Crum, K.S. (In Press). Literacy and the Principal: The Need for Renewed Literacy
Efforts at the
    Secondary Level. *International Electronic Journal for Leadership in Learning.*

* indicates non-peer reviewed publication

RESEARCH PAPERS PRESENTED AT PROFESSIONAL MEETINGS:

Sherman, W. & Crum, K.S. (2006, November). *Student Achievement – Elementary
    Principal Catalysts: Instructional Leadership in Reading.* University Council for
    Educational Administration: Annual Conference. San Antonio, Texas.

Crum, K. S. (2007, November). Data Driven Decision Making: Fostering a D3M Culture
in Your
    School. Virginia Association for Supervision and Curriculum Development,
Williamsburg,
    Virginia.

Crum, K. S. (2007, November). *Leadership Success: Best Practices of Successful High
School
    Principals.* University Council for Educational Administration: Annual
    Conference, Alexandria, Virginia.

Crum, K.S., Sherman, W.H., & Haynes, R. (2007, November). Students with Special
Needs,
    Reading Education , and Principals: Bridging the Divide Through Instructional
    Leadership. University Council for Educational Administration: Annual
    Conference, Alexandria, Virginia.

Crum, K.S., & Brezinski, H. (2007, November). Data-Driven Decision Making: A
Sense-

Making Approach to Data Language. University Council for Educational
Administration:
Annual Conference, Alexandria, Virginia.

Crum, K.S. Sherman, W.H., Owings, W., & Brezinski, H. (2007, November). The
Next
Generation of Leadership Preparation Programs: Exploring New (and Perhaps
Radical)
Changes to Educational Leaders in a Just and Equitable Manner. Paper presented
at the University Council for Educational Administration: Annual Conference,
Alexandria, Virginia.

Sherman, W.H., Crum, K.S. Muñoz, A., Beaty, D., & Pankake, A. (2007, November)
Mentoring:
Essential to the *Advancement of Women's Career Goals in Educational
Leadership?*
Symposium presentation at the University Council of Educational Administration:
Annual Conference, Alexandria, VA.

Crum, K. S. (2008, March). Data Sense Making: Exploring a Foundational Component
of Data-
Based Decision-Making. Presented at the annual convention for the American
Educational
Research Association, New York, NY.

OTHER PRESENTATIONS

Crum, K. (2000 – 2004). *New Teacher Handbook Workshop.* Hampton City Schools,
Hampton,
Virginia.

Crum, K. (2001). *Data Interpretation Workshop.* Asbury & Barron Elementary School
Staff,
Hampton City Schools, Hampton, Virginia.

Crum, K. (2001 – 2004). *Teacher Portfolio Workshop.* Hampton City Schools,
Hampton, Virginia.

Crum, K. (2001 – 2004). *Data Interpretation Workshop.* Hampton City Schools,
Hampton,
Virginia.

Crum, K. (2002 – 2006). Various Workshops and Presentations to Staff at Phillips
     Elementary School, including data disaggregation, instructional strategies,
classroom
     management, school safety, and teacher-parent relations, Hampton City Schools,
     Hampton, Virginia.

Crum, K. (2005, December). *The Educator and The Law.* Phillips Elementary School,
Hampton
     City Schools, Hampton, Virginia.

Crum, K. (2006, March). *Piecing Together The Puzzle To Being A Good Instructional
Leader.*
     Virginia Association of Elementary School Principals: Assistant Principal/Lead
Teacher
     Conference, Hot Springs, Virginia. *Invited Presentation*

Crum, K. (2006, April). *Math Assessment and Error Analysis Workshop.* Staff
     Development Workshop, Phillips Elementary School, Hampton City Schools,
Hampton,
     Virginia.

Crum, K. & Sherman, W. (2006, November). *Effectively Leading the Learning in the
Building.*
     Virginia Association for Supervision and Curriculum Development: Annual
Convention,
     Williamsburg, VA.

Crum, K. (2007, March). *Leadership for Teaching and Learning: Developing
     Your Leadership Philosophy.* Virginia Association of Elementary School
     Principals: Assistant Principal/Lead Teacher Conference, Williamsburg, Virginia.
     *

Crum, K. & Grothaus, T. (2007, March). *The promotion of the counselor/principal
relationship
     and increasing student achievement through the use of data.* Virginia School
     Counselors Association, Richmond, Virginia.

Crum, K. (2007, June). *Developing your leadership philosophy.* Hampton Roads
Principal Center
     Annual Conference, Chesapeake, Virginia.

Crum, K. (2007, June). *Data Driven Decision Making. Virginia Association for Secondary School*
*Principals. Annual Conference,*Williamsburg, VA

Crum, K. (2007, November). *Data Driven Decision Making: Fostering a D3M Culture in Your*
School. Virginia Association for Supervision and Curriculum Development: Annual
Convention, Williamsburg, VA.

Crum, K. & Grothaus, T. (2007, November). *Embracing the Challenge: Enhancing Counselor-*
Principal Collaboration. Virginia School Counselors Association, Richmond, Virginia.

GRANTS APPLIED FOR:

Sherman, W.H. (Principal Investigator) & **Crum, K.S.** (Co-Principal Investigator). Spencer
Foundation. (2007, Spring) "Learning in Leadership Education: A Comparison of Face-to-
Face and On-Line Delivery Formats." (b)(4),(b)(6)

Owings, W. (Principal Investigator), Schaffer, P. Principal Investigator, **Crum, K.S.** (Consultant).,
Sherman, W.H. (Consultant), Leary, P. (Consultant). (June, 2007). "Virginia Department of
Education Leadership Grant." ($100,000)

Crum, K.S. (Principal Investigator) & Sherman, W.H. (Co-Principal Investigator). Virginia
Association for Supervision and Curriculum Development. (2007, July) "Best Practices of
Successful School Principals." (b)(4),(b)(6)

RESEARCH AND MANUSCRIPTS IN PROGRESS

RESEARCH & MANUSCRIPTS IN PROGRESS

Crum, K.S. "Data-Driven Decision Making in Leadership Preparation Programs"

Crum, K.S. "Data-Driven Decision Making: A Sense Making Approach to Data Language"

Crum, K.S. "Web-Based Learning in Educational Leadership Programs."

Crum, K.S. & Blackburn, D. "Leadership Preparation: Whole Division Reform Via Leadership
       Initiatives"

Crum, K.S. & Grothaus, T. "Multicultural Sensitivity, Awareness, and Attitude of School Staff
       and Administration: Initial Assessment, Training, and Assessment of Training on
       Staff and Achievement."

Crum, K.S. & Nunnery, J. "Planning for School Reform: The Impact of School Climate Factors
       on Changing Instructional Practice"

Crum, K.S. & Sherman, W.H. "Best Practices of Successful Elementary School Principals."

Crum, K.S. & Sherman, W.H. "Best Practices of Successful Middle School Principals."

Crum, K.S. & Sherman, W.H. "An Across Cases Analysis Best Practices Themes of
       Successful School Principals."

Sherman, W.H. & **Crum, K.S.** "Female Administrators and Their Roles as Educational Leaders"

MANUCRIPTS UNDER REVIEW

Crum, K.S., Sherman, W.H., & Haynes, R. **"**Students with Special Needs,
       Reading Education , and Principals: Bridging the Divide Through Instructional
       Leadership." Under review at Educational Planning (manuscript submitted to
       editor on February 27, 2008).

Crum, K.S. & Hellman, G.V. "School Board Decision Making in the era of No Child Left
       Behind." Under review at Educational Planning (manuscript submitted to editor on
March2,
       2008).

Grothaus, T., **Crum, K.S.**, & James, A. "Effective Leadership in a Culturally Diverse Learning Environment" Under review at the International Journal of Leadership in Education (manuscript submitted to editor on September 30, 2007).

Sherman, W. H., **& Crum, K.S.** "Designing the Internship as a Transformative Tool for Improved
Practice in Educational Leadership" Under review at the International Journal of Leadership in Education(manuscript submitted to editor on January 8, 2008).

MEMBERSHIP IN PROFESSIONAL SOCIETIES

Virginia Association for Supervision and Curriculum Development
Virginia Professors of Educational Leadership
American Educational Research Association
Association for Supervision and Curriculum Development
American Educational Research Association, Division A
Leadership for School Improvement, AERA SIG
Leadership for Teaching and Learning, AERA SIG

UNIVERSITY SERVICE
Women's Caucus, 2005-Present

Educational Leadership and Counseling Library Liaison – Fall 2007- present

Project Coordinator for ELS Web-Based Programming – 2007 – Present

PROFESSIONAL SERVICE

Editorial Board Member – *Educational Planning* – 2008 – Present
Editorial Board Member – Division A (AERA) Newsletter – 2007 - Present

Reviewer for Journal of School Leadership, 2006-Present
Reviewer for International Journal of Leadership in Education – 2007 – Present
Reviewer for Educational Planning – 2008- Present

Virginia Association for Supervision and Curriculum Development Key Communicator 2006- Present

Member of the Joint Research Taskforce on Leadership Preparation (UCEA, LTEL-SIG, Division A of AERA, and NCPEA) – 2007- Present

Member of Leadership for School Improvement AERA SIG By-Laws Revision Committee – 2008 - Present

COMMUNITY SERVICE
SREB Leadership Module Training, 2006

Guest Lecturer – School Counseling – Enhancing Student Achievement by Promoting the
Principal/Counselor Relationship and the Effective Use of Data; Fall 2006; Spring 2007

I have initiated and developed relationships/contacts with the following organizations:
The Virginia Association for Elementary School Principals, The Virginia Association for
Secondary School Principals, and The Virginia Association for Supervision and
Curriculum Development.

I am a consultant on the ODU/PREPS and Newport News Public Schools project to
redesign the secondary level school counseling programs. I serve as a Steering
Committee member, as well as the faculty consultant for An Achievable Dream Program.
2008 - Present

Data-Based Decision Making consultant with Northampton County Public Schools.
2008-Present

Curriculum Vitae

Dr. Steven Myran, Evaluator

Steve Myran
Program for Research and Evaluation
Darden College of Education. Old Dominion University
Norfolk Va.

757-683-5448   smyran@odu.edu

Education

Ph.D.   Education, *Virginia Commonwealth University*, Richmond, VA. 2003

M.Ed.   Middle School Education, *Lesley College*, Cambridge, MA. 1989

B.F.A.   Fine Arts, *College for Creative Studies*, Detroit, MI. 1986

Scholarships/Fellowships:

- Virginia Commonwealth University Phi Kappa Phi Graduate Scholarship, 1999   2000.
- Metropolitan Educational Research Consortium Doctoral Fellowship, Virginia Commonwealth University. 1997 - 1998.

Professional Experience:

2006-Present **Research Scientist** Program for Research and Evaluation in Public Schools, Darden College of Education, Old Dominion University, Norfolk, VA

2004-2006 **Research Associate**, Program for Research and Evaluation in Public Schools, Darden College of Education, Old Dominion University, Norfolk, VA

2003-2004 **Adjunct Professor**, Darden College of Education, Old Dominion University, Norfolk, VA

2000-2003 **Educational Research and Evaluation Consultant**, Norfolk, VA

1998-2000 **Project Director/Instructor**, Metropolitan Educational Research Consortium, Virginia Commonwealth University, Richmond, VA

1997-1998 **Doctoral Fellow**, Metropolitan Educational Research Consortium, Virginia Commonwealth University, Richmond, VA

1995-1997 **Teacher**, Moody Middle School, 7th and 8th grade general math and 7th grade pre-algebra Chamberlayne Elementary School, 4th /5th grade combined, Henrico County Public Schools, Richmond, VA.

1994-1995 **Assistant Principal/ Education for Employment Coordinator**: Moody Middle School, Henrico County Public Schools, Richmond VA

1992- 1995 **Administrative Assistant**, (Concurrent with teaching) Moody Middle School, Henrico County Public Schools, Richmond, VA

1990-1994 **Teacher**, Moody Middle School, 6th grade math, science and social studies, 8th grade history. Henrico County Public Schools, Richmond, VA

1986-1988 **Teacher (non-endorsed)**, multi-impaired young adults (16-25). Washtenaw Intermediate School District, Ann Arbor, MI

University Teaching:

Old Dominion University
- ELS 832 Statistics Applied to Research in Education and Human Services II.
- ECI 619 Classroom Research
- ECI 695 Topics in Education: Contextualized Learning in the Standards Environment

- ECI 635 Research Methods in Education (Part One)
- ECI 636 Problems in Education: Research Methods in Education (Part Two)
- HIED 881 Dissertation Seminar

Virginia Commonwealth University
- EDUS 603 Seminar in Child Growth and Development
- EDUS 301 Human Development and Learning

Publications:

National Refereed Publications

- Dymond, S.K., Gilson, C.L., & Myran, S.P. (2007). Services for children with autism spectrum disorders: What needs to change? *Journal of Disability Policy Studies, 18*, 133-147.

- William A. Owings, Leslie S. Kaplan, John Nunnery, Robert Marzano, Steve Myran, David Blackburn (2006) Teacher Quality and Troops to Teachers: A National Study with Implications for Principals. *National Association of Secondary School Principals Bulletin*, 90: 102-131

- James H. McMillan, Steve Myran, Daryl Workman, Elementary Teachers' Classroom Assessment and Grading Practices. *The Journal of Educational Research* volume 95, number 4, March/April 2002.

- McMillan, J. H., Myran, S., & Workman, D. (1999, April). The impact of mandated statewide testing on teachers' classroom assessment and instructional practices. Paper presented at the annual conference of the *American Educational Research Association, Montreal*. ERIC NO: ED4310

National Non-Refereed Publications

- Gunder Myran, Steve Myran, Richard Galant (2004) The Spiritual Dimension of Leadership: How Leaders Ignite the Spirit of the Community College. *Community College Journal*, February/March.

Manuscripts in Progress and Under Review

- Myran, Burke, Baker, Fodchuk, Hall, & Ericsen (in progress) *Classroom Assessment & Teacher Professional Development: Articulated Theory From Practice*

- Myran (in progress) *Students' Ways Of Knowing: Middle School Students' Epistemological Beliefs About Routine And Non-Routine Problem Solving Knowledge In Mathematics*

- Myran, English, Baker, & Blackburn (in progress) *School/University Partnerships: A Model of School Improvement, Teacher Quality and Substantive Student Learning*

- Robinson, Myran, Reed, Strauss & Alger (in progress) *Unwrapping Learning Targets with Students*

- Fodchuk & Myran (in progress) *Participation and Commitment in Change*

- Ren & Myran (in progress) *Addressing Values: Promoting Deliberative Democratic Evaluation for Educational Programs*

- Ren & Myran (in progress) *Differences in Epistemological Beliefs of College Students from Traditional Class and from Wiki-writing Class*

Technical Reports

- *Breakthrough to Literacy Program Evaluation: Hampton City Schools, Virginia,* May, 2007, Steve Myran, Sally I'Anson, Karla Young, Laura Edwards, Program for Research and Evaluation in Public Schools, Old Dominion University

- *GROW Pre-Kindergarten Program Evaluation: Hampton City Schools, Virginia,* May, 2007, Steve Myran, Sally I'Anson, Program for Research and Evaluation in Public Schools, Old Dominion University

- *Newport News Public Schools GEAR-Up Grant Evaluation: Year Two.* 2007. Steve Myran, Zhongtang Ren. Program for Research and Evaluation in Public Schools, Old Dominion University.

- *Newport News Public School Teacher American History Grant Evaluation: Year One.* 2007. Steve Myran, Zhongtang Ren, Program for Research and Evaluation in Public Schools, Old Dominion University.

- *Newport News Public Schools GEAR-Up Grant Evaluation: Year One.* 2006. Steve Myran. Program for Research and Evaluation in Public Schools, Old Dominion University.

- *Newport News Public Schools Leadership Training Academy: Evaluation of the Virginia Department of Education Leadership Training Grant, Year Two.* 2006. Steve Myran. Program for Research and Evaluation in Public Schools, Old Dominion University.

- *Hampton City Schools Program Evaluation: Year Round Schools.*2006. Hampton City Schools Evaluation Team: Linda Shifflette, Sally I'Anson, Theodore Faulk, Johnny Pauls, Patricia Leary, Mildred Sexton, Sharon Warren. External Evaluator: Steve Myran

- *An Examination of Teacher Quality and Troops to Teachers: A National Study.* 2005. William Owings, Leslie S. Kaplan, John Nunnery, Robert Marzano, Steve Myran, David Blackburn. Old Dominion University

- *Newport News Public Schools Leadership Training Academy: Evaluation of the Virginia Department of Education Leadership Training Grant, Year One.* 2005. Steve Myran. Program for Research and Evaluation in Public Schools, Old Dominion University.

- *Old Dominion University's Career Switcher Program Evaluation.* 2005. Steve Myran. Program for Research and Evaluation in Public Schools, Old Dominion University.

- *Virginia House Joint Resolution 228: Legislative Study on the Services Available for Children with Autism and Pervasive Developmental Disorders in Virginia.* 2001. Stacy Dymond, Steve Myran. Virginia Commonwealth University

- *Gateway to the 21st Century: Achieving Excellence in Mathematics and Science, Evaluation Report, Year Two,* 2000. James H. McMillan, Steve Myran. Metropolitan Educational Research Consortium, Virginia Commonwealth University

- *Miles to Go: Virginia,* 1999. Steve Myran. Technical report prepared for the Southern Education Foundation

- *Gateway to the 21st Century: Achieving Excellence in Mathematics and Science: Evaluation Report,* 1999. James H. McMillan, Steve Myran. Metropolitan Educational Research Consortium, Virginia Commonwealth University

- *Review of Regional Criminal Justice Training Academies,* Virginia Joint Legislative Audit and Review Commission. December 14, 1998. Walt Smiley, Patricia Bishop, Steve Myran

- *Richmond Metropolitan Mathematics and Science Center Final Evaluation Report.* August 1998. James H. McMillan, Steve Myran. Metropolitan Educational Research Consortium, Virginia Commonwealth University

Conferences/Professional Development Workshops:

National Conferences

- 2008 Society for Information Technology & Teacher Education Annual Conference: *Effects of Wiki-textbook writing on college students' epistemological beliefs.* Ren, Z., Myran, S., Zhang, S., & Blackburn, D. (2008).
- 2008 American Educational Research Association Annual Convention: Accepted Papers
  - *School/University Partnerships: A Model of School Improvement, Teacher Quality and Substantive Student Learning,* Steve Myran, Jack Robinson, Dave Blackburn
  - *Momentum for change: Examining the relationships among teacher participation level, commitment to change, and behavioral support for change,* Katy Fodchuck, Steve Myran, Jack Robinson
  - *Meeting NCLB Goals of Enhanced Student Learning Through the Use of Unpacking Standards and Student Self-Monitoring and Assessment,* Jack Robinson, Steve Myran, Richard Stauss, William Reed
  - *A Model of School/University Collaboration in Promoting Quality Classroom Assessment and Assessment for Learning Practices* (Symposium) Jack Robinson, Steve Myran, Richard Stauss, William Reed
  - *Effects of Student-Written Wiki-Based Textbooks on Preservice Teachers' Epistemological Beliefs,* Zhongtang Ren, Steve P. Myran, Peter Baker, David Blackburn

- 2008 Hawaii International Conference on Education: Accepted Paper, *Addressing Values: Promoting Deliberative Democratic Evaluation for Educational Programs,* Zhongtang Ren, Steve Myran, Dave Blackburn

- 2007 American Educational Research Association Annual Convention: *A Cross-Cultural Study of Epistemological Beliefs and Moral Judgment.* Steve Myran, Zhongtang Ren

- 2006 International Conference on School Reform, Vancouver BC.

  - *A Curriculum-Based Professional Development Approach In the Use of Assessment for Learning Strategies,* Steve Myran, Jack Robinson

  - *Models for Effective and Scalable K12-Higher Education Partnerships in a Culture of Change,* Dave Blackburn, Steve Myran, Jack Robinson, Mary K. English

- 2005 National Association for Alternative Certification Annual Conference. *Teacher Quality and Program Effectiveness in Alternative Certification Programs: An Evaluation Model.* Steve Myran

- 1999 American Educational Research Association Annual Convention: *The Impact of Mandated Statewide Testing on Teachers' Classroom Assessment and Instructional Practices.* James H. McMillan, Steve Myran, and Daryl Workman. ERIC NO: ED4310

State/Regional Conferences

- 2006 Virginia State Reading Association 39th Annual Conference: *Integrating Reading/Science into the Core Area for Grades 4-8 Teacher.* Abha Gupta, Steve Myran,

- 2002 annual conference of The Autism Program of Virginia. *Meeting the Needs of Children with Autism Spectrum Disorders in Virginia: How Well Are We Doing?* Stacy Dymond, Steve Myran

Professional Development

- 2007-2008 Norfolk City Public Schools: *Assessment for Learning Professional Development Course.* Jack Robinson, Steve Myran

- 2007-2008 George Washington Middle School, Alexandria Public Schools: *Classroom Assessment Professional Development Action Research Cohort.* Steve Myran, Marya Burke

- 2006-2007 Norfolk City Public Schools, Willard Model Elementary School: *Assessment for Learning Professional Development, Articulating Theory from Practice.* Jack Robinson, Steve Myran

- 2006-2007 Northampton County Public Schools: *Vertical Mathematics (K-12) Teacher Training in Assessment for Learning Strategies.* Steve Myran, Jack Robinson.

- 2005-2007 Northampton County Public Schools: *Assessment for Learning Teacher Action Teams.* Steve Myran, Jack Robinson.

- 2005 Northampton County Public Schools Division Instructional Opening: *Differentiated Instruction and Inclusion.* Steve Myran, Rita Richardson.

- Summer 1997 Henrico County Publics Schools Technology Festival. *The Class Bank.* Steve Myran

- Summer 1996 Henrico County Publics Schools Technology Festival. *The Class Newspaper.* Steve Myran

- 1994 Moody Middle School professional growth workshops, Henrico County Public Schools, Richmond VA: *Non-Discriminatory Assessment and Evaluation.* Steve Myran

- 1994 Moody Middle School professional growth workshops, Henrico County Public Schools, Richmond VA: *Multiple Intelligences.* Steve Myran

Grants/Contracts:

Proposals Under Review

- Principal Investigator, *Pedagogical Content Knowledge and Assessment Literacy In Middle School Mathematics.* No Child Left Behind Act of 2001 (NCLB Act) Title II, Part A Improving Teacher Quality State Grants. State Council of Higher Education for Virginia. 2008-2009. Steve Myran, Principal Investigator, Jeffery Steckroth, Co-Principal Investigator, Sue Doviack, Co-Principal Investigator

Recent/Current Funded Grants and Contracts

- *Mathematics Content, Pedagogy, and Classroom Assessment Teacher Professional Development,* Mathematics and Science Partnership Grants, Virginia Department of Education, 2008-2009. Steve Myran, Principal Investigator, Jeffery Steckroth, Co-Principal Investigator, Sue Doviack, Co-Principal Investigator

- *Integrating Instruction and Assessment for Powerful Literacy,* Intramural Funded Proposal, Old Dominion University Research Foundation, 2007-2008. Jack Robinson, Principal Investigator, Steve Myran, Co-Principal Investigator

- *Assessment for Learning Professional Development,* Norfolk Public Schools, Virginia, 2007-2008 (Contract) Jack Robinson, Principal Investigator, Steve Myran, Co-Principal Investigator

- *GROW Pre-Kindergarten Program Evaluation,* Hampton City Schools, Virginia, 2007 (Contract). Steve Myran, Principal Investigator

- *Dropout and Graduation Rates in Hampton Roads: Trends and Implications for School Improvement,* Norfolk Foundation, 2007-2008 (Contract). Steve Myran, Principal Investigator

- *Earth Systems Science: Content, Technology, and Data Collection.* State Council of Higher Education for Virginia: Improving Teacher Quality State Grant Program,. 2007-2008. Steve Myran Evaluator

- *Improving Teacher Quality State Grant Program, Northampton County Public Schools.* State Council of Higher Education for Virginia, 2007-2008. Steve Myran Evaluator

- *The Directors' Institute.* The Tidewater Foundation for Children. 2007-2011. Steve Myran Evaluator

- *Northampton County Public Schools/Old Dominion University Research to Practice Collaborative.* Virginia Department of Education, 2006-2007. Steve Myran, Principal Investigator, Jack Robinson, Co- Principal Investigator.

- *Teaching American History Grant,* 2006-2009. Newport News Public Schools, U.S. Department of Education, Steve Myran Evaluator

- *Northampton County Public Schools/Old Dominion University Research to Practice Collaborative.* Virginia Department of Education, 2005-2006. Steve Myran, Principal Investigator, Rita Richardson, Co- Principal Investigator

- *Gaining Early Awareness & Readiness for Undergraduate Program.* U.S. Department of Education, , 2005-2011. Dave Blackburn, Principal Investigator, Shana Pribish, Co-Principal Investigator, Steve Myran, Co-Principal Investigator,

- *Newport News Leadership Development Preparation Program.* Virginia Department of Education, 2005-2008. Steve Myran, Evaluator

- *Reading in the Content Area,* State Council of Higher Education for Virginia: Improving Teacher Quality State Grant Program,. 2005-2006. Abha Gubta, Principal Investigator, Steve Myran, Co-Principal Investigator

- *GEAR-Up/ACCESS Virginia, Summer Enrichment Program.* Principal Investigator, State Council of Higher Education for Virginia, Summer 2005. Steve Myran, Principal Investigator

College Committee Work

- 2006-2007 Darden College of Education Strategic Plan Action Group Committee member, Old Dominion University

- 1997-1998 Virginia Commonwealth University Ph.D. in Urban Services: Policy board representative.

- 1998 Virginia Commonwealth University Child Care Center: Curriculum specialist search committee member.

- 1997-1998 Virginia Commonwealth University School of Education: *Excellence in Teacher* committee member.

Dissertation Committees

- (b)(6) , *The change Role of Community College Leadership: Are Vice Presidents Prepared and Will to Seek the Presidency?* Old Dominion University (Committee member) Current

- (b)(6) *A Program Evaluation Of The Virginia Community College System Professional Development Program,* Old Dominion University (Committee member) Current

- (b)(6) *The Open Door in the Current Community College Climate,* Darden College of Education, Old Dominion University (Committee member) Current

- (b)(6) *Community College Characteristics and African-American Male Enrollment And Graduation.* Darden College of Education, Old Dominion University (Committee Chair) Current

- (b)(6) *A Program Evaluation of Supplemental Instruction for Developmental Mathematics,* Old Dominion University (Committee Member) Feb, 2008

- (b)(6) *Judicial Implementation of the Revised Family Code in Addis Ababa,* College of Business and Public Administration, Old Dominion University (Committee member) December, 2007

- (b)(6) *Impacts of Teacher Preparation and Training on the Use of Quarterly Testing Data to Inform Instruction and Influence Student Achievement in Third Grade Mathematics.* Darden College of Education, Old Dominion University (Committee member) July, 2007

- (b)(6) *Predictors Of Persistence Among Community College Adult And Traditional-Aged Students* Darden College of Education, Old Dominion University (Committee member) Aug. 2006

National Service

- American Educational Research Association (AERA) proposal reviewer for 2007 Annual Convention & Exhibition in Chicago, Illinois, April 9 - April 13

  ▶ Division K-Teaching and Teacher Education

- American Educational Research Association (AERA) proposal reviewer for 2008 Annual Convention & Exhibition in New York City, New York, March 24 March 28
  - School Community, Climate and Culture Special Interest Group
  - School-University Collaborative Research Special Interest Group
  - Classroom Assessment Special Interest Group

Organizations:

- American Educational Research Association
- Consortium For Research On Educational Accountability And Teacher Evaluation
- The National Society for the Study of Education National Council of Teachers

Program of Study

Semester I:

ELS 600   Principal Orientation and Instructional Leadership. Prospective educational leaders explore the many roles played by principals in today's schools, as well as ethical, moral, and technical dimensions of school leadership. Candidates begin to develop a compelling personal vision and philosophy of education based upon an examination of their own values in relation to the purposes and realities of public schooling in NCPS and the United States.

ELS 657   School Law. Legal, political, and financial aspects of public education are examined from the point of view of the practicing principal. Constraints and opportunities presented by the broader system are examined, as well as the principal's dual role as upholder of the system and advocate for change. Attention is given to state and local laws, Northampton County Public School Board policy, and funding systems. School-level budgeting processes and acquisition of supplemental resources are addressed from the perspective of alignment with school mission and goals.

Semester II:

ELS 621   Curriculum Development and Assessment. The role of the principal as instructional leader is addressed from a school and division-wide perspective. Data-driven assessment of curriculum and instruction, leadership for school-wide change, and research-based strategies for educational improvement are the primary emphasis in this course. Candidates also examine curricular processes at school, division, and state levels, and school organizational variables that influence implementation of curricular initiatives.

ELS 626   Instructional Supervision and Assessment. Prospective administrators increase their knowledge and skills in improving classroom teaching. Primary emphasis is placed on developing interpersonal and technical skills to prepare participants to work with teachers both individually and in groups. Using the beliefs, goals, objectives, data, and plans/projects from previous courses, candidates practice their skills in conducting conferences with teachers, conducting and analyzing classroom observations, and conducting group meetings that are focused on increasing group capacity.

ELS 787   Pupil Personnel Services for Diverse Populations. Candidates examine the myriad special services available in schools in an integrative fashion to assure that all students have the maximum opportunity to meet high academic standards. Alternatives to current practice in the administration of special services are explored. Particular emphasis is given to the effective delivery and coordination of guidance, counseling, special education, health, psychological, social work, and bilingual education services.

Semester III:

ELS 753   School Finance. Candidates begin their study of the way today's schools are financed. Assignments include comparing school division budgets, recommending changes to the Virginia funding and equalization model, as well as a research and service project for the school division. Candidates understand the budgeting process in Virginia at the state and local levels with the concepts of equity, adequacy, capacity, and effort. Finally, candidates gain a perspective on how American public school finance compares with other industrialized countries. Special attention will be given to the NCPS budget.

ELS 754   Human Resources Development and Evaluation. In this course, candidates develop an understanding of the role of the principal from a systems perspective by examining the functions of school and school system personnel in NCPS. The foci of the course include examining system capacity to fulfill a vision of high expectations for all students; understanding how to access, coordinate, and utilize human resources available in the system; and how to meet challenges arising from interpersonal and organizational impediments to fulfilling the vision. Knowledge and skills acquired in this course will facilitate candidates' development of coherent approaches to increasing school capacity.

ELS 668   Internship I. During the first phase of the internship, candidates begin to implement the standards for which they will be held accountable. In phase one, this is accomplished in the candidate's educational site through the collaboration of the intern, ODU university coach, NCPS representative, and mentor. Candidates document and reflect on their School Leadership Development Preparation Program performance relative to ISLLC standards as collaboratively defined by school system and University personnel. The university coach and NCPS' school-based principal, and mentor assess candidate performance on the basis of observation and documentation produced by the intern. This course will run through both Semester III and Semester IV and students will have the opportunity to have four, week-long internship experiences at different sites, as well as other experiential opportunities over the course of the year.

Semester IV:

ELS 660   Program Evaluation, Research, and Planning. This course provides the tools principals need to access, evaluate, and plan for improvements to curriculum, instruction, and school organization. In consultation with a practicing NCPS school principal, students will identify a problem that impedes the school's ability to fulfill its mission; collect and analyze data related to the problem; identify or design a research-based strategy to address the problem; identify stakeholders and their role in developing and implementing the strategy; and develop an

operational plan with outcomes that are clearly linked to the school's strategic goals. This plan serves as the foundation for activities conducted in the first internship placement.

ELS 610   School Community Relations and Politics. Candidates develop effective community and public relations skills by examining the interaction between local cultures and the school; identifying community assets in NCPS that can be accessed to improve students' educational experiences; learning effective techniques for media relations; and developing approaches to enhance community involvement in and support for the school.

Semester V:

ELS 669   Internship II. In this second phase of the internship candidates are expected to take on significant leadership and administrative duties in a full-time placement in a NCPS school and/or Central Office setting. Candidates complete documentation relative to the performance standards for which they are held accountable. As in Phase One, this is accomplished through the collaboration of the intern, ODU university coach, and the NCPS principal mentor. The project developed during ELS 660 will be implemented during this internship.

ELS 673   Critical Issues Research. This course is the culmination of the comprehensive educational leadership project begun in the prior year. Through a series of seminars and workshops, candidates will reflect on their practical leadership experiences in relation to their vision and the skills and principles developed through the course of study. The culmination of the course is a written and oral project based upon the plan developed prior to, and implemented during the first internship placement. The project will
be presented to a panel comprised of university faculty, school building administrators, and district administrators. The panel's assessment of the presentation and written component of the project will serve as the candidates' oral and written comprehensive examination.

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    leadership. *Educational Administration Quarterly, 38*(2), 192-212.

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Budget Narrative

Budget Narrative

<u>Attachment 1:</u>
Title: Pages: Uploaded File: **1676-Mandatory_BUDGET_JUST_08-587.pdf**

Old Dominion University Research Foundation
BUDGET JUSTIFICATION

SALARIES & WAGES

Principal Investigator

Faculty salary for the Principal Investigator, Dr. Karen Crum, is based on a 9-month performance period. Amounts charged are calculated as follows: salary/9 = rate per month. Rate per month x number of months in semester x percent effort in semester = charge per period. Dr. Crum's salary at the start of this project will be (b)(4),(and she will devote approximately (b) months of summer effort to this project each year. A 5% salary increase has been budgeted as of January 1st for each project year.

Evaluator

Salary for the Evaluator, Dr. Steve Myran, is based on a 12-month performance period. Dr. Myran's salary at the start of this project will be (b)(4),(and he will devote approximately (b)(4 months of effort to this project in year 1, and approximately (months of effort per year in years 2-5. A 5% salary increase has been budgeted for each project year.

Faculty Collaborator

We are requesting funding each year for an adjunct faculty member to serve as Faculty Coordinator with District personnel. We request S5,000/year in years 1 and 3 and S7,000/year in years 2 and 4.

FRINGE BENEFITS   (DHHS negotiated rate dated July 21, 2004)

Principal Investigator

The fringe benefits applicable to the Principal Investigator's summer salary include FICA, worker's compensation and unemployment insurance premiums.

Evaluator

FICA, worker's compensation, unemployment insurance, health, dental, life, and disability insurance premiums, annual and sick leave earnings, tuition reimbursement, and a fringe benefit contribution in lieu of retirement have been budgeted for this position in accordance with current Old Dominion University Research Foundation policies.

Technician

FICA, worker's compensation, unemployment insurance, health, dental, life, and disability insurance premiums, annual and sick leave earnings, tuition reimbursement, and a fringe benefit contribution in lieu of retirement have been budgeted for this position in accordance with current Old Dominion University Research Foundation policies.

1

<ins>Faculty Collaborator</ins>

FICA, unemployment insurance, and worker's compensation have been budgeted for this position.

TRAVEL

Domestic travel funding is requested each year for project travel between ODU and the School District; and to attend professional and research conferences to discuss and present results of this research.

OTHER DIRECT COSTS

<ins>Material and Supplies</ins>

Funds are requested in years 1 and 3 for purchase of webcams/headsets for use by participants and mentors.

<ins>Participant Support Costs</ins>

Funds are requested each year to support participants and mentors in this project. Projected costs include: substitute teacher fees, mentor stipends, summer internship fees and testing, course materials and VASCD Conference registration.

INDIRECT COSTS

Our DHHS negotiated agreement dated July 21, 2004 authorizes an off-campus indirect cost rate of 26% of modified total direct costs for the period July 1, 2004, until amended.

2