

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Turnaround School Leaders Program

CFDA # 84.377B

PR/Award # S377B140021

Grants.gov Tracking#: GRANT11653780

OMB No. , Expiration Date:

Closing Date: May 23, 2014

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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

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/22/2014"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text" value="81-0235407"/>	5b. Federal Award Identifier: <input type="text"/>
---	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="81-0235407"/>	* c. Organizational DUNS: <input type="text" value="0103722090000"/>
--	---

d. Address:

* Street1:	<input type="text" value="1511 Poly Drive"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Billings"/>
County/Parish:	<input type="text" value="Yellowstone"/>
* State:	<input type="text" value="MT: Montana"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="59102-1739"/>

e. Organizational Unit:

Department Name: <input type="text" value="Master of Education Leadership"/>	Division Name: <input type="text"/>
---	--

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Stephanie"/>
Middle Name: <input type="text" value="J."/>	
* Last Name: <input type="text" value="Schmitz"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="406-657-1134"/>	Fax Number: <input type="text" value="406-657-1167"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

O: Private 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:

84.377

CFDA Title:

School Improvement Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-032814-001

*** Title:**

Office of Elementary and Secondary Education (OESE):: Turnaround School Leaders Program CFDA Number 84.377B

13. Competition Identification Number:

84-377B2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Developing and Supporting Turnaround School Leaders

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,496,775.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,496,775.00"/>

*** 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 in attachment.)**

Yes No

If "Yes", provide explanation and attach

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:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

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.

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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Stephanie Schmitz	Director of Master of Educational Leadership
APPLICANT ORGANIZATION	DATE SUBMITTED
Rocky Mountain College	05/22/2014

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Rocky Mountain College
* Street 1: 1511 Poly Drive Street 2:
* City: Billings State: MT: Montana Zip: 59102
Congressional District, if known: MT-01

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: School Improvement Grants CFDA Number, if applicable: 84.377
--	--

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

10. a. Name and Address of Lobbying Registrant:

Prefix: Dr. * First Name: Stephanie Middle Name: J
* Last Name: Schmitz Suffix:
* Street 1: 1511 Poly Drive Street 2:
* City: Billings State: MT: Montana Zip: 59102

b. Individual Performing Services (including address if different from No. 10a)

Prefix: Dr. * First Name: Stephanie Middle Name: J.
* Last Name: Schmitz Suffix:
* Street 1: 1511 Poly Drive Street 2:
* City: Billings State: MT: Montana Zip: 59102

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: Stephanie Schmitz
* Name: Prefix: Dr. * First Name: Stephanie Middle Name: J
* Last Name: Schmitz Suffix:
Title: Director of Educational Leadership Program Telephone No.: 406-657-1134 Date: 05/22/2014

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. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

G.E.P.A. Statement

The proposed RMC Turnaround Schools Leaders grant specifically targets school leaders in SIG-eligible districts who directly serve students and young adults from traditionally underserved and underrepresented populations and who are at risk of poverty, academic failure, and school dropout. Rocky Mountain College and the school partners in this grant are committed to equal access, and treatment for all students, employees, and the general public. In regard to this commitment, Rocky Mountain College's board policy of nondiscrimination guides and governs decision making at all levels. Rocky Mountain College does not discriminate on the basis of race, color, sex, religion, national origin, citizenship, age, disability, or sexual orientation in admissions or its policies and/or programs, employment, or other activities (RMC Harassment, Discrimination, and Sexual Harassment Policy). Members of the Rocky Mountain College community have the right to work and study in an environment free of harassment and discrimination. Rocky Mountain College strongly disapproves of and forbids the harassment of students. The College will not tolerate discrimination or harassment, which includes discrimination or harassment based on race, color, sex, religion, national origin, citizenship, age, disability, or sexual orientation. Any student who has a question or concern that he or she is being or has been harassed or discriminated against should contact the vice president for student life. The liaisons can help identify the types of behavior, verbal or physical, that constitute harassment and discrimination, and they will assist in determining an appropriate response to an alleged incident. Students may contact one of the following College community members if they have questions or concerns about harassment and discrimination. Students with all types of disabilities receive support from the RMC Student Assistance Support (SAS) office. In

addition, accommodations for all students of varying needs and disabilities will have access to the resources and materials in the format necessary for individual success.

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 Rocky Mountain College	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Stephanie
Middle Name: J.	
* Last Name: Schmitz	Suffix:
* Title: Director of Master of Educational Leadership	
* SIGNATURE: Stephanie Schmitz	* DATE: 05/22/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract

Developing and Supporting Turnaround School Leaders—CFDA 84.377 Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

Rocky Mountain College (RMC) proposes to strengthen its innovative Master of Educational Leadership Program which is designed to recruit, select, train, place, support and retain leaders for, but not limited to, identified high-needs, School Improvement Grant [SIG] schools and/or SIG-eligible schools in Montana. In addition, RMC proposes to increase retention in SIG school districts and ultimately improve student achievement through increased training, support and retention of turnaround school leaders with enhanced and expanded professional development and coaching. Current schools in Montana that meet the criterion of Tier I Persistently Lowest Achieving Schools in Montana will partner with RMC in this endeavor. These Partner Local Education Agencies (LEAs) include the following schools: Hays-Lodge Pole High School, Heart Butte High School, School, Poplar 7-8, Heart Butte 7-8, Poplar High School, Heart Butte Elementary and Box Elder High School. In addition, we will partner with four previously funded SIG schools: Pryor K-12, Lame Deer 7-8 and Lame Deer High School and Frazer High School. These partner LEAs represent schools in Montana that meet the criterion of Tier I Persistently Lowest Achieving Schools in Montana.

Through grant assistance, Rocky Mountain College will assist identified partner schools by providing professional development opportunities for the current and aspiring leaders of SIG or SIG-eligible schools. Through intensive coaching of turnaround leaders, RMC will assist those schools in improving their current needs-improvement status through the life of the grant. In addition to their status, these schools also share a similar demographic in student enrollment which is predominantly American Indian. Based on current research, professional development for school leaders in culturally appropriate achievement strategies for American Indian students will be provided. School improvement research and relevant “best practices” will be provided to current and aspiring leaders via a digital turnaround database developed by RMC through the grant. Professional development will also be provided to leaders of SIG or SIG-eligible schools through an annual Leadership Institute. A qualified leader will serve as a professional development coordinator to assist with local initiatives as well as the Leadership Institute. As a partner with the Montana Office of Public Instruction, RMC will provide leadership training at the Leadership Institute for schools in Tiers II and III as an expansion of OPI’s existing interventions for schools not meeting Adequate Yearly Progress (AYP).

RMC will also enhance its Master of Educational Leadership Program by adding technology to improve communication and access to resources and research for leaders. Current SIG school leaders will be assigned a coach for support that will allow them to apply learned theory to actual practice in their school setting. Aspiring leaders will also be able to partake of the professional development opportunities afforded to current school leaders in high need partner schools during their training and the first years of their principalship to assist with retention efforts. Recruiting leaders from communities that have high-needs schools, especially American Indian teachers who hopefully will serve in schools on American Indian reservations in Montana will also be a focus of grant efforts. Stipends will provide much needed financial support for aspiring leaders. Financial incentives will also assist with retention efforts.

Rocky Mountain College 1511 Poly Drive Billings, MT 59102
Dr. Stephanie (Stevie) Schmitz~406-657-1134~schmitzs@rocky.edu

Federal ID No. 81-0235407 DUNS 0107209

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

Developing and Supporting Turnaround School Leaders

A Grant Application Submitted to the

U.S. Department of Education

Office of Elementary and Secondary Education

By

Rocky Mountain College

Billings, Montana

DUNS 010372209

Federal Identification Number 810235407

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

Abstract

Developing and Supporting Turnaround School Leaders
Rocky Mountain College 1511 Poly Drive Billings, MT 59102
Dr. Stephanie (Stevie) Schmitz-406-657-1134~schmitzs@rocky.edu

Rocky Mountain College (RMC) proposes to strengthen its innovative Master of Educational Leadership Program which is designed to recruit, select, train, place, support and retain leaders for, but not limited to, identified high-needs, School Improvement Grant [SIG] schools and/or SIG-eligible schools in Montana. In addition, RMC proposes to increase retention in SIG school districts and ultimately improve student achievement through increased training, support and retention of turnaround school leaders with enhanced and expanded professional development and coaching. Current schools in Montana that meet the criterion of Tier I Persistently Lowest Achieving Schools in Montana will partner with RMC in this endeavor. These Partner Local Education Agencies (LEAs) include the following schools: Hays-Lodge Pole High School, Heart Butte High School, School, Poplar 7-8, Heart Butte 7-8, Poplar High School, Heart Butte Elementary and Box Elder High School. In addition, we will partner with four previously funded SIG schools: Pryor K-12, Lame Deer 7-8 and Lame Deer High School and Frazer High School. These partner LEAs represent schools in Montana that meet the criterion of Tier I Persistently Lowest Achieving Schools in Montana.

Through grant assistance, Rocky Mountain College will assist identified partner schools by providing professional development opportunities for the current and aspiring leaders of SIG or SIG-eligible schools. Through intensive coaching of turnaround leaders, RMC will assist those schools in improving their current needs-improvement status through the life of the grant. In addition to their status, these schools also share a similar demographic in student enrollment which is predominantly American Indian. Based on current research, professional development for school leaders in culturally appropriate achievement strategies for American Indian students will be provided. School improvement research and relevant “best practices” will be provided to current and aspiring leaders via a digital turnaround database developed by RMC through the grant. Professional development will also be provided to leaders of SIG or SIG-eligible schools through an annual Leadership Institute. A qualified leader will serve as a professional development coordinator to assist with local initiatives as well as the Leadership Institute. As a partner with the Montana Office of Public Instruction, RMC will provide leadership training at the Leadership Institute for schools in Tiers II and III as an expansion of OPI’s existing interventions for schools not meeting Adequate Yearly Progress (AYP).

RMC will also enhance its Master of Educational Leadership Program by adding technology to improve communication and access to resources and research for leaders. Current SIG school leaders will be assigned a coach for support that will allow them to apply learned theory to actual practice in their school setting. Aspiring leaders will also be able to partake of the professional development opportunities afforded to current school leaders in high need partner schools during their training and the first years of their principalship to assist with retention efforts. Recruiting leaders from communities that have high-needs schools, especially American Indian teachers who hopefully will serve in schools on American Indian reservations in Montana will also be a focus of grant efforts. Stipends will provide much needed financial support for aspiring leaders. Financial incentives will also assist with retention efforts for placed SIG leaders.

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Rocky Mountain College, Billings, MT

Rocky Mountain College (RMC) is a Carnegie classified very small, primarily residential, private, four-year, non-profit, liberal arts college offering twenty-eight liberal arts and professional oriented majors. The beautiful park-like campus is nestled in a quiet residential area of Billings, the economic capital of the northern Rocky Mountain Region. Billings is the largest city in Montana with a population of 106,954 (U.S. Census Bureau, 2012 Population Estimates). RMC is affiliated with the United Church of Christ, the Presbyterian Church and the United Methodist Church. There are approximately 1000 undergraduate and graduate students from 46 states and 20 countries. Seventy-one percent of RMC students are from Montana and Wyoming (Institutional Research, Spring 2014).

A twenty-five member Board of Trustees governs the College, which is accredited by the Northwest Commission on Colleges and Universities (NWCCU). President Robert Wilmouth is the chief executive officer presiding over the President's Cabinet which includes the Vice President for Academic Affairs (the chief academic officer), the Chief Financial Officer, the Vice President for Student Services and the Vice President for Advancement.

History of Rocky Mountain College

When established in 1878, Rocky Mountain College was the first institution of higher learning in the region, preceding Montana statehood by more than eleven years. Under the name of Montana Collegiate Institute, the first class of thirty students was housed in temporary facilities located in Deer Lodge, Montana. After weathering earthquakes, droughts, grasshopper plagues and several name changes, the Institute eventually found a permanent home in Billings in 1908. Originally granted sixty acres, the campus over the years has expanded and contracted in size many times, yet those sixty acres remain at the core.

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For over ten consecutive years, Rocky has ranked in the top ten best comprehensive colleges in the West by *U.S. News & World Report*. A private comprehensive college offering twenty-eight liberal arts and professionally oriented majors, Rocky has a diverse population of students who come from forty-six states and twenty countries.

Rocky Mountain College Mission Statement

In 2008, the faculty created and adopted the following mission statement:

Rocky Mountain College educates future leaders through liberal arts and professional programs that cultivate critical thinking, creative expression, ethical decision-making, informed citizenship and professional excellence.

Student Body and Faculty Data

The Rocky Mountain College student body is comprised of approximately 900 full-time undergraduates and 100 full-time graduate students. The student body is 49% male and 51% female. The ethnic composition of the student body is 80% White non-Hispanic, 2.1% American Indian, 2.6% African American, 3.4% Hispanic, .08% Asian/Pacific Islander, and 5% International students (Institutional Research, Spring 2014).

Rocky Mountain College has 65 full-time faculty and 50 adjunct instructors. 75% of the faculty members hold the highest attainable degrees in their fields. The student to faculty ratio is 12 to 1. Forty-five percent of faculty members are female and fifty-five percent are male. (Rocky Mountain College Spring 2014 Faculty Roster).

Programs of Study

Rocky Mountain College offers twenty-five programs of study at the baccalaureate level and three at the master's degree level—Accountancy, Physician Assistant and Educational Leadership. Professional studies programs (Business, Education, Aviation, Physician Assistant

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and Equestrian Studies) enroll seventy-five percent of all students (Institutional Research, Spring 2014). One of RMC's greatest strengths is in its faculty whose primary focus is teaching. The low student/teacher ratio allows strong relationships to begin during the college years and continue after graduation to employment. NWCCU stated in their full accreditation review report dated April 2006, "The evaluation team noted that RMC's faculty is dedicated to student learning and to the integrity of the College's academic programs. The Montana Office of Public Instruction (OPI) echoed this recognition in December 2013 when they commended the student-centeredness of the faculty and their commitment to mission during the accreditation visit regarding the re-authorization of the education department.

Both NWCCU and OPI commended RMC on its adherence to a liberal arts core in all curricula. NWCCU went on to commend the College "for the clarity of its mission and the dedication of its faculty and staff in accomplishing it. "Rocky Mountain College is to be commended for its record regarding academic programs that require certification following graduation" (NWCCU, April 2006). The evaluation team also noted that 100% of College graduates in these programs meet certification requirements. RMC's distance delivery program has been exemplary in providing educational services to underserved populations, especially American Indians in tribal settings, an effort that has resulted in a greater number of educationally prepared individuals working on reservations" (NWCCU, April 2006, Montana Office of Public Instruction Accreditation Report, December, 2005).

Master of Educational Leadership

RMC developed the Master of Educational Leadership Program in 2009 to serve aspiring leaders in Montana who are place bound and unable to travel the distances required to attend the state university programs. Noting the need for additional programs, the Board of Public

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Education and the Montana Office of Public Instruction approved this program with its innovative delivery method. Candidates in this program graduate with a master's degree in K-12 Administration in eleven months. A stringent admission process and mentor selection process is utilized to ensure high-quality candidates. A rigorous course schedule blended with an intensive internship provides the best of theory and practice. Existing experience and partnership with tribal colleges make this program a likely fit for preparing American Indian leaders to serve in American Indian schools. In fact, this is the model that RMC has used to train more than 75 American Indian teachers who took courses via Vision Net and were able to stay in their own communities while attending college at a distance (OPI Self-study Report, December 2005). Increasing fuel costs in a state as large as Montana make this program and delivery method even more attractive.

Montana is a vast state covering 147,142 square miles, which make it the fourth largest state (<http://www.census.gov/compendia/statab/tables/08s0348.xls>). The state's 2012 population was 1,005,994 making Montana 44th in population (<http://www.census.gov/compendia/statab/tables/082.xls>). The size of the state and its small population create isolation. There are six persons living on each square mile in Montana (<http://quickfacts.census.gov/qfd/states/30000.html>). This isolation increases the stress of school leaders. The lack of collegial support is evident in the sheer space that divides school leaders in Montana. This situation adds to the retention problem as school leaders are often in their positions only a short time in order to find jobs where they can have a larger support base. The state is relatively poor. The median family income in 2012 was \$45,088, making Montana the 9th poorest state in the country (<http://www.census.gov/compendia/statab/tables/08s0684.xls>). Distance, isolation, scarce resources and poverty impact the ability of school districts in Montana

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to recruit, place and retain highly qualified leaders in SIG or SIG eligible schools. The intent of this grant proposal is to receive funding to strengthen our existing program to recruit, train, place and support aspiring leaders to successfully lead turnaround efforts with ongoing professional development tailored to the needs of the leader and his/her school as well as to assist in retention efforts by utilizing financial incentives and mentoring.

Absolute Priority

Montana is by definition a rural state. Billings, the largest city, has approximately 100,000 citizens. The entire state has slightly more than 1,000,000 people. There are 6.8 persons per square mile in Montana as compared with 87.4 persons per square mile in the United States. (<http://quickfacts.census.gov/qfd/states/30000.html>) Our absolute priority will be Absolute Priority 2: Turnaround School Leader Projects to support rural schools.

Competitive Preference Priority

This grant proposal seeks to compete in both preference priorities. Competitive Preference Priority 1 is met with the Memoranda of Understanding between Rocky Mountain College and its partner SIG or SIG-eligible LEAs. These memorandums (Appendix B) describe the autonomy needed for the success of turnaround leaders and our expectations in this area. Leadership is an essential element of increased student achievement, particularly in turnaround environments. We propose to support our partner LEA's by providing professional development support via coaches, ongoing job-embedded leadership staff development and an annual leadership institute as well as access to current research and applicable resources regarding turnaround leadership in rural school areas. The Memorandum of Understanding (MOU) outlines the supports provided by RMC for the duration of the grant. In addition, the partner districts will commit to job embedded staff development for leaders, implement the Montana

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Employee Performance Appraisal System (EPAS) teacher and principal evaluation model, appoint a representative for the grant advisory committee for developing and supporting school turnaround leaders and commit to onsite support. (Memorandum of Agreement –Turnound School Leaders Program [TSLP] Grant) (see Appendix B)

We believe that we meet Competitive Preference Priority 2 as well. Graduates of the RMC M.Ed. program are demonstrating success in increased graduation rates and academic growth. RMC M.Ed. graduates have demonstrated competency in influencing academic growth and high school graduation rates as evidenced by the chart below.

Rocky Mountain College Master of Educational Leadership Graduate Profile Data

Montana High Schools	Graduation %		2010-11 Math	2011-12 Math	2010-11 Reading	2011-12 Reading
	2011 & 2012					
Lambert, MT	80%	90%	Insufficient Data*	Insufficient Data*	Insufficient Data*	Insufficient Data*
Cut Bank, MT	90%	81%	46%	64%	70%	91%
Billings, MT	72%	76%	63%	66%	85%	86%
Fromberg, MT	90%	100%	Insufficient Data*	Insufficient Data*	50%	80%
Whitefish, MT	78%	85%	58%	73%	94%	87%
Philipsburg, MT	99%	94%	Insufficient Data*	Insufficient Data*	52%	87%

**Insufficient Data— Montana GEMS Data Warehouse masks achievement data reflecting fewer than ten students. Many rural school districts in the state of Montana are considered to reflect data profiles such as the ones indicated in this chart.*

Quality of the Project Design

The Rocky Mountain College Educational Leadership program emphasizes the realities and issues of public education today by blending practical tasks with the research-based models of effective leadership and accountability for student performance. The program combines an intensive internship component with relevant pedagogy and meets the rigor of the nationally recognized Interstate School Leaders Licensure Consortium (ISLLC) and Educational Leadership Constituent Council (ELCC) Standards and the State of Montana’s Professional Education Program Preparation Standards (PEPPS). Curricular emphasis includes school and instructional leadership, change theory, assessment, data-informed decision making, diversity, curriculum, collaborative vision for teaching and learning, school culture, components of a safe and orderly environment conducive to learning, school finance and law, partnership with community, ethical leadership and program assessment.

Built on the research foundation of Dr. Lawrence Lezotte, the Educational Leadership program embraces the correlates of effective schools with the following conclusions: Public schools can and do make a difference, even those comprised of students from poverty backgrounds. Children from poverty backgrounds can learn at high levels as a result of public schools; and this body of correlated information began what is now referred to as Effective Schools Research (<http://www.mes.org.esr.html>). The correlates supporting the mission of “Learning for All” are as follows: 1) Safe and Orderly Environment, 2) Climate of High Expectations for Success, 3) Instructional Leadership, 4) Clear and focused Mission, 5) Opportunity to Learn, Student Time on Task, 6) Frequent Monitoring of Student Progress and 7). Home-School Relations (Lezotte, L.W., 1991).

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The Master of Educational Leadership Program at Rocky Mountain College is built on these research correlates. In this innovative program, educational leaders are trained as instructional leaders to help all students learn. This accelerated program has been well-received by candidates across the state, especially in eastern and rural Montana. In addition, Rocky Mountain College's strong relationship with Native Americans through tribal colleges and K-12 schools on Montana's reservations is a natural track for recruiting Native leaders to serve at public schools on Montana's reservations.

Vision Net, Inc. was founded in 1995 as a regional telecommunications company specializing in the use of leading edge technology for Interactive Video Business Conferencing, Interactive Video Education (ITV), Internet Services, Wide Area Networks and Broadband Transport. Vision Net currently has 61 educational agency partners including 41 schools, all the state colleges/universities and the 7 tribally controlled colleges in the State of Montana. RMC has offered college courses via Vision Net to Tribal Colleges since 1995. This technology outreach has allowed hundreds of Native American students to complete baccalaureate degrees at a distance. Vision Net Interactive Television has been a delivery model for RMC for many years. Over 100 locations at K-12 schools, businesses, higher education and health organizations make accessibility to course delivery a possibility in rural Montana. Students who are place-bound with teaching assignments will be able to take course work from their hometown. Students in rural Montana, especially on Indian Reservations are used to taking classes via Vision Net.

Although the RMC Educational Leadership Program's residential requirements are minimal, students are required to attend an initial week-long residential seminar in early fall and a culminating week-long capstone seminar in late June, allowing the cohort to form a learning

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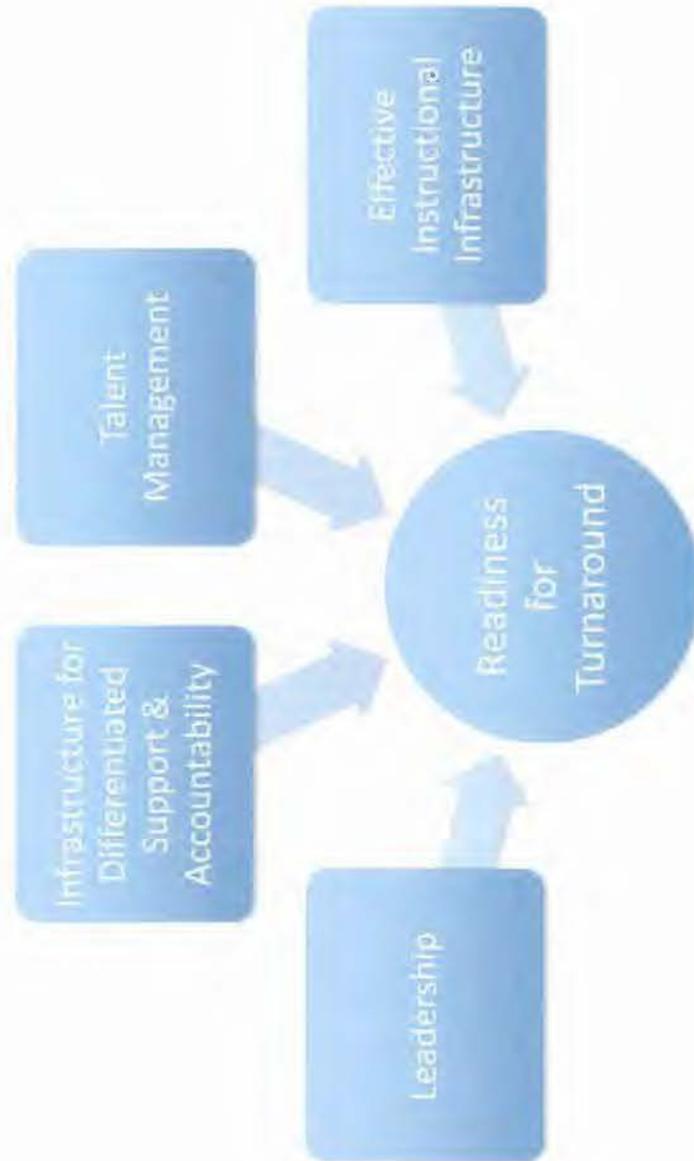
community, which is valuable not only in the eleven months of coursework, but also during the induction year(s).

The educational leadership curriculum delivery uses a blend of Web technology, print, face-to-face delivery and other media to maximize learning and foster professor and student interaction. Students at a distance are linked to the classroom through a synchronous interactive network (Vision Net) which gives them access to the instructors as well as colleagues in the cohort. Communication tools, including online conferencing, bulletin boards and e-mail are used to foster a collaborative environment, providing students with the opportunity to learn from one another as well as from the professors and mentors. The curriculum and course format develops practical applications of the topics studied and the rigorous internships offer opportunities to apply that knowledge.

Candidates seeking admission to the program are measured against criterion and characteristics which describe qualities needed in a turnaround leader. This grant will base the measureable candidate selection criteria on the “District Readiness Assessment” Logic Model from the Center of School Turnaround (see Appendix H). The criterion describing school turnaround leaders is based on the leader’s ability to articulate a compelling strategy to prioritize and improve low achieving schools, has the will do this work and has the capacity to lead the work (with an aligned team with broad stakeholder support). In collaboration with the Turnaround Task Force, Co-Grant Directors will define local turnaround leader competencies which will be based on research from Public Impact and will be used to validate candidate capabilities, including driving for results, influencing for results, problem solving and showing confidence to lead. (Public Impact for the Center for Comprehensive School Reform and

Improvement ,2006). Finally, candidate selection will be based on candidate references aligned to leadership traits and characteristics necessary to be an effective instructional leader,

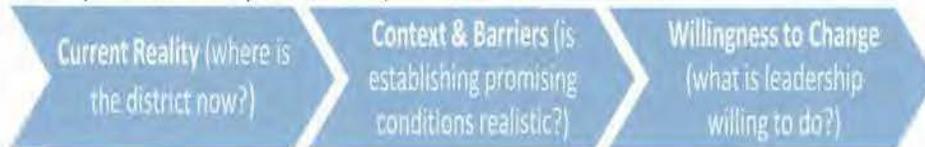
District Readiness Assessment



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To fully answer each question area, PLE needs to understand:



(Center for School Turnaround)

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The Educational Leadership Program at Rocky Mountain College has a proven track record of selecting and thoroughly training instructional leaders. In its six years of existence, over 120 students have come through the existing pipeline to be placed in leadership positions. With the assistance of this federal grant, we would propose to enhance this program to improve and fill the pipeline of turnaround leaders.

A measurable goal will be to raise student achievement in turnaround districts, moving them toward increased proficiency in math and reading throughout the duration of the grant. With support from this federal grant, Rocky Mountain College will assist identified partner schools by providing professional development opportunities for leaders assigned to schools in need of improvement as designated by the Montana Office of Public Instruction (OPI). Through intensive and intentional mentoring and coaching of current leaders, RMC will help schools to improve their current needs-improvement status through the life of the grant by supporting existing and future leaders. In addition to the “needs improvement” status of these schools, they also share a similar demographic in student enrollment. All of these schools have a predominant Native American student enrollment. Utilizing the research of Dr. Wayne Riddle, Dr. Sam Redding, Dr. Lawrence Lezotte and other experts, we will provide professional development for school leaders in current research regarding culturally appropriate achievement strategies for Native American students.

School improvement research and relevant “best practice” research will be provided to these leaders via a digital database as well as through job-embedded training. Professional development will also be provided to turnaround leaders with an annual Leadership Institute which will feature leading authorities on current turnaround topics. A veteran administrator will be identified to serve as a professional development coordinator to assist with local initiatives as

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well as assisting with the Leadership Institute. As a collaborative partner with the Office of Public Instruction, we will provide leadership coaching for SIG schools as an enhancement to existing interventions for schools not meeting Adequate Yearly Progress (AYP). The Montana OPI supports reading and math instruction through School Improvement Consultants (SICs) for schools in need of improvement. The grant data position will collaborate with the statewide coaches to capture contextual demographic and achievement data.

The LEA partner districts, all of which are in stages of needs improvement status with the Montana Office of Public Instruction, represent schools in Montana that meet the requirements for the rural priority of this grant as well as the SIG or SIG-eligible status. This proposal partners with six districts with seven schools that meet the definitions of Tier I schools in Montana. These schools are the lowest 5% of any Title I schools in improvement, corrective action or restructuring when calculating percent at or above proficiency with 3 years of Math and Reading, and sorted by percent at or above proficiency or a high school with a graduation rate of 60% or less in each of the last three years. These schools range in a percentage at or above proficient from 13.3% to 27.4%. One of the schools has a three-year graduation rate trend from 47% to 57%. “Montana defines Persistently Lowest Achieving Schools as any Title I school in improvement, corrective action, or restructuring that rank in the lowest five percent of these schools based on the percentage of students scoring At or Above Proficiency in Reading and Math using three years of assessment data.” (www.opi.mt.gov) The location of partner LEAs and the distance from each partner LEA and Rocky Mountain College is shown on Appendix A. RMC has established partnerships with six districts through memoranda of understanding (see Appendix B). More information is described in the table below:

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2014-2015 Data about Partner LEAs in Persistently Lowest Achieving Schools Status

Local Education Agency (LEA)	School NCES	Status in School Improvement Years in Restructuring Status	At or Above Proficient
Hays-Lodge Pole HS	00413	11 th year identified for restructuring	17.07%
Heart Butte HS	00924	10 th year identified for restructuring	22.22%
Poplar 7-8	00636	11 th year identified for restructuring	25.97%
Heart Butte 7-8	01031	11 th year identified for restructuring	26.32%
Poplar High School	00638	10 th year identified for restructuring	27.24%
Heart Butte Elementary	00414	2nd year identified for restructuring	27.40%

<http://www.opi.mt.gov/rptSIGPersistentlyLowSchools>

All LEA partners will appoint a representative to serve on the grant-funded advisory Turnaround Task Force. This process will involve the partner LEAs in a meaningful way and will give voice to local concerns as well as elicit local support. Because of the importance of School Boards in school improvement, representatives from each LEA partner School Board will be asked to participate in the Turnaround Task Force. Learning from the collective experiences, RMC will design professional development opportunities for current and aspiring leaders. It is the goal of this project to increase these proficiency percentages and move these districts out of their corrective status with the Montana Office of Public Instruction. The goal will be measured by incremental improvement in student achievement data, graduation rates and attendance data as compared to baseline data.

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Partner LEA Achievement Data

Local Education Agency (LEA)	Reading	Math
State	84%	65%
Hays-Lodge Pole High School	24%	6%
Heart Butte High School	70%	0%
Poplar 7-8	33%	16%
Heart Butte 7-8	29%	8%
Poplar High School	36%	7%
Heart Butte Elementary	26%	11%
Pryor High School	53%	0%
Pryor Elementary	43%	24%
Lame Deer 7-8	30%	18%
Lame Deer High School	18%	0%
Frazer High School	45%	18%
Box Elder	67%	4%

(No Child Left Behind (NCLB) Report Card 2012-2013, <http://www.opi.state.mt.us>)

A professional development coordinator will work with these partners to develop individual paths of professional development and also develop a state-wide Leadership Institute to which all partner LEAs turnaround leaders will be invited. Assessing the specific needs of these partners will be a priority for professional development. Working collaboratively with LEA leaders in an active partnership, professional development needs will be assessed and collaboratively designed to assist turnaround leaders to improve student achievement.

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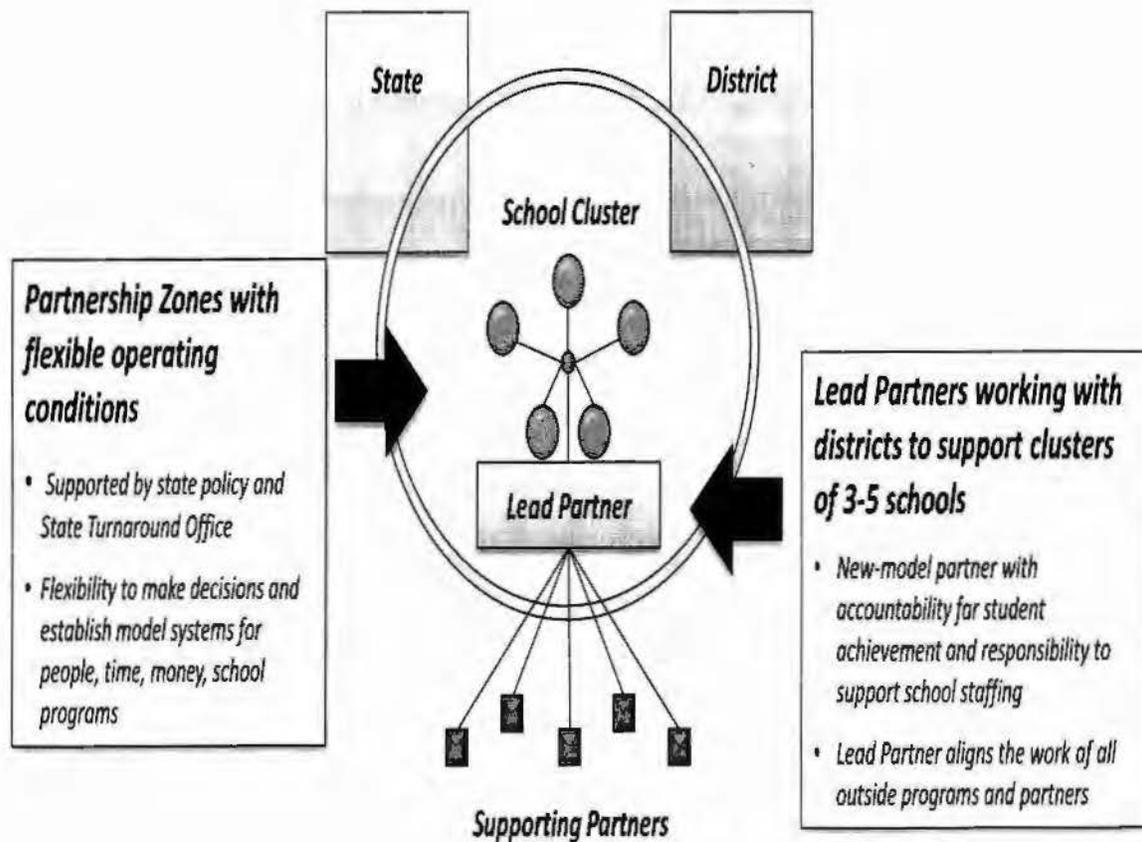
Culturally appropriate and research-based instructional and leadership interventions will be provided to LEA leaders through a research database that will provide tools to support improved student achievement. The specific goal will be increased student achievement, improved graduation rates and attendance data in our partner LEAs.

To assist our partner educational leaders, coaches will be identified and trained to assist partner leaders. Coaches for Tier I school leaders will be data driven and action based. Participants will receive training in how to: lead effective data analysis meetings, support implementation of data-driven instruction, strengthen observation and communication skills, understand and improve systems that affect student culture and outcomes, design and lead effective professional development sessions and to redefine the focus and support of school leadership teams (WestEd, 2014). Additionally, coaches will be assessed on overall content knowledge relating to turnaround leadership competencies as they apply to school reform.

There are six districts with seven schools in Montana that meet the grant's requirements. Rocky Mountain College has partnered with them through Memoranda of Understanding. This grant proposal will support and expand the innovative Master of Educational Leadership Program at Rocky Mountain College to increase the pipeline of prepared Turnaround Leaders. Financial support provided through this grant will afford the candidates additional opportunities to develop leadership skills and will remove access barriers for those students in financial constraints. Grant provided technology will enhance opportunities to connect veteran mentors and aspiring school leaders. This project will also benefit the Office of Public Instruction's efforts to assist high needs schools. Creating learning communities amongst leaders will provide SIG LEAs with coaches. Access to research for current and new turnaround leaders will create a tool kit of instructional strategies and best practices to positively impact student achievement.

Logic Model

The Partnership Zone: Model conditions, capacity through partners, scale through clusters



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Significance of the Project

The motto of the RMC M.Ed. Program is “Leading Achievement in Montana.” (leadership.rocky.edu/mission) It is and has been the goal of this program to prepare instructional leaders who will improve academic achievement in the student populations that they serve. Our graduates provide evidence of this preparation and demonstrate a commitment to continuous school improvement in all schools including those in SIG schools. The premise of our mission is that all schools should be in an improvement status—always looking for innovations and interventions to improve student academic achievement. RMC’s program models best practices and encourages research based approaches to problem solving. The coursework aligns to indicators of quality and effective instructional leadership. Course evaluations as well as program evaluation provide the opportunity to improve the program, modeling the need for continuous examination, evaluation and affirmation or improvement. Recently, a research project was initiated to examine four school districts that are served with leaders who are graduates of the RMC program. Measuring the effectiveness of these leaders and their impact on student achievement and increasing graduation rates will afford the program important information about the strengths and challenges and overall preparation of alumnus of the RMC Leadership Program.

“While our schools are working hard at improving, the reality is that the rest of the world is changing faster, leaving a growing gap. In an effort to close this gap, state-supported initiatives for raising standards and measuring student achievement will require schools to change what and how they teach. The “fewer, clear, higher” Common Core State Standards (CCSS), anchored by the “next generation assessments” (NGA), will raise the bar for most states to help ensure that every student is challenged to achieve and succeed.” (W.R. Daggett,

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International Center for Leadership in Education, June 2011). The focus on the core requirements have and continue to be a significant component of the Rocky Mountain Master of Educational Leadership program.

Capacity to Implement the Proposed Project

The co-directors of this project have been involved with the creation and implementation of the Montana Employee Appraisal System (Appendix K) for the past four years. This process will be used to evaluate leaders and all educational staff for the LEA partners. During the most recent SIG initiative, these two individuals, along with a state employee, were charged with the responsibility of developing the instrument, preparing the training materials, training staff and administrators, implementing the system and evaluation of all of the above. The system was built on the work of Charlotte Danielson. The instrument was adapted and adopted with permission of the state of Delaware. Delaware, a Race to the Top winner, developed expertise in performance appraisal and shared that information with the state of Montana. Over the life of the SIG, the instrument and associated materials evolved and eventually morphed into the Montana EPAS system which has been mandated by the state legislature and implemented in its pilot year in 2013-2014. Drs. Schmitz and Swain have participated in that roll out and have become certified trainers. Letters of support attesting to their expertise and involvement can be found in Appendix C.

Additionally, Drs. Swain and Schmitz participated in the Montana SIG 2009-2014 grant serving four low-achieving school districts. The primary roles and responsibilities included leadership training and support as well as school board trustee training associated with supporting increasing student achievement. Leadership support was provided to district and building level leaders pertaining to all aspects of school reform including but not limited to the

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change process, effective instruction, assessment at all levels, building trust, communication and building a sense of team. As a result of this experience, Drs. Swain and Schmitz have developed a network of low-achieving district leader practitioners in the field who have relied on this support and methodology.

Decision-making autonomy with regards to staffing, school schedules and budgeting will be extended to turnaround school leaders already working in SIG schools as well as those to be placed in SIG schools from the enhanced pipeline. The evidence of this support and autonomy is found in the LEA partner MOUs found in Appendix B.

In addition to this agreement, we will also provide training to School Board Trustees. These important community elected leaders will be a part of the leadership team to be developed and trained to focus resource allocation and policy support for continuous school improvement in these turnaround schools. Representing the public in public schools, school board members can be the liaisons between the turnaround leaders and the community to provide much-needed clarification and support for improvement initiatives. “In 2013, the Academic Development Institute (ADI) published a study of local school boards (Rhim, 2013). The study found that although the local school board is the cornerstone of public education in our democratic system, its role has been neglected by reformers and federal and state education leaders.” (The School Board’s Role in School Improvement and Turnaround, 2014) This proposal will strengthen the role of the policy makers in school reform and leverage this important constituency in the school turnaround effort.

We have used a survey to gather information from the public through board members and will continue to gather input throughout the life of the grant. Keeping all partners and constituencies informed and involved in the grant initiative will provide a base of support. Our

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partner LEAs are committed to sustainable school improvement and look forward to the shared leadership for turnaround. The superintendents in these districts have committed themselves and their districts for full and effective implementation of the leadership pipeline and its support system.

One of the partner LEAs is located near Rocky Mountain College and will provide a rich school laboratory experience for those candidates in the leadership pipeline. This school's district leadership team was trained in whole or in part by the RMC Educational Leadership Program and although growth has occurred under their leadership, more work is still needed. This K-12 school will be a living case study for RMC students and SIG eligible school leaders served by the grant. Close examination of the longitudinal data, the anecdotal information, the facilities, the community resources and challenges as well as the cultural support from the community members and tribal entity will all provide rich background upon which students can examine the turnaround experience even before being placed in a SIG school as a leader. Internship hours as well as project-based work will be done in this setting. Reflective practice, problem solving and discussion will be an integral part of this experience. The superintendent and principal in this district will provide authentic background for our training and take turnaround theory to practical application. .

An initial survey has been sent to constituents of all partner LEAs to include community members, school board members, student council members, current leadership teams, staff and faculty asking for input on the proposal. Ongoing data collection of this type will occur throughout the grant period to facilitate involvement and gather formative assessment which will guide work of the grant and through ongoing relationships will continue to support school improvement efforts.

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

Sustainability of the Proposed Project

The project co-directors are current in research that will assist the partner LEA leaders, aspiring educational leaders and other partner/constituents including students. Dr. Stephanie Schmitz, RMC M. Ed. Program Director, holds a doctorate in Educational Leadership and her experience includes district policy and community leadership. Her doctoral dissertation involves training policy leaders in public schools. Dr. Schmitz will share her leadership experience with aspiring leadership candidates and current leaders. Her experience with Native American school districts, tribal colleges and Native American students will support the achievement initiative on Montana Indian Reservations. For the past four years, Dr. Schmitz has also been a School Board Coach for Montana's Schools of Promise – A SIG-funded initiative. The primary responsibility of this role has focused on teacher and principal evaluation.

Academic leadership in the program will also be provided by RMC associate professor in education, Dr. Jo Swain. Dr. Swain has a long history with education as a teacher, principal, curriculum director and superintendent. Her educational experiences and application are not only in leadership roles, but school reform processes in general. Her skill and research in these areas will assist the Master of Educational Leadership cohort as well as LEA partner leaders. Dr. Swain's expertise as an instructional leader will be a great asset to the grant and its participants. For the past four years, Dr. Swain has also served as the Evaluation and Staff Development Specialist for Montana's Schools of Promise – A SIG-funded initiative.

The schools identified for the competitive priority are all designated as schools in need of improvement by the Montana Office of Public Instruction. Native American students are the majority ethnic group in each of these schools. A collaborative partnership will be formed to examine specific leadership needs in each of these SIG LEAs. This project, under the auspices of

Developing and Supporting Turnaround School Leaders—CFDA 84.377
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RMC, is uniquely prepared to meet the needs of the target population because of the ongoing relationship that RMC has with Montana's Native American population. Known for its outreach to Native American communities, the RMC has a professional relationship with Native American schools. Research states that Native American students perform better academically if they are supported by Native leaders. Montana has few Native American education leaders, but RMC has been training Native American teachers since 1988. These alumni will provide the recruiting pool for Native leaders. The goal will be to recruit, train, place and support new school turnaround leaders each of the three years of the grant. A significant number of the students in the identified LEAs are also English Language Learners (ELL). Enlisting the support and expertise of Native speakers and cultural specialists will assist with the training and implementation of the grant as well as the sustainability of the project. Providing support for underserved students in special education will be a component of the grant as well. Ongoing support from the Montana Office of Public Instruction and the local special education cooperatives will assist current and aspiring SIG leaders.

The work of the RMC M.Ed. program will continue on beyond the life of the grant. Strengthened by the resources and knowledge learned during the grant period, RMC will continue to select, train, place and support instructional leaders who will be well-versed in turnaround and continuous improvement skills. We will continue to provide professional development to leaders through mentoring support of our graduates during the induction year(s) as well as providing professional development through an annual Leadership Institute. Researching the needs of our graduates through focus groups, surveys and visits in the field, resources will be invested in ongoing professional development and mentoring support. Our advisory committee will continue to provide feedback about effective practice and members of

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the Turnaround Task Force from the grant period will be asked to continue as advisors to the program.

The Master of Educational Leadership Program at RMC is built on Effective Schools Research. The vision and goal of all children learning is at the heart of our work with aspiring leaders. Setting a clear and focused vision with all stakeholders, creating a safe and orderly environment for learning without distraction, developing and maintaining positive home-school relationships to support student achievement, frequent monitoring of student progress and instructional leadership provided, in part, by the school leader all create a climate of high expectations and success for all learners.

The Office of Public Instruction requires that all school districts plan for school improvement. In addition, schools who do not meet the requirements of No Child Left Behind by not meeting Adequate Yearly Progress are assisted by school review teams. This grant enhances that process by providing leadership coaches to focus on instructional leadership with the goal of improved student achievement. This project is in partnership with OPI to provide leadership assistance to schools in need of improvement.

Quality of Management Plan

The Project Co-Directors will be Dr. Schmitz and Dr. Swain. Working on the administrative and academic foci of the grant, they will assure quality of the program, accountability of the reporting, adequacy of the interventions and timeliness of the delivery. They will ensure successful completion of project activities, establish data collection methodologies, maintain accurate data measurements, establish and maintain effective support and communication internally and externally, maintain compliance with federal regulations and institutionalize effective strategies. The directors will report to the RMC Academic Vice

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President through regular meetings and progress reports. The Turnaround Advisory Committee will be apprised of the project activities on a quarterly basis. Drs. Schmitz and Swain will assist in providing the coaches of the high-needs LEAs with academic support especially in the area of turnaround initiatives. There will be a full-time professional development coordinator assigned to the project. The entire team will coordinate the overall grant objectives with the overarching goal of higher student achievement, improved graduation rates and attendance in SIG LEAs.

Oversight with budget reporting will adhere to the RMC grant reporting and auditing standards. Additionally, Drs. Swain and Schmitz are completing certification to become National Institute for School Leaders (NISL) to train aspiring leaders in the NISL Instructional Leadership model. Leaders in the SIG LEAs will participate in the five day institute focused on all aspects of instructional leadership.

Formative assessment will assist in monitoring progress toward the stated objectives, will provide ongoing assessment to inform the project, will assist in refining the data collection process and will identify strengths and weaknesses in the project. Formative assessment will be the roadmap for continuous improvement. The formative evaluations will include the progress of meeting the project objective, interviewing the project staff and constituents and reviewing the data to determine if the project implemented strategies are having their expected result, whether participants are progressing toward the completion of their degrees, whether the professional development strategies for educational leaders are having the desired effect on student achievement and if school districts identified as needing improvement due to not meeting AYP are making positive academic progress. The Indistar® resource available through the Center for Innovation and Improvement (CII) will be provided to all districts to monitor progress.

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Rocky Mountain College will utilize formative and summative measures as growth indicators including but not limited to the number and percentage of school leaders placed who have increased graduation rates and academic growth on State assessments in reading/language arts and mathematics for the “all students” group; teacher attendance rate for each school through the annually through the 2018-19 school for the schools in which school leaders are placed and retained; the student attendance rate for each school for every year through 2018-19 school year for the schools in which school leaders are placed and retained; the graduation rate, as applicable, for each school for every year through 2018-19 school year for school leaders are placed and retained; number and percentage of school leaders selected, from all applicants for the project, to begin professional development to prepare for placement in SIG schools and/or SIG-eligible schools; number and percentage of school leaders that complete the preparation component of the pipeline for every year through the 2017-18 school year; number and percentage of school leaders placed in schools for every year through the 2017-18 school year; and cost per school leader who increased graduation growth in State assessments (SBAC) in reading/language arts and in mathematics, by grade, for the “all students group” and for each subgroup served by the project. The grant funded data position will be instrumental in ongoing data collection for the life of the grant. Most respected research is focused on one consistent key school improvement issue: effective instruction really matters. No *single variable has more impact than teaching* (John Hattie’s *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*). This grant’s focus on quality teacher and principal evaluation will assist in garnering data from Hattie’s research pertaining to effect size of specific strategies impacting student achievement. These areas include formative evaluation (+0.90), providing feedback (+0.73), student-teacher relationships (+0.72), prior achievement (+0.67), professional

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development (+0.62), socioeconomic status (+0.57), peer tutoring (+0.55), teaching test-taking (+0.22), and reducing class size (+0.21). Student growth ranges from 1.7 years to 1.13 years (*Visible Learning, 2009*). One specific negative impact on student growth is mobility with a negative effect size of $-.68=1.34$ years loss. This is a significant factor in Turnaround Schools and one the grant will focus on and provide guidance and support to turnaround leaders.

Evaluation Plan

RMC will utilize the evaluation model for Institutional Assessment outlined by our accreditation agency, the Northwest Commission on Colleges and Universities (NWCCU). This model is thorough, feasible and appropriate to the goals, objectives and proposed outcomes of this project. The NWCCU Evaluation Model can be described as follows: 1) Planning: The research and planning that went into this proposal will be considered in the evaluation; 2) Implementation: The program is implemented according to the plan described in this proposal; 3) Data Collection: Baseline data are collected, in addition to the data generated throughout the implementation of the project (pre- and post-data); 4) Data Analysis: Qualitative and quantitative data are analyzed to assess the impact of the project; and 5) Outcomes: The most significant data to be gathered and analyzed will be the outcomes of the project as compared to the projected outcomes. Outcomes will be reviewed and fed back into the planning and review process for further development and refinement. This regular cycle will support continuous improvement.

Method of Evaluation

The evaluation plan provides for both formative and summative assessment. “Formative assessment is assessment conducted during a program with the purpose of providing feedback that can be used to modify, shape and improve a program” (Palomba and Banta, 1999). Formative evaluation answers questions about how to improve and refine an ongoing program

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and can be used to assess the ongoing activities of an established program. Formative evaluation will provide feedback for continuous improvement. “Summative assessment is conducted after a program has been in operation for a while, or at its conclusion, to make judgments about its quality or worth compared to previously defined standards for performance” (Palomba and Banta, 1999). Summative evaluation will answer questions about program quality and impact for the purposes of accountability, decision making and replication. This type of evaluation will be conducted at the end of each fiscal year and will include a synthesis of process and impact or outcome evaluation components which will be used, in part, to inform participants, constituents and other stakeholders.

To provide for formative evaluation, the design will include the following four components: 1) determination of the project’s effectiveness and modification of the project if needed on an ongoing basis, 2) assessment of each objective with appropriate instruments and methods for analyzing quantitative and qualitative data with recommendations for improving the program; 3) examination of the effectiveness of the project’s strategies; and, 4) determination of the impact of the project on the participants, partner LEAs, stakeholders and ultimately the students. Internal and external evaluations will be conducted annually.

Performance feedback will come through internal assessment and evaluation of that data and the utilization of that data to continuously improve the project. In evaluating the effectiveness of the program, quantitative data, including, but not limited to the numbers of participants each year of the project, student achievement progress of participant LEAs, the number of aspiring and current school leaders, the number of participants recruited successfully completing leadership training, the number of participants placed in leadership roles and participation in induction and professional development activities. In addition, qualitative data

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will be gathered from participants and stakeholders (partner LEAs and interested agencies) regarding the performance of the project and ways that the project can be improved. This information will be gathered and analyzed for the purpose of performance feedback and annual assessment regarding periodic assessment.

Evaluation at RMC is part of the college's ongoing strategic planning and institutional effectiveness process. Based on measurable objectives for the interventions identified, the evaluation plan will identify benchmark data, establish the measurement goals and criterion and specify the data collection needed with the assistance of the evaluator. The components of the evaluation process for this program include an inside evaluation team. This comprehensive evaluative approach will foster the culture of continuous assessment—both formative and summative—that is a part of the landscape at Rocky Mountain College. The evaluation plan is based on measurable objectives and performance indicators of the intervention strategies and will involve the accumulation of formative and summative evidence gathered and analyzed through both qualitative and quantitative data. Internal evaluation will be done in concert with the overall strategic plan for the college. The external evaluator will focus, in part, on the extent to which the objectives are achieved, the contributions of the planned interventions and the impact of the project objectives. Overall assessment of the project will be provided to the project leadership, partner LEAs and interested constituencies. Recommendations for improvements as well as commendations for successful accomplishments will be included in the annual evaluations. The Turnaround Task Force team and project director will respond to the annual summative report and action plans will be developed as needed.

Formative assessment will assist in monitoring progress toward the stated objectives, will provide ongoing assessment to inform the project, will assist in refining the data collection

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process and will identify project strengths and weaknesses. Formative assessment will be the roadmap for continuous improvement. The formative evaluations will include the progress of meeting the project objectives, interviewing the project staff and constituents and reviewing the data to determine if project implemented strategies are having the expected result(s), whether participants are progressing toward the completion of their degrees, whether the professional development strategies for turnaround leaders are having the desired effect on student achievement and if school districts identified as needing improvement due to not meeting AYP are making positive academic progress.

Summative evaluation will assess and describe baseline data and then measure the impact of project strategies against the overall goals of the project. This annual data and accompanying report will inform interested parties about the overall success of the project to meet the goals. The summative evaluation will include examining the effectiveness of project implementation strategies according to the timeline set for in the grant application. The Center for Innovation and Improvement's Indistar will be a vital resource in capturing this vital information. The logic model for Indistar is located at the top of the next page. The summative evaluation will include examining the effectiveness of project implementation strategies and determining the quantity and quality of services. The summative evaluation will make recommendations for improvement and/or modifications at the end of the evaluation visit through a written report. Project evaluation will include the establishment and documentation of baseline data; the collection of reliable, verifiable and timely data that will lead to a valid assessment of the strategies plan; the use of gathered data for formative evaluation to guide the ongoing project; use gathered data for summative evaluation and reports to provide annual evidence of project goals; and the documentation and dissemination of outcomes, strategies and lessons learned for replication.

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Theory of Action

The Goal: Improve learning outcomes for all students.

Theory of Action: When the professional practice of adults improves, student learning outcomes improve.

Logic Model



Effective Professional Practice (See *Where Are We Now?*)

Domains (Categories): The major functions of the school or district.

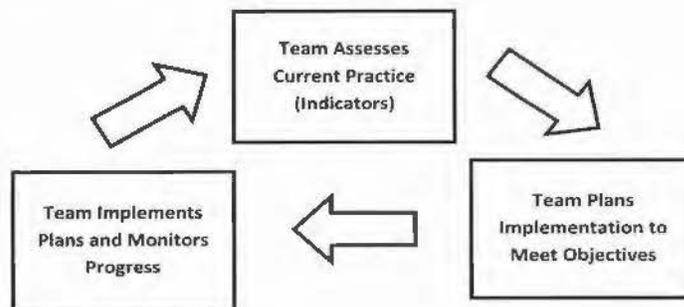
Effective Practices (Sections): The chief professional practices, within each domain, that drive student learning outcomes. Subsections organize the components of the practice into related clusters of indicators.

Indicators/Objectives: Indicators are behavioral statements that “indicate” that an effective practice is routinely exhibited. Indicators are used to assess an effective practice’s current level of implementation. When an indicator is assessed as *not* fully implemented, it becomes an objective toward which planning and implementation are directed.

Evidence of Full Implementation: Determination that the indicator/objective is fully implemented based on data that confirm its routine application in the district or school.

Feedback: Information provided through monitoring of progress toward full implementation and from comments and reviews from coaches.

Continuous Improvement Cycle of the Leadership Team



(Center for Innovation and Improvement)

Based on the comprehensive plan of services, internal and external evaluation procedures and the plan for collecting and analyzing quantitative and qualitative data, this evaluation plan

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will periodically assess the progress for achieving the project objectives; provide methods available to revise project activities and if needed, implement a monitoring system to assure those project activities are being completed on time and within budget.

In conclusion, the evaluation of the **Developing and Supporting Turnaround School Leaders** grant is a commitment of Rocky Mountain College. Through proper evaluation processes and activities, the value of this project can be documented and lessons learned can be replicated.

This program is appropriate to the needs of the recipients, because they will, in part, be instrumental in designing the details of the professional development needed to train and retain educational leaders. Each identified LEA will appoint two representatives (one educator and one board member) to participate on the Turnaround Task Force. This learning community will share their collective experience to develop training initiatives to assist current educational leaders in high need LEAs. As the schools in needs of improvement serve primarily Native American students, research on culturally appropriate instructional strategies, trauma, attendance, graduation rates and students living in poverty will be infused into the professional development activities and into the electronic research database.

The rigorous selection of aspiring leaders accepted into the Master of Educational Leadership Program and the ongoing assessment of the program and its candidates will ensure that the program is meeting the needs of these aspiring school leaders. This program will provide mentoring beyond the coursework and into the induction year for these novice leaders. Self-assessment and assessment of the efficacy of the program will be used to refine and improve the program. Constituents in the mentor schools, candidates, faculty, employers, mentors and the advisory committee will all be involved in program assessment. Drawing on the experience of current leaders and combining current research and best practices with the expertise and

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experience of the personnel identified to work in this project, the professional development project will be developed that will be appropriate to the needs of the recipients.

Project evaluation will include the establishment and documentation of baseline data; the collection of reliable, verifiable and timely data that will lead to a valid assessment of the strategies plan; the use of gathered data for formative evaluation to guide the ongoing project; the use of gathered data for summative evaluation and reports to provide annual evidence of project goals; and documentation and dissemination of outcomes, strategies and lessons learned for replication. Based on the comprehensive plan of services, internal and external evaluation procedures and the plan for collecting and analyzing quantitative and qualitative data, this evaluation plan will periodically assess the progress for achieving the project objectives; provide methods available to revise project activities, if needed; implement a monitoring system to assure those project activities are being completed; and utilize instruments to collect and analyze data.

In conclusion, the evaluation of the **Developing and Supporting Turnaround School Leaders** grant is a commitment of Rocky Mountain College. Through proper evaluation processes and activities, the value of this project will be documented and lessons learned can be replicated. Throughout the grant period, Rocky Mountain College and its partners with the assistance of this grant will create a pipeline of qualified leaders for turnaround schools, place and support those leaders in turnaround efforts at identified schools.

Program Goals, Objectives and Measures.

PROGRAM GOAL

The overarching goal of the Developing and Supporting Turnaround Leaders proposal is to recruit, train, place, support and retain turnaround leaders in SIG LEAs in the State of Montana. As a result, the outcome will be improved student achievement increased graduation rates, and improved teacher attendance.

PROJECT OBJECTIVES

In order to accomplish the program goal, this project supports the following objectives:

- To provide educational leaders in SIG school districts with researched based training on topics related to improving student achievement and school turnaround procedures;
- To provide coaches for turnaround leaders in SIG LEAs; and
- To provide up-to-date electronic resources to support turnaround efforts for educational leaders.

All objectives support the final outcomes noted above.

ANNUAL PERFORMANCE MEASURES

The following measures will be conducted throughout this project:

- Formative and summative evaluations;
- Internal evaluation from all project participants;
- Student achievement data (Reading and Math);
- Increased Graduation Rates;
- Teacher Attendance;
- Number and percent of school leaders selected, from all applicants for the project, to begin professional development to prepare for placement in SIG schools and/or SIG-eligible schools;
- Percent of school leaders selected from all applicants for the project;
- Number and percent of school leaders that complete the preparation component of the pipeline;
- Number and percent of school leaders placed in schools for every year through 2017-2018; and
- Cost per school leader who increased graduation rates and academic growth on State assessments in reading/language arts and mathematics, by grade, for “all students” group and for each subgroup served by the project.

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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DEPARTMENT OF HEALTH AND HUMAN SERVICES

Program Support Center
Financial Management Service
Division of Cost Allocation

DCA Western Field Office
307th Street, Suite 4-800
San Francisco, CA 94108
PHONE: (415) 437-7820
FAX: (415) 437-7823
E-MAIL: dca.west@hhs.gov

SEP 21 2012

Carol Jensen
Chief Financial Officer
Rocky Mountain College
1511 Poly Drive
Billings, MT 59102-1796

Dear Ms. Jensen:

A copy of an indirect cost Negotiation Agreement is attached. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government. Please have the Agreement signed by a duly authorized representative of your organization and return it to me BY FAX, retaining the copy for your files. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost proposal together with supporting information are required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on your fiscal year ending 06/30/15, is due in our office by 12/31/15.

Sincerely,

(b)(6)

Arif/Karim, Director
Division of Cost Allocation

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY FAX

PR/Award # S377B140021
Page 55

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: DATE: 09/19/2012
 ORGANIZATION: FILING REF.: The preceding
 Rocky Mountain College agreement was dated
 1511 Poly Drive 01/30/2008
 Billings, MT 59102-1796

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRRD. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2012	06/30/2016	52.00	On-Campus	All Programs
PROV.	07/01/2016	06/30/2017	52.00	On-Campus	All Programs

*BASE

Direct salaries and wages including all fringe benefits.

PR/Award # S377B140021
 Page 656

ORGANIZATION: Rocky Mountain College

AGREEMENT DATE: 9/19/2012

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

This organization charges the actual cost of each fringe benefit direct to Federal projects. However, it uses a fringe benefit rate which is applied to salaries & wages in budgeting fringe benefit costs under project proposals. The fringe benefits listed below are treated as direct costs.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

DEFINITION OF EQUIPMENT

Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.

The following fringe benefits are treated as direct costs:

FICA, WORKERS COMPENSATION, HEALTH INSURANCE, UNEMPLOYMENT, MEDICARE, ST/LI DISABILITY, AD&D INSURANCE, AND RETIREMENT.

PR/Award # S377B140021
Page 857

ORGANIZATION: Rocky Mountain College

AGREEMENT DATE: 9/19/2012

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

U. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowance.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular 2-21, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations as above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

F. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected program, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allowable to these programs.

BY THE INSTITUTION:

Rocky Mountain College

(INSTITUTION)

(b)(6)

(SIGNATURE)

CAROL A. JENSEN

(NAME)

CFO

(TITLE)

9/21/2012

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(b)(6)

(SIGNATURE)

Aziz Karim

(NAME)

Director, Western Field Office

(TITLE)

9/19/2012

(DATE) 2012

HHS REPRESENTATIVE:

Paccick Smith

Telephone:

(415) 437-7820

PR/Award # S377B140021
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Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

Developing and Supporting Turnaround School Leaders

A Grant Application Submitted to the

U.S. Department of Education

Office of Elementary and Secondary Education

By

Rocky Mountain College

Billings, Montana

DUNS 010372209

Federal Identification Number 810235407

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Developing and Supporting Turnaround School Leaders—CFDA 84.377
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Adequate Yearly Progress
 School Year: 2012-2013
 School Agency: Pryor Elem School - 0027



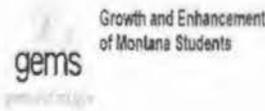
	State of Montana	District	School
Overall	10th Year Identified for Improvement	11TH Year Identified for Corrective Action	4th Year Identified for Restructuring
Reading	10th Year Identified for Improvement	Small Schools Accountability Process	Small Schools Accountability Process
Math	10th Year Identified for Improvement	Small Schools Accountability Process	Small Schools Accountability Process
Graduation Rate	3rd Year Identified for Improvement	Small Schools Accountability Process	Small Schools Accountability Process
Attendance Rate	Made AYP	Small Schools Accountability Process	Small Schools Accountability Process

Data as of: 08/07/2013

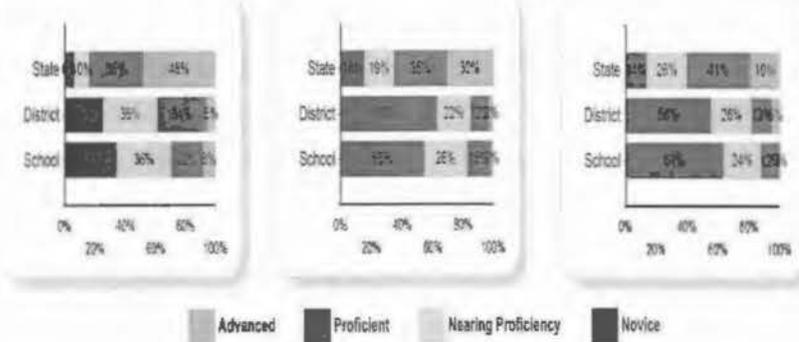
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Developing and Supporting Turnaround School Leaders—CFDA 84.377
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Criterion-Referenced Test
 School Year: 2012-2013
 School Agency: Lame Deer 7-8 - 1626



CRT Reading Proficiency Level				CRT Mathematics Proficiency Level				CRT Science Proficiency Level			
Level	State	District	School	Level	State	District	School	Level	State	District	School
Advanced	48%	5%	8%	Advanced	30%	2%	2%	Advanced	19%	5%	0%
Proficient	36%	34%	22%	Proficient	35%	12%	16%	Proficient	41%	13%	12%
Nearing Proficiency	10%	36%	36%	Nearing Proficiency	19%	22%	28%	Nearing Proficiency	26%	26%	24%
Novice	6%	25%	34%	Novice	16%	63%	55%	Novice	14%	56%	64%



Data as of: 04/02/2014

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

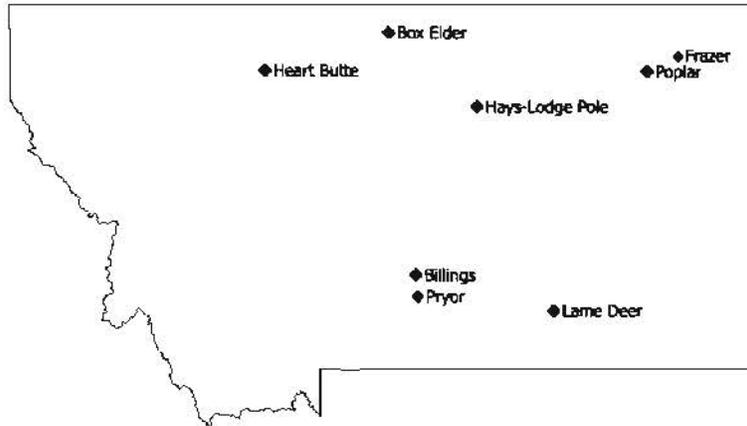
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Appendix A: Montana Map Identifying Partner SIG LEAs

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs



Mileage from Billings, Montana to the following Partner LEAs	
Frazer – 336 miles	Poplar -- 329
Heart Butte – 266 miles	Box Elder -- 274
Hays-Lodge Pole -- 279	Pryor -- 35
Lame Deer -- 103	

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

Appendix B: Memorandums of Agreement with Partner LEAs

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LAMEDEER

PAGE 02/02



ROCKY MOUNTAIN COLLEGE

Education Program

Rocky Mountain College Master of Educational Leadership Program
1511 Poly Drive, Billings, MT 59102

Memorandum of Understanding

Between

Lame Deer 7-12 School District AND Rocky Mountain College

SUBJECT: New Grant under the Turnaround School Leaders Program (OMB Number: 1894-0001)

1. Rocky Mountain College (RMC) is applying for a Turnaround School Leaders Program grant offered through the Office of Elementary and Secondary Education and of the U.S. Department of Education (Department). The purpose of this grant is to recruit and select promising current and perspective school leaders; provide high-quality training to selected school leaders to prepare them to successfully lead turnaround efforts in SIG schools and/or SIG-eligible schools, place school leaders in SIG schools and/or SIG eligible schools and provide them with ongoing professional development and other support that focuses on instructional leadership and school management; and retain effective school leaders, using financial or other incentives, and replace ineffective leaders.
2. Leadership is an essential element of increased student achievement, particularly in turnaround environments. We propose to support our partner LEA's by providing professional development support via coaches, ongoing job-embedded leadership staff development, and an annual leadership institute as well as access to current research and applicable resources regarding turnaround leadership in rural school areas.
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4. The partners will support leadership decision making autonomy for staffing, school scheduling, and budgeting.
5. This MOU will be in force through the duration of the grant if the grant is received.
6. The performance of this grant and all of its components will be done no less than annually. At the discretion of either party, this agreement can be cancelled by written notification.
7. Effective date: This agreement is in effect upon notification of the turnaround leadership grant and the notification of all parties.

(b)(6)

Stephanie Schmitz
Director of the RMC Master of Educational
Leadership Program

(Date)

5-19-14

Jill Henze, Acting Supt.

Superintendent, Lame Deer 7-12

May 20, 2014

(Date)

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

002/002



ROCKY MOUNTAIN COLLEGE
Education Program

Rocky Mountain College Master of Educational Leadership Program
1511 Poly Drive, Billings, MT 59102

Memorandum of Understanding

Between

Frazer High School District AND Rocky Mountain College

SUBJECT: New Grant under the Turnaround School Leaders Program (OMB Number: 1894-0001)

1. Rocky Mountain College (RMC) is applying for a Turnaround School Leaders Program grant offered through the Office of Elementary and Secondary Education and of the U.S. Department of Education (Department). The purpose of this grant is to recruit and select promising current and perspective school leaders; provide high-quality training to selected school leaders to prepare them to successfully lead turnaround efforts in SIG schools and/or SIG-eligible schools; place school leaders in SIG schools and/or SIG eligible schools and provide them with ongoing professional development and other support that focuses on instructional leadership and school management; end retain effective school leaders, using financial or other incentives, and replace ineffective leaders.
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(b)(6)

Stephanie Schmitz
Director of the RMC Master of Educational
Leadership Program

5-19-14
(Date)

Cosme L. Luardyan-Hall Ed.S.

Superintendent, Frazer High School

5/19/14
(Date)

DUNS 010372209

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

002/002



ROCKY MOUNTAIN COLLEGE
Education Program

Rocky Mountain College Master of Educational Leadership Program
1511 Poly Drive, Billings, MT 59102

Memorandum of Understanding

Between

Frazer High School District AND Rocky Mountain College

SUBJECT: New Grant under the Turnaround School Leaders Program (OMB Number: 1894-0001)

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(b)(6)

Stephanie Schmitz
Director of the RMC Master of Educational
Leadership Program

5-19-14
(Date)

Corinne L. Luardyan-Hall Ed.S.

Superintendent, Frazer High School

5/19/14
(Date)

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

05/21/2014 13:07 FAX 406 352 3830

BOX ELDER SCHOOL

002/002



ROCKY MOUNTAIN COLLEGE

Educator Program

Rocky Mountain College Master of Educational Leadership Program
1511 Poly Drive, Billings, MT 59102

Memorandum of Understanding

Between

Box Elder High School District AND Rocky Mountain College

SUBJECT: New Grant under the Turnaround School Leaders Program (OMB Number: 1894-0001)

1. Rocky Mountain College (RMC) is applying for a Turnaround School Leaders Program grant offered through the Office of Elementary and Secondary Education and of the U.S. Department of Education (Department). The purpose of this grant is to recruit and select promising current and perspective school leaders; provide high-quality training to selected school leaders to prepare them to successfully lead turnaround efforts in SIG schools and/or SIG-eligible schools; place school leaders in SIG schools and/or SIG eligible schools and provide them with ongoing professional development and other support that focuses on instructional leadership and school management; and retain effective school leaders, using financial or other incentives, and replace ineffective leaders.
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7. Effective date: This agreement is in effect upon notification of the turnaround leadership grant and the notification of all parties.

(b)(6)

Stephanie Schmitz
Director of the RMC Master of Educational
Leadership Program

(Date)

Superintendent, Box Elder High School

5-20-14

(Date)

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

002/002



ROCKY MOUNTAIN COLLEGE
Education Program

Rocky Mountain College Master of Educational Leadership Program
1521 Poly Drive, Billings, MT 59102

Memorandum of Understanding

Between

Frazer High School District AND Rocky Mountain College

SUBJECT: New Grant under the Turnaround School Leaders Program (OMB Number: 1894-0001)

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(b)(6)

Stephanie Schmitz
Director of the RMC Master of Educational
Leadership Program

5-19-14
(Date)

Cosme L. Luardyan-Hall Ed.S.
Superintendent, Frazer High School

5/19/14
(Date)

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

MAY-21-2014 WED 10:19 AM HAYS LODGE POLE SCHOOL

FAX NO. 406 673 3294

P. 02



ROCKY MOUNTAIN COLLEGE

Education Program

Rocky Mountain College Master of Educational Leadership Program
1511 Poly Drive, Billings, MT 59102

Memorandum of Understanding

Between

Hays/Lodge Pole High School District AND Rocky Mountain College

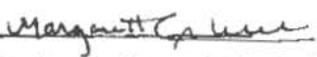
SUBJECT: New Grant under the Turnaround School Leaders Program (OMB Number: 1894-0001)

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7. Effective date: This agreement is in effect upon notification of the turnaround leadership grant and the notification of all parties.

(b)(6)

Stephanie Schmitz
Director of the RMC Master of Educational
Leadership Program

(Date)


Superintendent, Hays/Lodge Pole High School

(Date)

05-21-14

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Federal ID No. 81-0235407

PR/Award # S377B140021

Page e70

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

MAY-21-2014 10:57
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FROM: DISTRICT 1
Rocky Mountain College

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TO: 14066571167
406-657-1187

P. 2 of 2
p.2



ROCKY MOUNTAIN COLLEGE

Rocky Mountain College Master of Educational Leadership Program
1511 Poly Drive, Billings, MT 59102

Memorandum of Understanding

Between

Heart Butte School District AND Rocky Mountain College

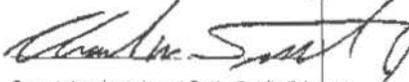
SUBJECT: New Grant under the Turnaround School Leaders Program (OMB Number: 1894-0001)

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7. Effective date: This agreement is in effect upon notification of the turnaround leadership grant and the notification of all parties.

(b)(6)

Stephanie Schmitz
Director of the RMC Master of Educational
Leadership Program

(Date)


Superintendent, Heart Butte Public Schools

21 May 2014
(Date)

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs



ROCKY MOUNTAIN COLLEGE

Education • Integrity

Rocky Mountain College Master of Educational Leadership Program
1511 Poly Drive, Billings, MT 59102

Memorandum of Understanding

Between

Poplar K-12 School District AND Rocky Mountain College

SUBJECT: New Grant under the Turnaround School Leaders Program (OMB Number: 1894-0001)

1. Rocky Mountain College (RMC) is applying for a Turnaround School Leaders Program grant offered through the Office of Elementary and Secondary Education and of the U.S. Department of Education (Department). The purpose of this grant is to recruit and select promising current and perspective school leaders; provide high-quality training to selected school leaders to prepare them to successfully lead turnaround efforts in SIG schools and/or SIG-eligible schools; place school leaders in SIG schools and/or SIG eligible schools and provide them with ongoing professional development and other support that focuses on instructional leadership and school management; and retain effective school leaders, using financial or other incentives, and replace ineffective leaders.
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(b)(6)

Stephanie Schmitz
Director of the RMC Master of Educational
Leadership Program

(Date)

Superintendent, Poplar K-12

May 21, 2014

(Date)

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

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PRYOR SCHOOL DISTRICT

PAGE 01/01



ROCKY MOUNTAIN COLLEGE
Education Program

Rocky Mountain College Master of Educational Leadership Program
1511 Poly Drive, Billings, MT 59102

Memorandum of Understanding

Between

Pryor School District AND Rocky Mountain College

SUBJECT: New Grant under the Turnaround School Leaders Program (OMB Number: 1894-0001)

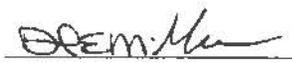
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(b)(6)

Stephanie Schmitz
Director of the RMC Master of Educational
Leadership Program

(Date)

5-19-14


Superintendent, Pryor School District

(Date)

5/20/14

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

Appendix C: Letters of Support



May 20, 2014

U.S. Department of Education
400 Maryland Avenue SW, Room 3W252
Washington, DC 20202

To Whom It May Concern:

On behalf of Rocky Mountain College, I would like to provide support for the RMC proposal for the US Department of Education's School Turnaround Leaders Grant. It is imperative to provide support and leadership development to rural schools in need of improvement in Montana. RMC's Department of Educational Leadership has actively participated in statewide forums surrounding the issues of leadership in Montana and has been instrumental in placing and supporting leaders in high-needs schools.

Since the inception of the program in 2009, graduates have been instrumental in positively impacting students' achievement in those locales. The intense focus on instructional leadership and continuous school improvement make this program a good fit for increasing the pipeline of turnaround leaders who place, support, sustain and retain candidates in high-needs schools.

Dr. Stephanie Schmitz and Dr. Jo Swain co-authored the RMC Master of Educational Leadership program through a rigorous process including extensive review in principal preparation program research, a thorough process of approval by local and state officials, and two onsite accreditation visits from the Montana Office of Public Instruction. The state accreditation review was exemplary lauding the model as a leadership program design for the entire region. Dr. Schmitz and Dr. Swain have participated in the Montana OPI School Improvement Grant serving three low-achieving school districts over the last four years. This outreach is extremely worthwhile to the Master of Educational Leadership candidates as it reflects current practices in turnaround implementation.

The RMC Master of Educational Leadership program is designed to reach rural Montana through telecommunications. Eastern Montana rural school districts are limited in access to quality educational programs. RMC affords students from across the entire state & region access to this exemplary program. Over 100 graduates have participated from as far away as Alaska, Utah and Minnesota.

I enthusiastically support this application, as this work will be important for enhancing education in persistently low-achieving schools in Montana. If I can be of further assistance, please contact me at 406-657-1015 or president@rocky.edu.

Sincerely,

(b)(6)

Robert J. Wilmouth, MD, F.A.C.S.
President

OFFICE OF THE PRESIDENT

1511 Poly Drive ♦ Billings, Montana 59102 ♦ (406) 657-1015 ♦ 1(800) 877-6259 ♦ e-mail: president@rocky.edu
www.rocky.edu

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs



**EFFECTIVE
SCHOOLS**

May 19, 2014

To Whom It May Concern:

I am pleased to provide unqualified support for the Rocky Mountain College (RMC) U.S. Department of Education's School Turnaround Leaders Grant Proposal. Montana has a critical need for support and leadership development to rural, isolated schools in need of improvement in the State. Rocky Mountain College's Department of Educational Leadership has actively participated in statewide educational leadership forums and meetings surrounding the issues of leadership in Montana and has been instrumental in placing and supporting leaders in high needs schools. The Rocky Mountain College team has a proven track record of successfully serving this need.

Since the inception of the RMC program in 2009, graduates of the program have been instrumental in serving districts around the state of Montana and elsewhere and have positively impacted students' achievement in those schools and districts where they have provided help or placed their graduates. I've been privileged to play a small part in their program and have first hand experience with quality of the program.

Both Dr. Stephanie Schmitz and Dr. Jo Swain have assisted with the implementation of the new statewide teacher and principal evaluation system, Montana-EPAS, serving as trainers for school districts in the eastern part of the state.

I enthusiastically support their application, as this would be important work for persistently low-achieving schools in Montana. I'm confident that the students who attend these schools will benefit from the expertise this program brings to the educators that serve them. If I can be of further assistance, please do not hesitate to contact me by telephone 517-420-8702 or by email llezotte@gmail.com.

Sincerely,

Lawrence W. Lezotte
Educational Consultant
Effective Schools Products Ltd.

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Office of Public Instruction
P.O. Box 202501
Helena, MT, 59620-2501
(406) 444-3095
(888) 231-9393
(406) 444-0169 (TTY)
opi.mt.gov

May 19, 2014

To Whom It May Concern:

On behalf of the Montana Office of Public Instruction, I would like to provide support for the Rocky Mountain College (RMC) US Department of Education's School Turnaround Leaders Grant Proposal. It is imperative to provide support and leadership development to rural, isolated schools in need of improvement in Montana. Rocky Mountain College's Department of Educational Leadership has actively participated in statewide educational leadership forums and meetings surrounding the issues of leadership in Montana and has been instrumental in placing and supporting leaders in high needs schools.

Since the inception of the RMC program in 2009, graduates of the program have been instrumental in serving districts around the state of Montana and elsewhere and have positively impacted students' achievement in those locales.

The program's intense focus on instructional leadership and continuous school improvement make this program a fit for increasing the pipeline of turnaround leaders and placing, supporting, and sustaining those candidates in high needs schools.

Both Dr. Stephanie Schmitz and Dr. Jo Swain have assisted with the implementation of the new statewide teacher and principal evaluation system, the Montana Educator Performance Appraisal System, serving as trainers for school districts in the eastern part of the state.

I enthusiastically support their application, as this would be important work for persistently low-achieving schools in Montana and the students who attend these schools. If I can be of further assistance, please do not hesitate to contact me.

Cordially,

A handwritten signature in cursive script that reads "Steve York".

Mr. Steve York
Assistant Superintendent
Montana Office of Public Instruction
(406) 444-4434
syork@mt.gov

The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs



ROCKY MOUNTAIN COLLEGE

May 20, 2014

U.S. Department of Education
400 Maryland Avenue SW, Room 3W252
Washington, DC 20202

To Whom It May Concern:

On behalf of Rocky Mountain College, I would like to provide support for the Rocky Mountain College (RMC) US Department of Education's School Turnaround Leaders Grant Proposal. It is imperative to provide support and leadership development to rural, isolated schools in need of improvement in Montana. Rocky Mountain College's Department of Educational Leadership has actively participated in statewide educational leadership forums and meetings surrounding the issues of leadership in Montana and has been instrumental in placing and supporting leaders in high needs schools.

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Dr. Stephanie Schmitz and Dr. Jo Swain co-authored and developed the RMC Master of Educational Leadership program through a rigorous process including extensive review in principal preparation program research, a thorough process of approval by local and state officials, and two onsite accreditation visits from the Montana Office of Public Instruction. The state accreditation review was exemplary lauding the model as a leadership program design for the entire state and the region. Dr. Schmitz and Dr. Swain have participated in the Montana Office of Public Instruction School Improvement Grant serving three low-achieving school districts over the last four years in the state of Montana. This outreach to area districts is extremely worthwhile to the Master of Educational Leadership candidates reflecting current practice in turnaround implementation.

The RMC Master of Educational Leadership reflects a principal preparation program designed to reach rural Montana through telecommunications. Eastern Montana rural school districts are limited in access to quality educational programs. Rocky Mountain College affords students

1511 Poly Dr. Billings, MT 59102

Call Free 1.800.87.ROCKY

406.657.1000

406.259.9751

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DUNS 010372209

Federal ID No. 81-0235407

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs



ROCKY MOUNTAIN COLLEGE

May 20, 2014

To Whom It May Concern:

On behalf of Frazer Public Schools, I would like to provide support for the Rocky Mountain College (RMC) US Department of Education's School Turnaround Leaders Grant Proposal. It is imperative to provide support and leadership development to rural, isolated schools in need of improvement in Montana. Rocky Mountain College's Department of Educational Leadership has actively participated in statewide educational leadership forums and meetings surrounding the issues of leadership in Montana and has been instrumental in placing and supporting leaders in high needs schools.

Since the inception of the RMC program in 2009, graduates of the program have been instrumental in serving districts around the state of Montana and elsewhere and have positively impacted students' achievement in those locales.

The program's intense focus on instructional leadership and continuous school improvement make this program a fit for increasing the pipeline of turnaround leaders and placing, supporting, and sustaining those candidates in high needs schools.

Both Dr. Stephanie Schmitz and Dr. Jo Swain have assisted with the implementation of the new statewide teacher and principal evaluation system, Montana-EPAS, serving as trainers for school districts in the eastern part of the state.

I enthusiastically support their application, as this would be important work for persistently low-achieving schools in Montana and the students who attend these schools. If I can be of further assistance, please do not hesitate to contact me.

Cordially,

Carrina L. Guardipee-Hall ED.S.

Carrina L. Guardipee-Hall ED. S.
Superintendent, Frazer Public Schools

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

05/21/2014 14:25 4064776535

LAMEDEER

PAGE 02/02



ROCKY MOUNTAIN COLLEGE

Education Program

May 20, 2014

To Whom It May Concern:

On behalf of Lame Deer Public Schools, I would like to provide support for the Rocky Mountain College (RMC) US Department of Education's School Turnaround Leaders Grant Proposal. It is imperative to provide support and leadership development to rural, isolated schools in need of improvement in Montana. Rocky Mountain College's Department of Educational Leadership has actively participated in statewide educational leadership forums and meetings surrounding the issues of leadership in Montana and has been instrumental in placing and supporting leaders in high needs schools.

Since the inception of the RMC program in 2009, graduates of the program have been instrumental in serving districts around the state of Montana and elsewhere and have positively impacted students' achievement in those locales.

The program's intense focus on instructional leadership and continuous school improvement make this program a fit for increasing the pipeline of turnaround leaders and placing, supporting, and sustaining those candidates in high needs schools.

Both Dr. Stephanie Schmitz and Dr. Jo Swain have assisted with the implementation of the new statewide teacher and principal evaluation system, Montana-EPAS, serving as trainers for school districts in the eastern part of the state.

I enthusiastically support their application, as this would be important work for persistently low-achieving schools in Montana and the students who attend these schools. If I can be of further assistance, please do not hesitate to contact me.

Cordially,

A handwritten signature in cursive script that reads 'Jill Henzie'.

Ms. Jill Henzie

Assistant Superintendent, Lame Deer Public Schools

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs



May 21, 2014

Dear Ladies and Gentlemen:

I write in support of the grant proposal being submitted by the Rocky Mountain College (RMC) for the U.S. Department of Education's School Turnaround Leaders program. Rocky Mountain College delivers high quality, face to face, education to remote locations across the state of Montana and beyond.

Dr. Stephanie Schmitz and her team of educators use state of the art technology to deliver services to Montana's educational leaders and aspiring leaders. One of the significant strengths of the program has been a willingness to evolve as technology improves while maintaining a focus on regular class time with the program participants. The program has allowed professionals to continue to work in remote locations and at the same time seek development opportunities as they work to stay abreast of current trends and improvements in the field of education.

Many distance learning courses today are simply improved versions of correspondence courses that use online technology to enhance the experience. In contrast, the RMC program has continued to hold regular, instructor lead, classes where students and instructors can discuss, question and explore the subject matter together.

I encourage you to support Dr. Schmitz and the RMC program for educational leadership.

Sincerely,

(b)(6)

Bruce C. Wallace, VCS Manager

1309 NW Bypass, Great Falls, MT 59404

406.727-5994 tel. 406.727.6067 fax

www.vision.net

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

May 19, 2014

To Whom It May Concern:

On behalf of the Montana Office of Public Instruction Accreditation and Educator Preparation Division, I would like to provide support for the Rocky Mountain College (RMC) U.S. Department of Education's School Turnaround Leaders Grant Proposal. It is imperative to provide support and leadership development to rural, isolated schools in need of improvement in Montana. Rocky Mountain College's Department of Educational Leadership has actively participated in statewide educational leadership forums and meetings surrounding the issues of leadership in Montana and has been instrumental in placing and supporting leaders in high needs schools.

Since the inception of the RMC program in 2009, graduates of the program have been instrumental in serving districts around the state of Montana and elsewhere and have positively impacted students' achievement in those locales.

The program's intense focus on instructional leadership and continuous school improvement make this program a fit for increasing the pathway of turnaround leaders and placing, supporting, and sustaining those candidates in high-needs schools.

Both Dr. Stephanie Schmitz and Dr. Jo Swain have assisted with the implementation of the new statewide teacher and principal evaluation system, Montana-EPAS, serving as trainers for school districts in the eastern part of the state.

I enthusiastically support their application, as this would be important work for persistently low-achieving schools in Montana and the students who attend these schools. If I can be of further assistance, please do not hesitate to contact me by telephone 406-444-5726 or by email lypeterson@mt.gov.

Sincerely,

(b)(6)

Dr. Linda Vrooman Peterson, Administrator
Montana Office of Public Instruction
Accreditation and Educator Preparation Division

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs



May 16, 2014

U.S. Department of Education

Washington, DC

To Whom It May Concern:

On behalf of the Montana School Board Association (MTSBA), I would like to provide support for the Rocky Mountain College (RMC) U.S. Department of Education's School Turnaround Leaders Grant Proposal. In a state as vast as Montana, school leaders (principals and school board members) can find themselves isolated from support. High needs schools often have difficulty filling leadership positions due to the difficulty of the job, the lack of resources and even the availability of adequate housing in rural Montana. Recruiting, preparing, placing and supporting school leaders in SIG and SIG-eligible schools is vital to the students in these persistently low-achieving schools.

Since the inception of the RMC program in 2009, graduates of the RMC educational leadership program have been instrumental in serving districts around the state of Montana and elsewhere and have positively impacted student achievement in those locales. The program's intense focus on instructional leadership and continuous school improvement make this program a fit for increasing the pipeline of turnaround leaders and placing, supporting and sustaining those candidates in high-needs schools.

Both individuals in charge of the RMC Educational Leadership Program have vast experience not only with leadership in general, but specifically with School Improvement Grant (SIG) Schools of Promise in Montana. The Montana Office of Public Instruction has previously hired Dr. Jo Swain as the Evaluation and Staff Development Specialist and Dr. Stephanie Schmitz as the School Board coach serving the four SIG eligible schools in Montana. Duties have included on-site leadership support, teacher and principal evaluation, job-embedded professional development for school leaders and school board trustee training. I am pleased to say that I have personally had the opportunity to work with both Dr. Swain and Dr. Schmitz and they are tremendous assets to educational leadership in Montana.

Dr. Schmitz's previous experience as a school board chair has been vital to include training for community leaders (board members) in their important policy work to support and sustain turnaround leaders. Recognizing the importance of this constituency in public education has helped to form leadership teams who recognize the different, but supporting roles of administrative leadership and community leadership. Both are crucial for continuous school improvement. Dr. Schmitz has provided training in multiple topics for school board members so that the work of the board and the work of school administration can complement one another. This crucial work removes barriers and strengthens school reform efforts. This turnaround

Montana School Boards Association – 863 Great Northern Blvd., Suite 301, Helena, Montana 59601
(406) 442-2180 – (406) 442-2194 (FAX) – www.mtsba.org
Lance L. Melton, Executive Director

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501
406.444.3095
888.231.9393
406.444.0169 (TTY)
opi.mt.gov

Janine Rudder
U.S. Department of Education
400 Maryland Avenue, SW
Room 3W252
Washington, DC 20202

Dear Janine:

It is my pleasure to write a letter in support of the application for the Turnaround School Leaders Program Grant submitted by Rocky Mountain College in Billings, Montana. The two key personnel writing the grant application, Dr. Jo Swain and Dr. Stevie Schmitz, both professors at Rocky Mountain College, have been integral to Montana's School Improvement Grant (SIG) effort since its inception. Without their involvement with our SIG program, I am sure we would not have been as successful as we have been.

Jo and Stevie teach classes for teachers and school administrators in the Educational Leadership Program at Rocky Mountain College. They are in the perfect position to produce and influence these educators in the fine art of turning around low performing schools. They have implemented practices in their program that reflect lessons learned in both SIG and from the National Institute for School Leadership (NISL). They both will be certified trainers for NISL as of the end of this summer after conducting week long intensive trainings with NISL personnel present.

Since Rocky Mountain College produces school leaders that will go to work in many of our low performing schools in Montana, the practices and strategies that will be implemented as part of the Turnaround School Leaders Program Grant will have a very high likelihood of being sustained as these new leaders put those same practices and strategies to work in their schools.

I give my utmost endorsement and support to the application of Rocky Mountain College for the Turnaround School Leaders Program Grant. Please feel free to contact me at 406-444-4420 or bgranbery@mt.gov if you need further information or have questions.

Sincerely,

(b)(6)

BJ Granbery
Division Administrator and Title I Director
Division of Educational Opportunity and Equity

The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

JON TESTER
MONTANA

COMMITTEES:
APPROPRIATIONS
BANKING
INDIAN AFFAIRS
VETERANS' AFFAIRS
HOMELAND SECURITY AND
GOVERNMENTAL AFFAIRS

United States Senate

SENATE HART BUILDING
SUITE 706
WASHINGTON, DC 20510
202-224-2644
INTERNET:
<http://tester.senate.gov/contact>

May 21, 2014

Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202

Dear Secretary Duncan,

I write in support of Rocky Mountain College (RMC)'s U.S. Department of Education School Turnaround Leaders Grant Proposal. The initiative will develop a pipeline of turnaround-prepared leaders to work in rural Montana schools that are in Needs Improvement status. The program will select, train, support and sustain these leaders through school improvement initiatives which will lead to increased academic achievement for students.

Mountain College's Department of Educational Leadership has actively participated in statewide educational leadership forums and meetings surrounding the issues of leadership in Montana and has been instrumental in placing and supporting leaders in high-needs schools. Since the start of RMC's program in 2009, graduates have been instrumental in serving districts around the state of Montana and elsewhere and have improved students' achievement in those schools.

Thank you for your attention to this application. If I can provide any additional information, do not hesitate to contact me. Please inform my office of the eventual decision on this application.

Sincerely,



Jon Tester
United States Senator

BOZEMAN
(406) 586-4450

BUTTE
(406) 723-3277

GLENDIVE
(406) 365-2391

GREAT FALLS
(406) 452-9585

HELENA
(406) 449-5401

KALISPELL
(406) 257-3360

BILLINGS
(406) 252-0550

MISSOULA
(406) 728-3003

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs



SCHOOL ADMINISTRATORS OF MONTANA
Educational Leaders...Advocates for Youth

(406) 442-2510 Phone
(406) 442-2518 Fax
900 No. Montana Avenue, Suite A-4
Helena, Montana 59601

May 16, 2014

Department of Education
Washington, DC

To Whom It May Concern:

On behalf of the School Administrators of Montana (SAM), I would like to provide support for the Rocky Mountain College (RMC) US Department of Education's School Turnaround Leaders Grant Proposal. It is imperative to provide support and leadership development to rural, isolated schools in need of improvement in Montana. Rocky Mountain College's Department of Educational Leadership has actively participated in state-wide educational leadership forums and meetings surrounding the issues of leadership in Montana and has been instrumental in placing and supporting leaders in high needs schools.

Since the inception of the RMC program in 2009, graduates of the program have been instrumental in serving districts around the state of Montana and elsewhere and have positively impacted student achievement in those locales.

The program's intense focus on instructional leadership and continuous school improvement make this program a fit for increasing the pipeline of turnaround leaders and placing, supporting and sustaining those candidates in high needs schools.

Both individuals in charge of the RMC Educational Leadership Program have vast experience not only with leadership in general, but specifically with School Improvement Grant (SIG) Schools of Promise in Montana. The Montana Office of Public Instruction has previously hired Dr. Jo Swain as the Evaluation and Staff Development Specialist and Dr. Stephanie Schmitz as the School Board coach serving the four SIG eligible schools in Montana. Duties have included on-site leadership support, teacher and principal evaluation, job-embedded professional development for school leaders and school board trustee training. The Educational Leadership Program team at RMC is actively engaged with SAM in providing learning opportunities for new and practicing administrators across the state – a partnership we greatly value.

I enthusiastically support their application, as this would be important work for persistently low-achieving schools in Montana and the students who attend these schools. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

(b)(6)

Kirk J. Miller, Ed.D.
Executive Director
School Administrators of Montana

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs



May 18, 2014

To Whom It May Concern:

On behalf of the Academic Development Institute, I would like to provide support for the Rocky Mountain College (RMC) US Department of Education's School Turnaround Leaders Grant Proposal. It is imperative to provide support and leadership development to rural, isolated schools in need of improvement in Montana. Rocky Mountain College's Department of Educational Leadership has actively participated in statewide educational leadership forums and meetings surrounding the issues of leadership in Montana and has been instrumental in placing and supporting leaders in high needs schools.

Since the inception of the RMC program in 2009, graduates of the program have been instrumental in serving districts around the state of Montana and elsewhere and have positively impacted students' achievement in those locales.

The program's intense focus on instructional leadership and continuous school improvement make this program a fit for increasing the pipeline of turnaround leaders and placing, supporting, and sustaining those candidates in high needs schools.

Both Dr. Stephanie Schmitz and Dr. Jo Swain are knowledgeable about resources provided to turnaround schools by the Academic Development Institute through their defined roles in the Montana School Improvement Grant. As a result of this awareness, the grant proposal has included the implementation of the Indistar tool as an effective management system to assist with implementation of the turnaround process.

I enthusiastically support their application, as this would be important work for persistently low-achieving schools in Montana and the students who attend these schools. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

(b)(6)

Sam Redding, Ed.D.
Executive Director

Assisting families, schools, and communities with children's academic and personal development
Academic Development Institute 121 N Kickapoo Street Lincoln, Illinois 62656 217-732-6462 217-732-3696 (fax) www.adi.org

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

Appendix D: Resumes of Key Personnel

Co-Director

Stephanie J. “Stevie” Schmitz

(b)(6)
(b)(6) 406-657-1134 ~ office
(b)(6)
schmitzs@rocky.edu (b)(6)

EDUCATION:

2007– Ed. D. -- Education Leadership, Montana State University-Bozeman, Bozeman, MT
Graduated with 3.74 GPA

2002 – M.S. Education, Multidisciplinary Studies, Montana State University, Billings, MT
Graduated with 3.81 GPA

1976 – B. S. English Education, Eastern Montana College, Billings, MT
Graduated with Honors

PROFESSIONAL EDUCATIONAL EXPERIENCE:

2008-current – Director of Master of Educational Leadership and Elementary Distance Education. My duties include administration of the M. Ed. Program in Educational Leadership at Rocky Mountain College. Completing its sixth year, this program has graduated over 120 aspiring leaders. Candidates hail from Montana, Wyoming, Alaska, Utah, North Dakota and Minnesota. Recruiting, screening, training and placing candidates and supporting them in the induction year(s) is at the heart of my work. As an instructor in the program, I have teaching and evaluating duties as well. Program effectiveness as well as course effectiveness is part of the evaluation duties. Fiscal responsibility for the program also is a part of my responsibility.

2010-2014—School Board Coach, Montana Schools of Promise. My work included school board training for SIG schools in Montana. Duties included training, retreats, facilitation, establishing goals and mission/vision statements, policy development and review.

2004-2009 – Director of Degree Completion and Distance Education at Rocky Mountain College. My duties include administration of degree completion in Applied Management and Elementary Education in an accelerated evening format as well as the administration of WebCT and Vision Net distance learning. As part of my duties, I teach several classes including “Professional Writing,” “Human Resource Management,” “Managerial Ethics,” “The Literature of Leadership,” “Research,” “and “Management Simulation.” I also serve as the Advisor for all distance elementary education students. Co-authored a successful Title III grant for Rocky Mountain College which was funded for \$2,000,000.00 October 2007. Also was responsible for authoring and getting approval for a Master of Educational Leadership program at RMC.

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

2007-2008 – Office of Public Instruction School Support Team Member. School support team member for public schools who have not met the Adequate Yearly Progress for student achievement. Provide analysis, support and coaching for school leaders.

2003-2005 – Adjunct Instructor for University of Mary’s Outreach Campus in Billings, MT teaching “Writing for Leaders,” “Entrepreneurship” and “Marketing Management.”

2000-2004 – Director of Lifelong Learning, College of Professional Studies, Montana State University – Billings, MT

Responsibilities include development, scheduling, coordination, direction and evaluation of Continuing Education Program, Youth Camps, Computer Application Programs, Teacher re-certification courses including the Annual Summer Institute for Teachers, Continuing education opportunities for Community Counselors, Chemical Dependency Counselors, School Counselors, CPA’s, Real Estate Professionals, Health professionals and others. Responsibilities also include small business clinics, non-credit courses and conferences. I also am responsible for oversight of the distance education/Interactive Television program which includes three network systems—Mid-rivers, Vision Net, and MetNet. I prepare budgets for each individual event and create a revenue stream for the College through these collective activities. I worked with the Fort Peck Tribal College in the delivery of courses to their campus. I also assisted in procuring and implementing an electronic registration/accounting computerized program. July 2003-2004, I focused my time on sponsored programs—working with school districts, grants, and instructors who want academic credit for their programs.

1998-2000 – Program Manager, College of Professional Studies and Lifelong Learning, Montana State University – Billings

Responsibilities were the same as above plus oversight for the English as a Second Language Program. The title was changed to reflect the growing size of the department and the addition of supervision of support staff.

1999-2001 – Adjunct Professor: English Literature and Composition, Rocky Mountain College, Billings, MT

1996-1998 – Adjunct Professor: English Fundamentals and English Composition, Montana State University- Billings, MT

ACHIEVEMENTS IN PROFESSIONAL APPOINTMENTS:

Co-authored a Master of Educational Leadership Program for Rocky Mountain College, including program design and delivery format, syllabi, assessment and evaluation. Took the program from proposal to accredited approval.

Co-authored a successfully funded Title III grant for Rocky Mountain College focuses on institutional recruiting, retention and persistence to graduation.

Attended the 2012 and 2013 Model Schools Conference

Attended the 2009 Assessment Conference hosted by Solution Tree

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Presented at the 2010, 2011, 2012 State Assessment Conference

Attended the 2006 CAEL Conference

Attended the 2005 LERN Conference

Helped to develop an accelerated certification program for elementary educators to be delivered via Vision Net to Tribal Colleges and Community Colleges in Montana.

Increased revenue three-fold for Degree Completion in Applied Management at Rocky Mountain College.

Helped to develop and increased offerings via WebCT at Rocky.

Created opportunities for continuing education for educator professionals at Rocky.

Involved in bringing Bob Ballard, discoverer of the Titanic, to Billings to train science and other teachers. This program was carried by satellite throughout the state of Montana and the United States.

Author Pat Conroy spent a week on MSU-B campus with students and community members exploring the topic of dysfunctional families from his personal perspective.

Dr. Martin Seligman, noted author and psychologist, was a keynote speaker at the “Children at Risk” conference at MSU-B.

Organized and provided oversight to three national Advanced Placement Conferences at MSU-B. Provided the opportunity for MSU-B to be the host of one of five national conferences sponsored by the Center for Civic Education that is funded by Congress. This ten state competitive institute is hosted at Pepperdine, Harvard, University of Illinois, James Madison University and Montana State University – Billings.

Recognizing the need for training for violence prevention in schools after the Columbine incident, we held a “Violence in the Schools” Conference, which attracted educators from across the state.

Worked collaboratively with Rocky Mountain College to deliver an Annual Grants Seeking and Writing Conference for three years. This combined effort met needs not only in Billings, but also in Miles City and Helena and attracted participants from across the state.

Have done organizational work to host the State Dietetic Conference.

Sponsored Continuing Education Opportunities for the Annual McGuire Conference on Family Violence

Partnered with the Office of Public Instruction in Para-educator training throughout the State of Montana, We Teach All Project, Annual ED Conference, and Annual Tech-Prep Conference, Contextual Learning Conference, Mentor Institute and other training opportunities particularly in special education endorsement work.

Have built strong partnerships with School District 2, Lockwood Schools, Colstrip Schools, Independent School, Elder Grove, St. Vincent and Deaconess Hospitals, Montana Education and Reading Council, Rimrock Foundation, as well as other educational and business partners for specific projects.

Have initiated travel/credit opportunities with the MSU-Billings Foundation as well as professors on campus for studies abroad.

Promoted development of on-line professional development courses for educational professionals.

Developing and Supporting Turnaround School Leaders—CFDA 84.377
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RELATED PROFESSIONAL EXPERIENCES, EDUCATION & COMMUNITY SERVICE:

2007-2010 – Faculty representative to RMC Board of Directors’ Education Committee
1994-2003 – Trustee, Billings Public Schools, Billings, MT
1997-2003 – Provided Training for School Boards in Montana
1995-1999 – Vice Chair of the Board, Chair of the Education Committee
1999-2003 – Chair of the Board of Trustees
1995-2003 – Member of the Federal Relations Network, National School Boards Association
2000-2002 – Vice Chair, Teacher Quality Institute Task Force, Montana State University – Billings. Attended two national Conferences in regards to this initiative.
2000 – Billings School District/Montana State University – Billings Team Member – US Department of Education Quality Institute, Washington, DC
1999-present - Co-Director, Regional Institute for Center for Civic Education, Mountain/Plains Region
1999-present – Co-Director for the State of Montana for Center for Civic Education, Congressionally Funded Grant (\$20,000.00)
1998-1999 – Member, Blue Ribbon Panel for Milken Foundation
1998-2003 – Member, Healthy Schools/Healthy Communities Coalition
1994-1996 – Member of the Billings Public Education Foundation
1994-2003 – Member of the Montana School Board’s Association Workers’ Compensation Insurance Board
1988-1990 – Board member, CASA Program, Community After School Care Program
2000 – Celebrate Billings Community Program, Education Committee
2002-2003 – Celebrate Billings, Education Committee
1993-2001– Support Your Schools Community Committee
1998-2003 – Community Committee Member of Gang Task Force Committee
1998-present – Member, LERN Association
2002 – Invited Stakeholder for the NCATE review for MSU- Billings, College of Education and Human Services

HONORS AND AWARDS:

2002 – Nominated for Outstanding Alumni Award – MSU-Billings
2001 – Partners in Excellence Award, Montana State University – Billings, College of Education and Human Services
2001 – Received Designation as Certified Program Planner (CPP) from LERN
2000 – Nominated for International Who’s Who in Professionals

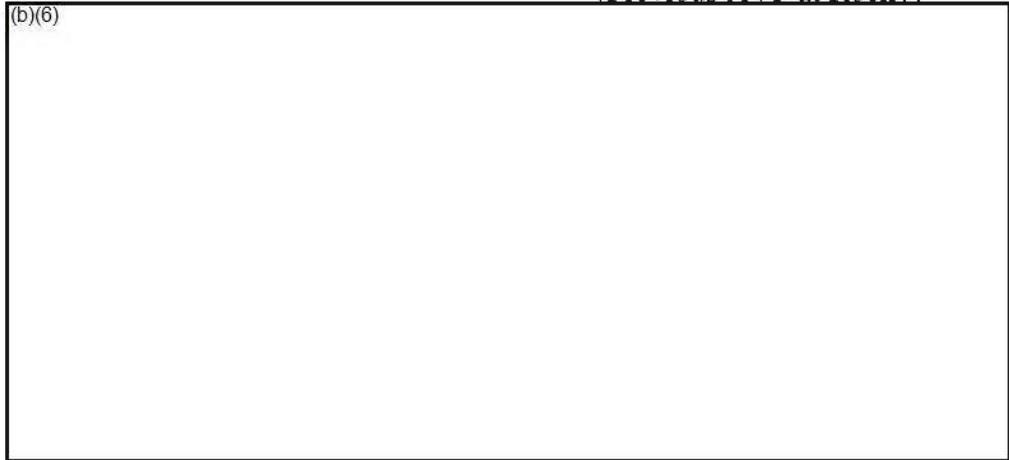
REFERENCES:

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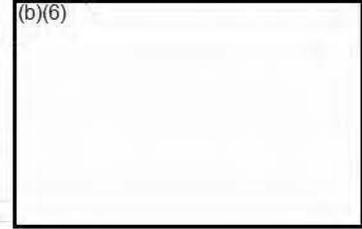
(Previous AVP at Rocky)

(b)(6)



Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

Co-Director
Dr. Jo Swain



| 406-661-3247 | swainj@rocky.edu

Summary of Qualifications

Taught elementary education; led two elementary schools as an elementary principal; served two years as a district level curriculum director; served two years as a district level director of elementary education for twenty-four elementary schools; served as a district superintendent for the largest school district in Montana; taught pre-service classroom teachers and aspiring leaders at the higher education level for approximately eleven years.

Work Experience

- 2003 to Present Associate Professor of Education, *Rocky Mountain College*
Taught pre-service elementary education majors
Taught aspiring educators to serve as principals and superintendents
- 2003-2005 School Administrators of Montana Mentor Trainer, *School Administrators of Montana*
Trained practicing and retired administrators as mentors for aspiring and novice administrators
- 2009-Present Montana Office of Public Instruction Schools of Promise Initiative (SIG), *Montana Office of Public Instruction SIG*
Served as the Evaluation and Staff Development Specialist for the Schools of Promise Initiative
- 2013-14 Eastern Region Trainer for the Montana Office of Public Instruction New Teacher and Principal Evaluation System, *Montana Office of Public Instruction Accreditation Division*
Eastern Montana Region support for the implementation of the teacher and principal evaluation process, Montana-EPAS
- 1976-2003 Twenty-seven years of Work Experience Billings, *Billings Public Schools, Billings, MT*
2000-2003 Superintendent Billings Public Schools
1998-2000 Executive Director of Elementary Education Billings Public Schools
1985-1998 Elementary Principal Billings Public Schools
1976-1985 Classroom teacher and GT teacher

Certifications

DUNS 010372209

Federal ID No. 81-0235407

Developing and Supporting Turnaround School Leaders—CFDA 84.377
Rocky Mountain College, Montana Office of Public Instruction and SIG Partner LEAs

Montana Class 1 Professional Teaching Certificate (K-8), Expiration 2019
Montana Class 3 Elementary Principal, Expiration 2019
Montana Class 3 Superintendent, Expiration 2019
Administrator Mentoring (NAESP PALS trainer, nationally certified)
Onward to Excellence Certification (Education Northwest)
National Institute for School Leaders, Certification for Instructional Leadership module
Organizations

Montana Association of School Superintendents
American Association of School Superintendents
National Association of Elementary School Principals
Montana Association of Elementary and Middle School Principals, President--1992
Arrowhead Elementary School PTA, President, 1997-98
International Reading Association, 1996-1998
MSU-Alumni Board Member, 1995-1998
YWCA Salute to Women Selection Committee, Co-Chair, 1993-1997
Yellowstone County Interdisciplinary Task Force Team, Co-Chair, 1992-1995
School Administrators of Montana, Board Member, 1991-1993

Education

2007	Doctorate of Educational Leadership, <i>Montana State University, Bozeman, Montana 59715</i>
1982	Master in Reading, <i>Montana State University- Billings, Billings, Montana, 59102</i>
1983	Administrator Endorsement, <i>Montana State University, Bozeman, Montana, 59715</i>
1975	BS in Elementary Education, <i>University of Montana, Missoula, Montana, 59801</i>

Appendix E: Master of Educational Leadership Curriculum

Program Curriculum

The course curriculum for the Master of Educational Leadership was developed by assessment of other programs, research-based educational leadership programs based on research of current trends, and adherence to the national Interstate School Leaders Licensure Consortium (ISLLC) and Educational Leadership Constituent Council (ELCC) standards as well as the State of Montana PEPP Standards. The curriculum was developed by leadership program faculty at Rocky Mountain College, reviewed by the Advisory committee for the Master of Educational Leadership Program, the RMC Teacher Education Committee and the RMC Curriculum Committee. The full RMC faculty reviewed and approved the curriculum. Finally, it was on the agenda for the Montana Board of Public Education for a three reading process before being unanimously approved.

Master of Educational Leadership

The Master of Educational Leadership program at Rocky Mountain College is designed to prepare educational leaders for careers as a principal or superintendent. This cohort based program incorporates state and national standards for educational leadership and is based on the Effective School Research by Dr. Lawrence Lezotte. Blending theory and practice through coursework and intensive internship, candidates will be prepared to be instructional leaders at the K-12 level. Each student is required to complete two-108 intensive internships focused on two of the three levels (elementary, middle and/or high school). The RMC college supervisor works closely with the building mentor to identify semester goals aligned to the ISLLC standards. A standardized competency based rubric aligned to the national standards is one of the multiple proficiency measures. College supervisors and building mentors work closely in providing feedback to all interns. The program is 34 credits in length depending on previous coursework, and has a minimal residency requirement. Graduates of this program will meet the educational requirements for licensure as a principal or superintendent.

Master of Educational Leadership (M. Ed.): Required courses: EDL 500, EDL 505, EDL 510, EDL 520, EDL 530, EDL 591, EDL 691, EDL 590, EDL 690, EDL 560, EDL 570, EDL 575, EDL 554, and EDL 683.

Master of Educational Leadership Courses

EDL 500 - Foundations of Leadership--2 credits

The focus of this course is on public school education, past, present and future. Course content will include exploration of the roles of federal, state, and local governance systems as it pertains to leadership roles in public education. No Child Left Behind legislation will be discussed and analyzed from the perspective of the building or district leader. In addition, participants will be introduced to the process of creating a school ethnography, exploring the school culture, climate, and dynamics from the perspective of a school as a social organization. This experiential course invites class participation, team building and group activities, role-playing, guest lecturers, and group dynamics.

EDL 505 - Dimensions of Leadership I--3 credits

The focus of this course is on the roles and responsibilities of K-12 school administrators including leadership styles and behaviors. Additionally, the influence leadership has on the overall operation of a school building will be explored. Participants will explore such topics as

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defining school climate and culture, sustaining partnerships and building collegial teams, and shared leadership.

EDL 510 - Dimensions of Leadership II--3 credits

The focus of this course is to build on the knowledge and understanding of how building and district level leadership influences instruction, increase student achievement and teacher practice. Participants will explore the leadership skills required to nurture instructional improvement in schools. Students will become familiar with school reform practices and procedures necessary to effectively lead a school reform initiative.

EDL 520 - Supervision of Educational Personnel--3 credits

The focus of this course is on improving, coordinating, and evaluating modern trends of supervisory practice. Students will evaluate and develop instruments for use in the formative and summative evaluation of teaching, as well as for support roles within the school environment. Participants will explore best practice instructional models from which to base the evaluation instrument or process. Participants will become familiar with the evaluation process as it pertains to marginal staff. Students will be required to recommend specific staff development options aligned to improvement of instruction.

EDL 530 – Public School Law --3 Credits

This course will be comprised of the study of the legal framework of public education (Constitutional law, case law and Montana law) with emphases on Montana and national legislation and case law pertaining to public education and the rights of board members, administrators, students and parents.

EDL 591 - Administrative Practicum I--2 credits

Directed internship experiences designed to relate theories and concepts explored in coursework to educational settings are the focus of the field experience. Practical application of theories will be implemented in fieldwork. Co-Requisite EDL 550 Leadership Seminar I.

EDL 691 - Administrative Practicum II-- 2 credits

Directed internship experiences designed to relate theories and concepts explored in coursework to educational settings are the primary focus of the field experience. Practical application of theories will be implemented in fieldwork. Co-Requisite EDL 555 Leadership Seminar II.

EDL 590 - Leadership Seminar I

Co-Requisite EDL 540 Administrative Practicum I--1 credit

The focus of this course will be reflection and inquiry regarding the Administrative Practicum. Problem-solving and best-practices will be a component of this course. Discussions will evolve around the ISLLC, ELCC, and PEPP standards. Initial development of the administrative portfolio will be completed during this course.

EDL 690 - Leadership Seminar II

Co-Requisite EDL 545 Administrative Practicum II--1 credit

This course is a continuation of EDL 550 and will focus on problem-solving and best-practices in the Administrative Practicum. Practical application of theories will be implemented in field work. Discussions will evolve around the ISLLC, ELCC and PEPP standards. Initial development of the administrative portfolio will be completed during this course. Continued review and development of the school ethnography will be a part of the seminar.

EDL 560 - Organizational Change --3 credits

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The focus of this course is on topics such as the theory of management, communication, human relations, social systems, motivation, decision-making, and change. A particular focus in this course is on the role of the building administrator in improving student achievement in a school reform effort. Practical application of analyzing school data followed by program intervention will be explored. Participants will explore how today's leaders must create and nurture a culture of collaboration, collegiality, and continuous improvement.

EDL 570 - School Curriculum--3 credits

The focus of this course is on the role of leadership in curriculum planning and development with topics including educational and cultural foundations, curricular outcomes, K-12 alignment, standards and community values, developing, managing, and evaluating curriculum, multicultural education, equal access, differentiated instruction, academic freedom, technology, scheduling, censorship, and curriculum associated with various student populations, i.e. special education, gifted and talented, ESL, poverty, and character education.

EDL 575 – Public School and Community Relationships--3 Credits

This course will focus on the interdependence of school and community; identifying and defining societal expectation of schools and the effects of those expectations on educational policy; impact of social, political, economic, and demographic changes on public school policy.

EDL 554 – Public School Finance--3 Credits

This course will focus on the development of educational budgets within the confines of available revenue. Taxation, policy analysis, applicable case law and reporting will be covered.

EDL 683 – Educational Leadership Capstone--2 Credits

This course will be the culminating experience for students in the Educational Leadership Program. A comprehensive review of material covered as well as an exit interview will be components of this experience. Theories and principles of advanced leadership practiced in educational settings will be explored within the context of the overall program.

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Appendix F: Master of Educational Leadership Program Design
Master of Educational Leadership

Fall Semester				Spring Semester			
Orientation Seminar (1 Full Week) 8:00-5:00 pm	Tuesday Evening (5 weeks) 6-10 p.m.	Tuesday Evenings (5 weeks) 6-10 p.m.	Tuesday Evening (5 weeks) 6-10 p.m.	Tuesday Evening (5 weeks) 6-10 p.m.	Tuesday Evening (5 weeks) 6-10 p.m.	Tuesday Evening (5 weeks) 6-10 p.m.	Capstone Seminar (1 Full Week) 8:00-5:00 pm
↓	EDL 505: Dimensions of Educational Leadership I (3 credits)**	EDL 520: Supervision of Educational Personnel (3 credits)**	EDL 530: Public School Law (3 credits)**	EDL 510: Dimensions of Educational Leadership II (3 credits)**	EDL 570: Public School Curriculum (3 credits)**	EDL 580: School and Community Relationships (3 credits)**	↓
EDL 500: Ethnography, School Culture, and Foundations of Educational Leadership (2 credits)**	EDL 560: *Organizational change (3 credits) Saturday (1 per month) 8:30 to 4:00 p.m.	⇒⇒	⇒	EDL 590: Online School Finance*** (3 credits)	⇒	⇒	EDL 600: Educational Leadership Capstone Course, (2 credits)**
↓	EDL 550: Seminar 5:00 to 6:00 every Tuesday (1 credit)**	⇒	⇒	EDL 555: Seminar 5:00 to 6:00 every Tuesday (1 credit)**	⇒	⇒	↓
↓	EDL 540: Administrative Practicnm 108 hours for the semester	⇒	⇒	EDL 545: Administrative Practicnm 108 hours for the semester	⇒	⇒	↓

Appendix G: Conceptual Framework

Rocky Mountain College Mission Statement **Mission Statement**

Rocky Mountain College educates students in the liberal arts and selected professional fields.

The liberal arts underlie our commitment to rational inquiry, creative expression, critical thinking, and the practical application of knowledge. We strive to develop reflective, ethically responsible, and productive citizens. We celebrate and strengthen that which unites all of humanity.

Core Values

- With our roots in both the practical and liberal arts, we value the broadly educated person who is skilled both within a specific discipline and across other disciplines. We honor intellectual curiosity, scientific reasoning and open discussion. We advocate for a life committed to excellence and service to others and we work to create a setting in which students are prepared to confront the significant challenges of our time.
- As a college situated between the northern high plains and the Rocky Mountains, we recognize the distinctive cultural and environmental assets of our region and we endeavor to address the complex issues that attend such abundance.
- As an independent college founded in the Christian tradition, we seek to understand that tradition in an open and nonsectarian way. We uphold the importance of one's own beliefs with respect for and fair consideration of others' beliefs.
- As a residential college, we treasure the personal and communal aspects of our intimate campus atmosphere. We approach learning as a mutual endeavor and believe that students learn best when invited to join a community of faculty and staff who are themselves learners. We are committed to student service in all its forms.

Rocky Mountain College Graduate Education Conceptual Framework

Mission Statement

Rocky Mountain College graduate program in education prepares professional educators who demonstrate the ability to critique, develop and implement research-best practices and professional standards in a school-wide or district environment, resulting in academic success for all.

Our Motto

Leading Achievement in Montana

Our Vision

The Rocky Mountain College graduate program in education prepares professional school leaders to meet the academic needs of all students. This conceptual framework, which underpins the Rocky Mountain College educational leadership program, is maintained and sustained through a performance excellence model of continuous improvement; a commitment to

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collaboration; a professional culture of teaching and learning; and the ongoing construction of knowledge in contextually meaningful ways, thus ensuring that our educational practice is integrated and real for our pre-service administrators.

Purpose

The Rocky Mountain College Master of Educational Leadership program prepares candidates who can assume leadership positions in the field of education. The development of candidates is based on instruction, course curriculum, research, outcomes based field experiences and assessments and evaluations from faculty and cohort peers.

- As a quality graduate program in Educational Leadership, we seek to prepare our candidates in all aspects of leadership as those skills and dispositions pertain to a school or district setting. Upon graduation from this program, candidates' skills include the ability to:
 - work with diverse populations
 - implement school improvement programs based on research- based instructional practices
 - create and implement a vision and mission for a school or district
 - embrace effective team building skills
 - demonstrate effective oral and written communication skills
 - work collaboratively with all constituent groups, such as parents and community members
 - advocate for staff and students
 - understand assessment data and its role in defining student academic needs
 - demonstrate skill in fiscal management
 - demonstrate competence in maintaining material resources
- As a graduate educational leadership program, we seek to provide course content and field experiences aligned with Montana state PEPP standards and the National ISLLC standards.

ADVANCED CONCEPTUAL COMPETENCIES FRAMEWORK

Professional and Pedagogical Development
 In this matrix, **bolded items** will reflect course objectives.

State of Montana PEPP Standard 10.58.705
ELCC Standards and
ISLLC STANDARDS FRAMEWORK

PEPP 10.58.705 (1) The program requires that successful candidates: (a) facilitate the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students

ISLLC Standard # 1: A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.**

ELCC Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.

Knowledge:	Dispositions:	Performances:
<i>The administrator has knowledge and understanding of:</i>	<i>The administrator believes in, values and is committed to:</i>	<i>The administrator facilitates processes and engages in activities ensuring that:</i>
<ul style="list-style-type: none"> • learning goals in a pluralistic society • the principles of developing and implementing strategic plans • systems theory 	<ul style="list-style-type: none"> • information sources, data collection and data analysis strategies • effective communication • effective consensus-building and negotiation skills • the educability of all • a school vision of high standards of learning • continuous school improvement • the inclusion of all members of the school community • ensuring that students have the knowledge, skills and values needed to become successful adults • a willingness to continuously examine one's 	<ul style="list-style-type: none"> • the vision and mission of the school are effectively communicated to staff, parents, students and community members • the vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities • the core beliefs of the school vision are modeled for all stakeholders • the vision is developed with and among stakeholders • the contributions of school community members to the realization of the vision are recognized and celebrated • progress toward the vision and mission is communicated to all stakeholders • the school community is involved

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	<p>own assumptions, beliefs, and practices</p> <ul style="list-style-type: none"> • doing the work required for high levels of personal and organization performance 	<p>in school improvement efforts</p> <ul style="list-style-type: none"> • the vision shapes the educational programs, plans and activities • the vision shapes the educational programs, plans and actions • an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated • assessment data related to student learning are used to develop the school vision and goals • relevant demographic data pertaining to students and their families are used in developing the school mission and goals • barriers to achieving the vision are identified, clarified and addressed • needed resources are sought and obtained to support the implementation of the school mission and goals • existing resources are used in support of the school vision and goals • the vision, mission and implementation plans are regularly monitored, evaluated and revised
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PEPP 10.58.705 (1) The program requires that successful candidates (b) promote a positive school culture, provide an effective instructional program, apply best practice to student learning and design comprehensive professional growth plans for staff in order to promote the success of all students

ISLLC Standard # 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

ELLC Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional plans for staff.

<p>Knowledge:</p> <p><i>The administrator has knowledge and understanding of:</i></p>	<p>Dispositions:</p> <p><i>The administrator believes in, values and is committed to:</i></p>	<p>Performances:</p> <p><i>The administrator facilitates processes and engages in activities ensuring that:</i></p>
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<ul style="list-style-type: none"> • student growth and development • applied learning theories • applied motivational theories • curriculum design, implementation, evaluation, and refinement • principles of effective instruction • measurement, evaluation, and assessment strategies • diversity and its meaning for educational programs • adult learning and professional development models • the change process for systems, organizations, and individuals • the role of technology in promoting student learning and professional growth • school cultures 	<ul style="list-style-type: none"> • student learning as the fundamental purpose of schooling • the proposition that all students can learn • the variety of ways in which students can learn • life long learning for self and others • professional development as an integral part of school improvement • the benefits that diversity brings to the school community • a safe and supportive learning environment • preparing students to be contributing members of society 	<ul style="list-style-type: none"> • the school is organized and aligned for success • curricular, co-curricular and extra-curricular programs are designed, implemented, evaluated and refined • curriculum decisions are based on research, expertise of teachers and the recommendations of learned societies • the school culture and climate are assessed on a regular basis • a variety of sources of information is used to make decisions • student learning is assessed using a variety of techniques • multiple sources of information regarding performance are used by staff and students • a variety of supervisory and evaluation models is employed • pupil personnel programs are developed to meet the needs of students and their families • all individuals are treated with fairness, dignity, and respect • professional development promotes a focus on student learning consistent with the school vision and goals • students and staff feel valued and important • the responsibilities and contributions of each individual are acknowledged • barriers to student learning are identified, clarified and addressed • diversity is considered in developing learning experiences • life-long learning is encouraged and modeled • there is a culture of high expectations for self, student and staff performance • technologies are used in teaching and learning • student and staff accomplishments are recognized and celebrated
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		<ul style="list-style-type: none"> • multiple opportunities to learn are available to all students
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PEPP 10.58.705 (1) The program requires that successful candidates (c) manage the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment in order to promote the success of all students

Framework Area # 3: A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.**

ELLC Standard 3.0: **Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient and effective learning environment.**

Knowledge:	Dispositions:	Performances:
<p><i>The administrator has knowledge and understanding of:</i></p> <ul style="list-style-type: none"> • theories and models of organizations and the principles of organizational development • operational procedures at the school and district level • principles and issues relating to school safety and security • human resources management and development • principles and issues relating to fiscal operations of school management • principles and issues relating to school facilities and use of space • legal issues impacting school operations • current technologies 	<p><i>The administrator believes in, values and is committed to:</i></p> <ul style="list-style-type: none"> • making management decisions to enhance learning and teaching • taking risks to improve schools • trusting people and their judgments • accepting responsibility • high-quality standards, expectations, and performances • involving stakeholders in management processes • a safe environment 	<p><i>The administrator facilitates processes and engages in activities ensuring that:</i></p> <ul style="list-style-type: none"> • knowledge of learning, teaching, and student development is used to inform management decisions • operational procedures are designed and managed to maximize opportunities for successful learning • emerging trends are recognized, studied and applied as appropriate • operational plans and procedures to achieve the vision and goals of the school are in place • collective bargaining and other contractual agreements related to the school are effectively managed • the school plant, equipment and support systems operate safely, efficiently and effectively • time is managed to maximize attainment of organizational goals • potential problems and opportunities are identified • problems are confronted and resolved in a timely manner • financial, human and material

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that support management functions		<p>resources are aligned to the goals of schools</p> <ul style="list-style-type: none"> • the school acts entrepreneurially to support continuous improvement • organizational systems are regularly monitored and modified as needed • stakeholders are involved in decisions affecting schools • responsibility is shared to maximize ownership and accountability • effective problem-framing and problem solving skills are used • effective conflict resolution skills are used • effective group-process and consensus building skills are used • effective communication skills are used • there is effective use of technology to manage school operations • fiscal resources of the school are managed responsibly, efficiently and effectively • a safe, clean and aesthetically pleasing school environment is created and maintained • human resource functions support the attainment of school goals • confidentiality and privacy of school records are maintained
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PEPP 10.58.705 (1) The program requires that successful candidates (d) collaborate with families and other community members, respond to diverse community interests and needs, including Montana American Indian communities and mobilize community resources in order to promote the success of all students.

ISLLC Standard # 4: A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.**

ELLC Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources.

Knowledge: <i>The administrator has</i>	Dispositions: <i>The administrator believes</i>	Performances: <i>The administrator facilitates</i>
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<i>knowledge and understanding of:</i>	<i>in, values and is committed to:</i>	<i>processes and engages in activities ensuring that:</i>
<ul style="list-style-type: none"> • emerging issues and trends that potentially impact the school community • the conditions and dynamics of the diverse school community • community resources • community relations and marketing strategies and processes • successful models of school, family, business, community, government and higher education partnerships 	<ul style="list-style-type: none"> • schools operating as an integral part of the larger community • collaboration and communication with families • involvement of families and other stakeholders in school decision-making processes • the proposition that diversity enriches the school • families as partners in the education of their children • the proposition that families have the best interests of their children in mind • resources of the family and community needing to be brought to bear on the education of students • an informed public 	<ul style="list-style-type: none"> • partnerships are established with area businesses, local institutes of higher education and community groups to strengthen programs and support school goals • community youth family services are integrated with school programs • community stakeholders are treated equitably • diversity is recognized and valued • effective media relations are developed and maintained • a comprehensive program of community relations is established • public resources and funds are used appropriately and wisely • community collaboration is modeled for staff • opportunities for staff to develop collaborative skills are provided • high visibility, active involvement and communication with the larger community is a priority • relationships with community leaders are identified and nurtured • information about family and community concerns, expectations and needs is used regularly • there is outreach to different business, religious, political and service agencies and organizations • credence is given to individuals and groups whose values and opinions may conflict • the school and community serve one another as resources • available community resources are secured to help the school solve problems and achieve goals • Indian Education for All information is available and is utilized in the classroom.

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PEPP 10.58.705 (1) The program requires that successful candidates (e) act with integrity, fairness, and in an ethical manner in order to promote the success of all students

ISSLC Standard # 5: A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

ELLC Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly and in an ethical manner.

Knowledge: <i>The administrator has knowledge and understanding of:</i>	Dispositions: <i>The administrator believes in, values and is committed to:</i>	Performances: <i>The administrator facilitates processes and engages in activities ensuring that:</i>
<ul style="list-style-type: none"> • the purpose of education and the role of leadership in modern society • various ethical frameworks and perspectives on ethics • the values of the diverse school community • professional codes of ethics • the philosophy and history of education 	<ul style="list-style-type: none"> • the ideal of the common good • the principles in the Bill of Rights • the right of every student to a free, quality education • bringing ethical principles to the decision-making process • subordinating one’s own interest to the good of the school community • accepting the consequences for upholding one’s principles and actions • using the influence of one’s office constructively and productively in the service of all students and their families • development of a caring school community 	<ul style="list-style-type: none"> • examines personal and professional values • demonstrates a personal and professional code of ethics • demonstrates values, beliefs and attitudes that inspire others to higher levels of performance • serves as a role model • accepts responsibility for school operations • considers the impact of one’s administrative practices on others • uses the influence of the office to enhance the educational program rather than for personal gain • treats people fairly, equitably and with dignity and respect • protects the rights and confidentiality of students and staff • demonstrates appreciation for and sensitivity to the diversity in the school community • recognizes and respects the legitimate authority of others • examines and considers the prevailing values of the diverse school community • expects that others in the school community will demonstrate integrity and exercise ethical behavior • opens the school to public scrutiny

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		<ul style="list-style-type: none"> • fulfills legal and contractual obligations • applies laws and procedures fairly, wisely and considerately
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PEPP 10.58.705 (1) The program requires that successful candidates (f)understand, respond to and influence the larger political, social, economic, legal and cultural cont4xt in order to promote the success of all students

ISLLC Standard # 6: A school administrator is an educational leader who promotes the success of all students by **understanding, responding to and influencing the larger political, social, economic, legal and cultural context.**

ELCC Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

Knowledge:	Dispositions:	Performances:
<p><i>The administrator has knowledge and understanding of:</i></p> <ul style="list-style-type: none"> • principles of representative governance that under gird the system of American schools • the role of public education in developing and renewing a democratic society and an economically productive nation • the law as related to education and schooling • the political, social, cultural and economic systems and processes that impact schools • models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling 	<p><i>The administrator believes in, values and is committed to:</i></p> <ul style="list-style-type: none"> • education as a key to opportunity and social mobility • recognizing a variety of ideas, values, and cultures • importance of a continuing dialogue with other decision makers affecting education • actively participating in the political and policy- making context in the service of education • using legal systems to protect student rights and improve student opportunities 	<p><i>The administrator facilitates processes and engages in activities ensuring that:</i></p> <ul style="list-style-type: none"> • the environment in which schools operate is influenced on behalf of students and their families • communication occurs among the school community concerning trends, issues and potential changes in the environment in which schools operate • there is ongoing dialogue with representatives of diverse community groups • the school community works within the framework of policies, laws and regulations enacted by local, state and federal authorities • public policy is shaped to provide quality education for students • lines of communication are developed with decision makers outside the school community

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<ul style="list-style-type: none"> • global issues and forces affecting teaching and learning • the dynamics of policy development and advocacy under our democratic political system • the importance of diversity and equity in a democratic society 		
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PEPP 10.58.705 (1) The program requires that successful candidates (g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

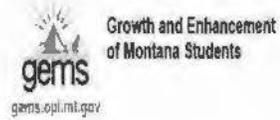
ELCC 7.0: The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

All candidates in this program will complete a minimum of 216 hours of internship with a licensed mentor in an accredited educational setting. In addition, students will participate in a reflective seminar regarding their internship experience. Logs and demonstrative outcomes will be a measurable component and will meet this PEPP Standard.

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Appendix H: Pryor Lab School Data

Adequate Yearly Progress
 School Year: 2012-2013
 School Agency: Pryor Elem School - 0027

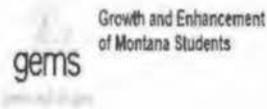


	State of Montana	District	School
Overall	10th Year Identified for Improvement	11TH Year Identified for Corrective Action	4th Year Identified for Restructuring
Reading	10th Year Identified for Improvement	Small Schools Accountability Process	Small Schools Accountability Process
Math	10th Year Identified for Improvement	Small Schools Accountability Process	Small Schools Accountability Process
Graduation Rate	3rd Year Identified for Improvement	Small Schools Accountability Process	Small Schools Accountability Process
Attendance Rate	Made AYP	Small Schools Accountability Process	Small Schools Accountability Process

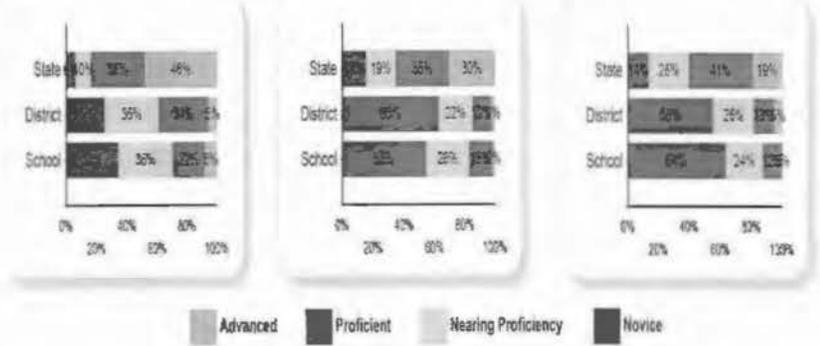
Data as of: 08/07/2013

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Criterion-Referenced Test
 School Year: 2012-2013
 School Agency: Lame Deer 7-8 - 1626



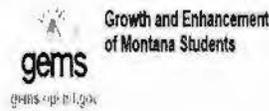
CRT Reading Proficiency Level				CRT Mathematics Proficiency Level				CRT Science Proficiency Level			
Level	State	District	School	Level	State	District	School	Level	State	District	School
Advanced	48%	5%	8%	Advanced	30%	2%	2%	Advanced	19%	5%	0%
Proficient	36%	34%	22%	Proficient	35%	12%	16%	Proficient	41%	13%	12%
Nearing Proficiency	10%	36%	36%	Nearing Proficiency	19%	22%	28%	Nearing Proficiency	26%	26%	24%
Novice	6%	25%	34%	Novice	16%	63%	55%	Novice	14%	56%	64%



Data as of: 04/22/2014

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Adequate Yearly Progress
 School Year: 2012-2013
 School Agency: Pryor 7-8 - 1668



	State of Montana	District	School
Overall	10th Year Identified for Improvement	11TH Year Identified for Corrective Action	10th Year Identified for Restructuring
Reading	10th Year Identified for Improvement	Small Schools Accountability Process	Small Schools Accountability Process
Math	10th Year Identified for Improvement	Small Schools Accountability Process	Small Schools Accountability Process
Graduation Rate	3rd Year Identified for Improvement	Small Schools Accountability Process	Small Schools Accountability Process
Attendance Rate	Made AYP	Small Schools Accountability Process	Small Schools Accountability Process

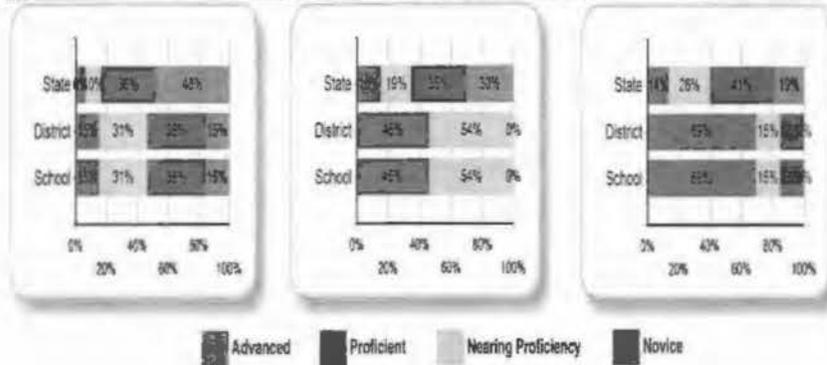
Data as of: 08/07/2013

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Criterion-Referenced Test
 School Year: 2012-2013
 School Agency: Plenty Coups High School - 1553



CRT Reading Proficiency Level				CRT Mathematics Proficiency Level				CRT Science Proficiency Level			
Level	State	District	School	Level	State	District	School	Level	State	District	School
Advanced	48%	15%	15%	Advanced	30%	0%	0%	Advanced	19%	0%	0%
Proficient	36%	38%	38%	Proficient	35%	0%	0%	Proficient	41%	15%	15%
Nearing Proficiency	10%	31%	31%	Nearing Proficiency	19%	54%	54%	Nearing Proficiency	26%	15%	15%
Novice	6%	15%	15%	Novice	16%	46%	46%	Novice	14%	69%	69%



Data as of 04/02/2014

Developing and Supporting Turnaround School Leaders—CFDA 84.377
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Adequate Yearly Progress
 School Year: 2012-2013
 School Agency: Plenty Coups High School - 1553



	State of Montana	District	School
Overall	10th Year Identified for Improvement	12th Year Identified for Corrective Action	11th Year Identified for Restructuring
Reading	10th Year Identified for Improvement	Small Schools Accountability Process	Small Schools Accountability Process
Math	10th Year Identified for Improvement	Small Schools Accountability Process	Small Schools Accountability Process
Graduation Rate	3rd Year Identified for Improvement	Small Schools Accountability Process	Small Schools Accountability Process
Attendance Rate	Made AYP	Small Schools Accountability Process	Small Schools Accountability Process

Data as of: 08/07/2013.

Appendix I: Advisory Committee

The RMC Master of Educational Leadership Program advisory committee consists of a cohort of professional educators with collectively over 175 years in education serving as counselors, classroom teachers, assistant principals, principals, state affiliate director, central office administrators and superintendents. The vast experience of this group captures expertise in grant writing, after school programs, staff hiring and evaluation, curriculum development, working with at-risk youth, gifted and talented, special education, children of poverty, outcome based education, development of foreign language programs, school improvement initiatives, and effective schools research. As leaders, this talented group of individuals has led numerous trainings on topics such as developing procedures for effective classroom management, understanding standards based instruction, implementation of a school wide management system, staff evaluation, GESA, Continuous School Improvement Efforts, Effective Schools Research, Balanced Literacy and the development of a district-wide crisis plan to mention a few. As community liaisons, members of the RMC advisory committee have served on various school board committees, as lobbyists in the legislative process, as members of parent advisory boards, PTAs, School Quality Planning teams, Junior Leagues, as members of the advisory committee to create Montana's Children's Trust Fund and as members of honorary educational societies such as Phi Delta Kappa.

Additionally, the RMC advisory committee represents the uniqueness of Montana's school districts with leaders serving in both small and large districts in urban and rural areas. Two members of the advisory committee were employed as superintendents in Billings, which is

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the largest district in the state. Many have served in Title Schools. All members of this highly accomplished group are interested in serving as RMC supervisors continuing their life long work in the administrative area of education by working with aspiring leaders.

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Appendix J: Montana EPAS Guide for Teacher and Principal Evaluation

http://opi.mt.gov/pdf/Accred/Ch55/13PrincipalGuide_EPAS.pdf
http://opi.mt.gov/pdf/Accred/Ch55/AppendixF_TeacherGuide.pdf

Appendix K: Bibliography

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WestEd.org

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Budget

Rocky Mountain College—Developing and Supporting Turnaround School Leaders				
Category	Year 1	Year 2	Year 3	Total
1. Personnel				
a. 1. Project Co-Director--Schmitz	35,000	36,750	38,588	110,338
a. 2. Project Co-Director--Swain	35,000	36,750	38,588	110,338
b. Data Coordinator	12,000	12,600	13,200	37,800
c. Administrative Assistant	12,000	12,600	13,200	37,800
d. Professional Development Coordinator	24,000	25,200	26,400	75,600
e. Information Technology Specialist	12,000	12,600	13,200	37,800
Subtotal for Personnel	130,000	136,500	143,175	409,675
2. Fringe Benefits—25% of personnel costs	32,500	34,125	35,794	102,419
Subtotal for Fringe Benefits	32,500	34,125	35,794	102,419
3. Travel				
a. In-State Mileage	15,000	15,750	16,538	47,288
b. Professional Development--Airfare	5,000	5,250	5,513	15,763
Subtotal for Travel	20,000	21,000	22,050	63,050
4. Equipment				
a. Computers for Aspiring Leaders & staff	36,000	3,000	3,000	42,000
b. Software--Indistar®	40,000	15,000	15,000	45,000
Subtotal for Equipment	76,000	42,250	41,523	159,773
5. Materials & Supplies				
a. Office supplies	3,600	3,780	3,969	11,349
b. Telephone/Fax	1,800	1,890	1,985	5,675
c. Printing and Copying	2,500	2,000	2,000	6,500
d. Printer, Fax, Copier and Supplies	1,800	750	500	3,050
e. Postage	1,500	1,575	1,654	4,729
f. Library Materials	7,500	7,500	5,000	20,000
Subtotal for Supplies	18,700	17,495	15,107	51,302
6. Contractual				
a. Retention Stipends	5,000	15,000	20,000	40,000
b. NISL Executive Development Training	12,600	12,600	0	25,200
c. NISL Instructional Leadership Institute	5,775	5,775	5,775	17,325
d. Lezotte Training	9,000	10,000	11,000	30,000
e. Professional Memberships	5,000	5,000	5,000	15,000
f. Montana Leadership Institute	40,000	45,000	50,000	135,000
g. Turnaround Advisory Committee	8,000	8,000	8,000	24,000

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g. School Board Training	25,000	25,000	25,000	75,000
if. Leadership Coaches	10,000	10,000	10,000	30,000
j. Research & Resource Database Creation	12,000	2,000	2,000	16,000
Subtotal Contractual	132,375	138,375	136,775	407,525
7. Construction	0	0	0	0
Subtotal Construction	0	0	0	0
8. Other				
a. Turnaround Conferences (2)	5000	5000	5000	15000
Subtotal Other	5000	5000	5000	15000
9. Total Direct Costs	414,575	394,745	399,424	1,208,744
10. Indirect Costs	67,600	70,980	74,451	213,031
Subtotal for Indirect Costs	67,600	70,980	74,451	213,031
11. Training Stipends				
a. Aspiring Leader Stipends	25,000	25,000	25,000	75,000
Subtotal Training Stipends				
Total Costs	507,175	490,725	498,875	1,496,775

Budget Narrative

Personnel:

Project Co-Directors (Drs. Schmitz and Swain): Appointed to direct and coordinate the **Developing and Supporting Turnaround School Leaders** Grant Project, Co-directors' duties will include administration (reporting and fiscal responsibility) of the grant, coordination and communication with partner LEA leaders; assisting and supervising the professional development coordinator in planning professional development activities for SIG leaders, oversight and support of data coordinator and administrative assistant, purchasing and inventory, supervision of coaches, supervision of the development of the research and resource database as well as the board leadership training. Accountability, communication and completion of the objectives of the project within budget and on time will be the responsibility of the Project Directors. Drs. Swain and Schmitz will work with the professional development coordinator on differentiated professional development plans for LEAs and assist with the annual Leadership Institute. They will have ongoing responsibility for the leadership coaches assigned to the SIG

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LEAs leaders and will provide targeted training for the coaches who will be selected with turnaround criterion. They will facilitate the Turnaround Task Force meetings and provide support for that group's training on data and interventions as well as other turnaround research. As certified NISL trainers, they will provide this important training initiative for SIG current leaders to assist with Turnaround efforts.

The data coordinator will be responsible for collecting baseline data on SIG districts and compiling, analyzing and disseminating that data to SIG leaders. In addition, this position will be responsible for the maintenance of the Indistar software. The data coordinator will collaborate with the Montana Office of Public Instruction SECs to capture important achievement and contextual data.

The Administrative Assistant will be responsible for coordination of grant reporting and communication with constituents, payroll and all other duties to assist in the efficient operation of the project.

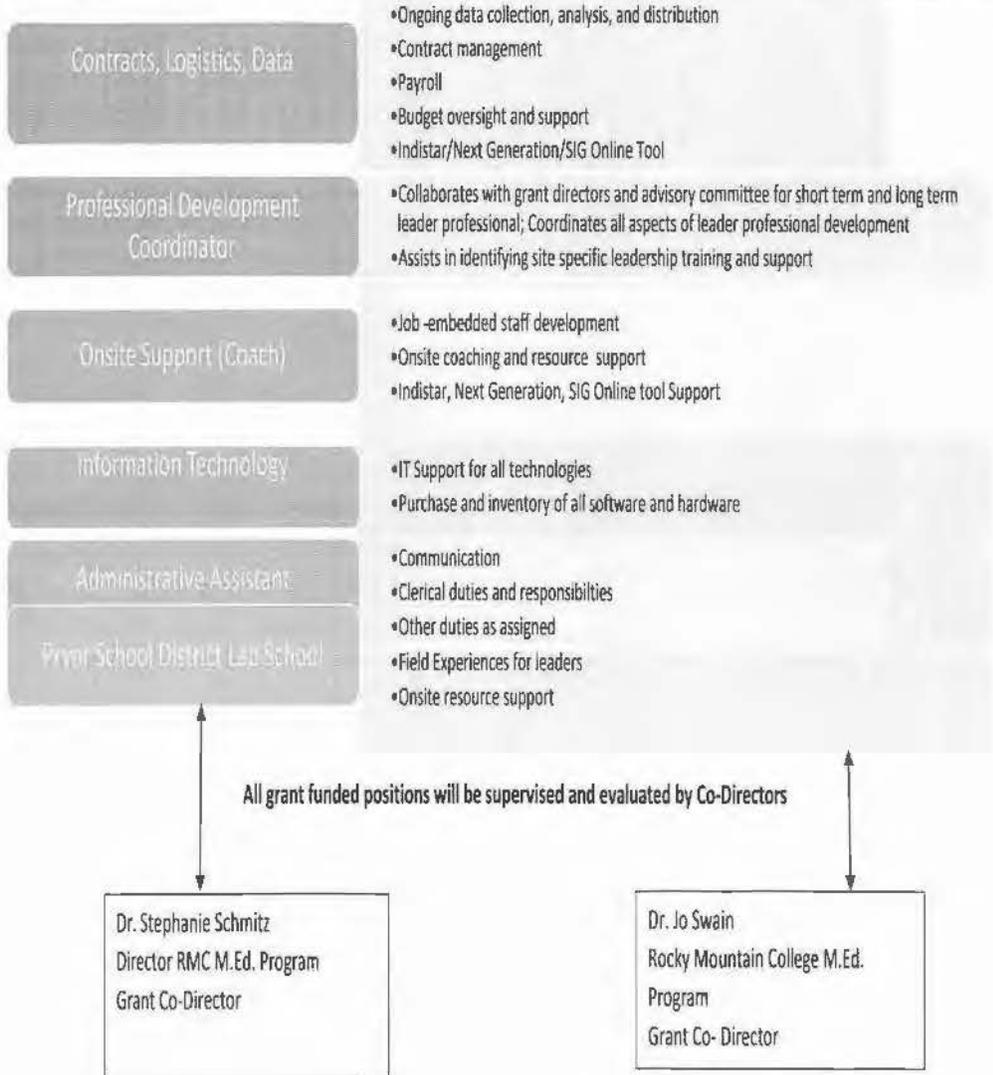
The Professional Development Coordinator will provide professional development opportunities for partner LEAs based on data gathered for that specific district with the goal of increased student achievement and leadership development and will meet with partner LEA leaders bi-monthly. Working with the co-directors, this position will be instrumental in planning and implementing the annual Leadership Institute and will work with the Turnaround Task Force (representatives from SIG LEAs) to develop strategies to support Turnaround Leaders.

The Information Technology Specialist will be responsible for technology purchase recommendations, training, cataloging and maintenance of technology used in the program and in the field. Training and support will be provided for current and aspiring turnaround leaders and coaches.

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Rocky Mountain College US Department of Education Turnaround Leadership Grant Organizational Chart

Member districts will identify a leader representative to serve on the grant advisory committee to provide feedback and input on various leadership grant topics. Grant Co-Directors will facilitate this committee.



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The total cost for personnel is as follows:

Year 1	Year 2	Year 3	Total
\$130,000	\$136,500	\$143,175	\$409,675

Fringe Benefit: For those eligible salaries (above), the cost of benefits is calculated at 25% to include Social Security, Medicare, State Unemployment, and insurance benefits.

Year 1	Year 2	Year 3	Total
\$32,500	\$34,125	\$35,794	\$102,419

Travel: All travel expenses are based on travel from Rocky Mountain College to the partner LEAs and includes mileage reimbursement and related per diem costs. A minor percentage has been built in for inflation in years 2-3. Because of the large geographic area and the need to meet in person when possible, this portion of the budget represents the challenges of a large geographical area.

In-state travel includes costs for the professional development coordinator as well as the leader coach. Six trips are planned to each site for each coach with one-way mileage from 35 miles to 329 miles. The vast area of rural Montana and the limited airfare require thousands of miles to complete the goals of this grant proposal.

The airfare amount in the travel budget is for two turnaround national conferences for the co-directors as well as travel to the NISL Executive Training. Travel for professional development for the primary persons working on this grant reflects the high cost of airfare from this rural state, registration conferences and per diem costs. This investment will help to ensure that personnel stay current on research and best practices in the discipline.

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The travel portion of the budget is as follows:

Year 1	Year 2	Year 3	Total
\$20,000	\$21,000	\$22,050	\$63,050

Equipment (Hardware and Software): Computers for Aspiring Leaders and staff – This computer technology will assist with communication from rural, remote areas to connect with the digital research and resource database, to communicate with faculty, other members of the cohort and coaches. This enhances the current Master of Educational Leadership program by adding needed technology to assist in supporting and training aspiring and current turnaround leaders. Coaches will be able to provide mentoring support via technology to turnaround leaders at a distance during their coursework and into their induction year(s)..

Software: Indistar® is a web-based tool that guides a district or school’s Leadership Team in charting its improvement and managing the continuous or rapid improvement process. The system is tailored for the purposes of each state, its districts and its schools. Indistar® is a web-based tool that guides a district of school Leadership Team in charting its improvement and managing the continuous or rapid improvement process. The system is also tailored for the purposes of each state, its district and its schools. Indistar® is premised on the firm belief that district and school improvement is best accomplished when directed by the people closest to the students. The school Leadership Team applies its own ingenuity to achieve the results it desires for its students—student it knows and cares about. Placing this high level of confidence in the ability of district and school personnel to chart their own course requires that the district team is given convenience access to tools, resources and effective practice.

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Year 1	Year 2	Year 3	Total
\$76,000	\$42,250	\$41,523	\$159,773

Materials and Supplies: All proposed supplies are necessary to ensure the successful implementation of this turnaround school leaders grant.

Office and Consumable Supplies: \$300 per month is budgeted for office and consumable supplies for administrative and academic needs for a total of \$3600 for the first year with a minor inflationary adjustment for years 2-3.

Telephone and Fax: \$150 per month with annual adjustments for increased costs are budgeted for communication with cohort members and partner LEAs and cell phone usage for communication between RMC staff and LEA leaders.

Printing and Copying: Printing and copying expenses for administrative and academic needs are budgeted for approximately \$2500 per fiscal year with inflation adjustments for years 2-3.

Printer and Supplies for Printer: A quality printer, fax, copier and related supplies are needed for administrative and academic materials for professional development and instruction. These communication and duplication devices will assist to connect students, leaders and mentors throughout the state. An initial investment is followed by a maintenance amount.

Postage: An amount sufficient to mail materials to constituents is included with a modest inflation factor for years 2-3.

Library Materials: Creating a professional library of resources is planned for the SIG leaders in each of the years. Book studies as well as PLCs for the cohort will utilize these materials.

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Materials and supplies budgets are totaled below:

Year 1	Year 2	Year 3	Total
\$18,700	\$17,495	\$15,107	\$51,302

Professional Development (Contractual): Almost half of the total budget requested is spent on professional development to recruit, train and retain educational leaders especially in SIG LEAs in Montana.

Retention incentive for those aspiring leaders who are placed in SIG schools is an important component of the budget allocation. The leadership turnover is a factor in school improvement. Financial incentives can assist with retention and allow leaders the time needed for school reform.

Staying current in turnaround expertise will be important for the co-directors so that they can share this information with aspiring and current SIG leaders. The budget will invest in NISL Executive Training for directors so they will be prepared to infuse this material into professional development for current and aspiring leaders.

Dr. Lawrence Lezotte’s research and training regarding the educational correlates which support his assertion that All Children can Learn underpin RMC’s M.Ed. program as well as this grant proposal. This amount will support the cost of contracting with Dr. Lezotte to work with the current and aspiring turnaround leaders to build on vision and mission and to further develop supportive learning community as they begin a career leading student achievement in Montana.

Professional Memberships: This amount will provide for memberships in professional organizations (NAESP, NASSP, ASCD, or others) to provide ongoing research and support. This will aid development of leaders as well as retention initiatives.

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Montana Leadership Institute: This investment will provide an annual leadership conference in Montana for our constituents and other interested persons. Focusing on the barriers to increased student achievement, this conference will bring experts to Montana to assist with professional development for turnaround leaders and will provide specific support with issues that the Turnaround Task Force (members from high need LEAs) believe are important to Montana's high need school district leaders to select, train, support and retain turnaround leaders.. Tier II and III Leaders (identified by the Montana Office of Public Instruction) will also be invited to participate in this annual event.

Turnaround Task Force: Each partner LEA will appoint a representative to this committee to collaborate on best practices for strategic interventions for increased student achievement in high need LEAs especially as it relates to culturally appropriate interventions for Native American students as all of the LEAs identified in the competitive priority have a majority of Native American students. This group will guide our professional development work and aid in retention by meeting, collaborating and becoming a learning community with turnaround leaders.

Coaches for Current SIG Leaders: For the schools identified in a “needs improvement” status by the Office of Public Instruction because those schools have not met AYP, we propose training leadership coaches to assist in leadership mentoring and coaching that will lead to higher student achievement in those districts. These coaches will augment the process being implemented by the Office of Public Instruction to assist those turnaround leaders to provide strategies for increased student performance. Currently, the Montana OPI provides School Improvement Consultants (SICs) to assist with leadership support in schools in need of

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improvement. The coach’s role will be to support the turnaround leader and offer reflective practice.

Substitutes: As the job of the practicing principal or assistant principal is time demanding, we propose to provide substitutes to current leaders so that they can attend professional development opportunities.

Research and Resource database: Research is necessary for leaders to stay current, yet the time constraints of demanding jobs rarely allows for time to do research. We propose establishing a collection of current research and best practices in an electronic database that will be accessible to our partner LEA leaders that will be user-friendly and assist them in their efforts to improve student achievement.

As professional development is a necessary ingredient in supporting and developing school leaders, we propose over one third of the budget allocation of our proposal in this important area.

Year 1	Year 2	Year 3	Total
\$132,375	\$138,375	\$136,000775	\$407,525

Attendance at two national Turnaround Conferences for the co-directors will be supported by the budget in this grant as follows:

Year 1	Year 2	Year 3	Total
\$5,000	\$5,000	\$5,000	\$15,000

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Indirect: Rocky Mountain College has a negotiated indirect fee of 52% of compensation and benefits. This percentage is applied to those applicable costs in the budget as follows.

Year 1	Year 2	Year 3	Total
\$67,600	\$70,980	\$74,451	\$213,031

Montana is a relatively poor state and the partner LEAs come from communities in dire poverty in Montana, many from American Indian Reservations. Stipends are needed to fiscally assist those students who are aspiring to become educational leaders. The cost of education as well as ongoing professional development is a deterrent for aspiring leaders. This financial incentive will assist those teachers who wish to become school leaders, but do not have the financial wherewithal to do so.

Year 1	Year 2	Year 3	Total
\$25,000	\$25,000	\$25,000	\$75,000

Total Cost for the Project: The following represents a summary of the three-year budget for total cost.

Year 1	Year 2	Year 3	Total
\$507,175	\$490,725	\$498,875	\$1,496,775

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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Rocky Mountain College

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	130,800.00	136,500.00	143,175.00			409,675.00
2. Fringe Benefits	32,500.00	34,125.00	35,794.00			102,419.00
3. Travel	20,000.00	21,000.00	22,050.00			63,050.00
4. Equipment	76,000.00	42,250.00	41,523.00			159,773.00
5. Supplies	18,700.00	17,495.00	15,107.00			51,302.00
6. Contractual	132,375.00	138,375.00	136,775.00			407,525.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	5,000.00	5,000.00	5,000.00			15,000.00
9. Total Direct Costs (lines 1-8)	414,575.00	394,745.00	399,424.00			1,208,744.00
10. Indirect Costs*	67,600.00	70,980.00	74,451.00			213,031.00
11. Training Stipends	25,000.00	25,000.00	25,000.00			75,000.00
12. Total Costs (lines 9-11)	507,175.00	490,725.00	498,875.00			1,496,775.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 0.52 %.

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

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

Name of Institution/Organization Rocky Mountain College	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.	
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**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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Dr.	First Name: Stephanie	Middle Name: Jean	Last Name: Schmitz	Suffix:
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Address:

Street1:	1511 Poly Drive
Street2:	
City:	Billings
County:	Yellowstone
State:	MT: Montana
Zip Code:	59102-1739
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
406-657-1134	406-657-1167

Email Address:
schmitzs@rocky.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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