

United States Department of Education  
Office of Innovation and Improvement



**Archived Information**

**School Leadership Program**

Pre Application Meeting  
February 19, 2010



# Agenda

- School Leadership Program Purpose & Overview
- Award Information
- Application Priorities
- Selection Criteria
- Program Objectives & Performance Measures
- Budget Information
- Application Highlights
- Q & A

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**SCHOOL  
LEADERSHIP  
PROGRAM:  
Purpose & Overview**



# Program Purpose & Overview

## School Leadership Program (SLP):

- Designed to assist high-need local educational agencies (LEAs) in the development, enhancement, and expansion of innovative programs to recruit, train, and retain principals (including assistant principals) through such activities as:



# Program Purpose & Overview

- Providing financial incentives to aspiring new principals;
- Providing stipends to principals who mentor new principals;
- Carrying out professional development programs in instructional leadership and management; and
- Providing incentives that are appropriate for teachers or individuals from other fields who want to become principals and that are effective in retaining new principals.
- *Developing integrated coursework or planning and implementing site based experiences or providing site based induction support activities*  
(Source: Sec. 2151 NCLB 2001)



# Program Goal

To increase the number of new, certified principals (including assistant principals) and to improve the skills of current practicing principals (including assistant principals), all serving in high-need LEAs.



# Eligible Applicants

- High-Need LEAs
- Consortia of High-Need LEAs
- Partnerships of Institutions of Higher Education and a High-Need LEA/s
- Partnerships of Nonprofit organization (including faith-based and community-based) and a High-Need LEA/s
- Charter schools only when the charter school is designated by the State as an LEA and meets the definition of a High-Need LEA (Eligibility will be determined on a case by case)



# High-need LEA Definition

- (A) (i) that serves not fewer than 10,000 children from families with incomes below the poverty line; or
- (A) (ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; and



# High-Need LEA (continued)

- (B) (i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or
- B (ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

# High-Need LEA Definition (continued)



For (A) In order to determine poverty rate for a LEA, we use census data. The most current census data is accessible via the following site:

[www.census.gov/hhes/www/saipe/data/index.html](http://www.census.gov/hhes/www/saipe/data/index.html)

The Department also makes these data available at its website:

[www.ed.gov/programs/lsl/eligibility.html](http://www.ed.gov/programs/lsl/eligibility.html)



# High-Need LEA Definition (continued)

For (B) (i) Teacher data high need is defined as “a high percentage of teachers teaching out of field.” We will determine “high percentage” on a case-by-case.



# High-Need (continued)

For (B) (ii) the percentage of teachers with emergency, provisional, or temporary certification or licensing can be determined according to the data provided to States for inclusion in the reports as required by section 207 of the Higher Education Act of 1965, as amended (HEA). We consider 1.3% to be a high percentage.

<https://title2.ed.gov/View.asp>



# High-Need (continued)

Applicants must meet eligibility for **both Poverty (A) and Teacher Data (B)**

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# Award Information



# Award Information

- Estimated available funds: \$11,000,000
- Estimated award range: \$250,000 - \$750,000 per year
- Estimated number of awards: 15-20
- Project period: up to 5 years (60 months)
- Estimated average award: \$500,000 (per year)



# Selection Criteria

- Project Design: (45 Points)
- Project Evaluation: (25 Points)
- Project Significance: (20 Points)
- Management Plan: (10 Points)



## Review Process

- Applications will be reviewed for LEA eligibility
- Applications will be reviewed by a panel of your professional peers
- Applications are reviewed against the published selection criteria

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# **APPLICATION PRIORITIES**



# Invitational Priorities

(No Additional Points)

1. Projects that develop and implement or expand innovative programs to build the capacity of principals (including assistant principals) to lead and demonstrate teaching and learning gains in persistently lowest-achieving schools.



# Invitational Priorities (continued)

2. Projects that demonstrate evidence of the LEA's commitment to identify, implement, and support school conditions that facilitate efforts by the principals (including assistant principals) prepared by this program to improve persistently lowest-achieving schools.



# Invitational Priorities (continued)

3. Projects that collect and use student achievement data to assess the effect of school leaders prepared through the program on student learning and for continuous program improvement.



# Invitational Priorities (continued)

- Encourages the development and implementation of innovative strategies to build the capacity of school leaders to make teaching and learning gains
- Encourages a commitment to developing and supporting school conditions that facilitate program efforts
- Encourages the use of student achievement data to assess the effectiveness of the principal training program
- Encourages the development and use of evaluation for continuous improvement

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# **SELECTION CRITERIA**

# Selection Criteria



- Quality of the Project Design
- Quality of Project Evaluation
- Significance
- Quality of Management Plan



# Quality of the Project Design (45 points)

The Secretary considers the quality of the design for the proposed project. In determining the quality of the design of the project, the Secretary considers the following factors: (Describe a comprehensive plan)

- 1. The extent to which there is a conceptual framework underlying the proposed demonstration activities and the quality of the framework.**
- 2. The extent to which proposed activities constitute a coherent, sustained program of training in the field.**



# Project Design (continued)

3. The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
4. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication or project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.



5. **The extent to which project participants are to be selected on the basis of academic excellence.**

# Project Design (continued)



- What's your project's framework? What is your theory of change?
- Who's involved? Who are the proposed partners? Why are they included as partners? How are you proposing to select participants?

# Project Design (continued)



- Is the project design part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students?
- What strategies are you proposing, and why? Is this design going to help develop the capacity of school leaders? How will you know if the design is solid and effective?



# Quality of Project Evaluation- 25 points

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

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



# Project Evaluation (continued)

- How will you use the data to monitor progress of the funded project and to provide accountability information both about the success at the initial site or sites and about effective strategies for replication in other settings?
- Can you clearly outline your project using a logic model?



# Project Evaluation (continued)

- How will you know if the project is successful (data collection tools, data analysis)?
- How will you measure progress toward goals and objectives?
- What types of data will be collected? When will they be collected?
- How will the data be analyzed?



# Significance – 20 points

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

- 1. The potential contribution of the proposed project to increase knowledge or understanding of educational problems, issues, or effective strategies.**

# Significance(continued)



2. **The likelihood that the proposed project will result in system change or improvement.**
3. **The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

# Significance(continued)



- How will the proposed project affect teaching and student learning in the proposed service area?
- How will the proposed project enable the LEA to meet its need for principals who have the skills and competencies and support necessary to significantly improve schools in high-need LEAs?



# Quality of Management Plan – 10 points

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

- 1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**



# Quality of Management Plan – 10 points

2. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.
3. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.



# Management Plan

- How will the project be managed?
- Who will manage the various components of the project?
- What is the timeline for the project?
- How will you benchmark progress to ensure that the project is on time with meeting the goals and objectives?
- What are the time commitments of those working on the delivery of the proposed project?
- How will all stakeholders be involved and to what end will they be involved?



# Eligible Services and Activities

Examples:

- Conducting a needs assessment
- Activities to develop and implement or expand program leading to certification and placement of principals including assistant principals
- Professional development activities for mentor principals or coaches



## (continued)

### Examples:

- Recruitment and selection activities
- Providing stipends or financial incentives
- Mentors and coaches for new principals
- Evaluation of project services, implementation, and outcomes

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**PROGRAM  
OBJECTIVES AND  
PERFORMANCE  
MEASURES**



# Reporting Requirements

- Annual Performance Reports (APRs)—annual performance reports are required in order to receive continuation funding
- Program Performance Measure—all grantees must address the program Government Performance and Results Act (GPRA) measures as part of their annual performance report
- Final Report—a final report is required in order to close out the grant in compliance with ED regulations



# Goals – Objectives – Measures

**PROGRAM GOAL**



**Project Objectives: What your project is doing to support the overall program goal**



**Performance Measures: How can you measure your progress toward meeting your objectives (GPRA, Program, Project)**

School Leadership Program

Adapted from evaluation workshop training materials used by the Center for Evaluation and Education Policy at Indiana University



- To increase the number of new, certified principals (including assistant principals), and to improve the skills of current practicing principals and assistant principals, all serving in high-need LEAs.



# GPRA Program Performance Measures

- Performance Measure 1.1 The percentage of School Leadership Program participants seeking certification who meet certification requirements to become a principal or assistant principal.
- Performance Measure 1.2 The percentage of School Leadership Program participants certified through the funded project who are hired as an assistant principal of a school in a high-need LEA.

# Program Performance Indicators



- Performance Measure 1.3 The percentage of School Leadership Program participants certified through the funded project who are hired as a principal of a school in a high-need LEA.
- Performance Measure 1.4 The percentage of School Leadership Program participants who are hired as a principal or assistant principal of a school in a high-need LEA and remain in that position for at least 2 years.



# Program Performance Indicators

- Performance Measure 2.1 The percentage of principals and assistant principals from schools in high-need LEAs who participated in the School Leadership Program-funded professional development activities who showed an increase in their pre-post scores on a standardized measure of principal skills.

# Program Performance Indicators



- Performance Measure 2.2 The percentage of principals and assistant principals from schools in high-need LEAs who participated in the School Leadership Program-funded professional development activities who remained in their administrative position for at least 2 years.



# Project Objectives: Project Design



**What are you trying to accomplish?**

# Features of High Quality Project Objectives



- ***Relevance***
- ***Applicability***
- ***Focus***
- ***Measurement***



School Leadership Program



**RELEVANCE:** How relevant is the project objective to the overall goal of the SLP and/or the goal of your individual project?

- *What will change as a result of the project design and delivery?*



**APPLICABILITY:** How applicable is the project objective to the specific activities that are being conducted through your particular project?

- *Increase the number of certified principals retained at XYZ high-need LEA.*



**FOCUS:** How focused is the project objective?

- *To recruit, select, prepare, and support individuals from education or other fields to become assistant principals or principals of schools in XYZ LEA.*



**MEASURABILITY:** Are there concepts in the project objective that lend themselves to measurement? If so, is measurement feasible?

- *To build a professional collaborative culture. (conceptually hard to measure)*
- *To recruit and prepare teachers from the XYZ district to become certified as assistant principals. (measurable)*



# Performance Measures

In general terms, a **performance measure** is a measurable indicator used to determine how well objectives are being met.

How will progress be assessed?

How much progress will constitute success?

How will it be known if an objective or part of an objective has been achieved?

(Example) Seventy percent of the principals (including assistant principals) participating in SLP funded professional development activities will remain in leadership positions in their schools for a minimum of two years.



## What to measure?

- What will be your project measure to evaluate success in meeting the proposed project's goals?
- What is the project goal?



# Example

## Objective:

To increase the number of teachers from XYZ high-need school district who become certified as assistant principals and are placed in XYZ schools.

## Performance Measure:

Certify and place as assistant principals a minimum of ten teachers from XYZ school district each year of the project.



# Performance Measure Criteria

- *Who* will achieve the change?
  - *What* will change?
- *When* will the change take place?
  - *How much* change?

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# **BUDGET INFORMATION**



# Budget: Annual Budget

- Applicant should submit a budget request for up to 60 months.
- Budgets should be based on the individual project design.
  - How much will it actually cost to implement the project?
  - What are the budget needs of the proposed project?
  - Is the budget aligned to the project implementation (activities)?
  - Are the proposed costs allowable, reasonable, and necessary?



# Budget: Indirect Cost

- No cost-sharing or match required
- Indirect costs are based on the negotiated rate between the applicant and Department or other cognizant agency.
- Typically, LEAs negotiate their indirect cost rate through their State Education Agency (SEA)
- Additional information regarding indirect costs can be found at:

[www.ed.gov/about/offices/list/ocfo/fipao/abouticg.html](http://www.ed.gov/about/offices/list/ocfo/fipao/abouticg.html)



# Budget Highlights Reviewed

- Include detailed budget and budget narrative for lead applicant and each of the proposed partners for **each year** of the project
- Indirect costs (*check the instructions carefully and consult your business office*)
- Costs must be allowable, reasonable, and necessary. Please refer to the OMB Circulars:

[http://www.whitehouse.gov/omb/circulars\\_default/](http://www.whitehouse.gov/omb/circulars_default/)

and EDGAR Regulations:

<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

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# APPLICATION HIGHLIGHTS

# Electronic Submission of Applications



Applications for grants under the SLP-CFDA Number 84.363A must be submitted electronically using e-Application, accessible through the Department's e-Grants website at:

<http://e-grants.ed.gov>



# Application Abstract

- Program Abstract –(Should list partners and all proposed LEAs)
- One page
- Overview of proposed project and should include the proposed project goals and objectives

# Project Narrative



- ✓ Needs to include responses to selection criteria.
- ✓ Does the application address every factor within each criterion?
- ✓ Is the criterion easily identified?
- ✓ Is the project goal clear and objectives measurable?
- ✓ Provide headings so that it is easy for reviewers to identify the criterion.
- ✓ Suggested limit of 50 pages with 12 point font



- Use the section “appendices/attachments”
  - Resumes
  - Letters of commitment
  - Letters of support
- Use the section “LEA eligibility”
  - Include all data related to proof of LEA eligibility
  - Use optional form found in the instructions (optional)

# Questions



School Leadership Program



## **Program Contacts:**

**Beatriz Ceja 202-205-5009**

**Natasha Garcia 202-205-3385**

**Email:**

**[schoolleadershipmatters@ed.gov](mailto:schoolleadershipmatters@ed.gov)**

**Program website:**

**<http://www.ed.gov/programs/leadership/index.html>**