

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



**APPLICATION FOR GRANTS
UNDER THE**

Turnaround School Leaders Program

CFDA # 84.377B

PR/Award # S377B140048

Grants.gov Tracking#: GRANT11654365

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:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

05/23/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

B. APPLICANT INFORMATION:

* a. Legal Name:

Center for Leadership and Educational Equity

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

27-1863010

* c. Organizational DUNS:

9620197950000

d. Address:

* Street1:

PO Box 9259

Street2:

* City:

Providence

County/Parish:

* State:

RI: Rhode Island

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

02940-9259

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

* First Name:

Donna

Middle Name:

* Last Name:

Braun

Suffix:

Title:

Executive Director

Organizational Affiliation:

* Telephone Number:

401-316-8380

Fax Number:

* Email:

centerforleadershipandedequity@gmail.com

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.377

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:**

Building a Cadre of Leaders Equipped to Alter the Course Toward a Destination of High and Equitable Achievement for All Students

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="1,647,632.00"/>
* 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="1,647,632.00"/>

*** 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
Donna Braun	Executive Director
APPLICANT ORGANIZATION	DATE SUBMITTED
Center for Leadership and Educational Equity	05/23/2014

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
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="USDOE"/>	7. * Federal Program Name/Description: <input type="text" value="School Improvement Grants"/> CFDA Number, if applicable: <input type="text" value="84.377"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

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.

GEPAStatement.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Statement

The Center for Leadership and Educational Equity (CLEE) and Providence Public School District and Central Falls School District are all committed as the core of their organizational missions to ensuring equity. The dedication by all three partners can be seen in the excerpts from their mission, vision and belief statements.

From CLEE Mission: to create equitable outcomes for all students by providing leaders with professional learning and support.

From Central Falls Belief Statement: The richness of the culturally diverse Central Falls community members must be embraced, cherished, and enhanced daily by the work of and interactions with all Central Falls School Staff. ...

- We believe that all people have the ability and the need to learn.
- We believe that all children have the right to safety, love, and learning.
- We believe that diversity strengthens society and should be encouraged, honored and protected.

From Providence Core Values:

- Equity. We are guided by the conviction that all students can learn and achieve at high levels.
- Appreciation for our diversity. We are enhanced by the diversity of our school communities and staff; we embrace and celebrate our diversity

Throughout the proposed grant activities, the partners are committed to ensuring equitable access to the programs for teacher leaders, school leaders, and staff. The following steps will be implemented with the intent to reduce barriers to access based on gender, race, national origin, sexual orientation, disability, age and any other protected factors:

1. As a key part of all the trainings, implement curriculum that trains participants to develop the dispositions to increase equitable access, to affirm diversity, to identify and respond to inequity, and to champion the intended outcomes of the GEPA provisions in their leadership.
2. Recruit, select, and involve individuals from a diversity of backgrounds, including, but not limited to, racial/ethnic minority groups, bilingual individuals, and individuals with disabilities, to participate in, provide feedback on, and implement the activities of the grant.
3. Develop and administer a pre-participation survey with training registration materials to identify special access needs, such as wheel chair access, dietary/medical needs, etc.
4. Develop and implement a strategy plan that will address the identified special access needs indicated by registrants prior to every training session.
5. Implement cultural proficiency and ADA training for facilitators of trainings.
6. Arrange for assistive technology devices to translate materials for participants in need of such services.
7. Post information materials, schedules of events, and program assessments on the internet to enable assistive computer devices to interpret the materials for users.

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	
Center for Leadership and Educational Equity	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Donna"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Braun"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Executive Director"/>	
* SIGNATURE: <input type="text" value="Donna Braun"/>	* DATE: <input type="text" value="05/23/2014"/>

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:

Building a Cadre of Leaders Equipped to Alter the Course Toward a Destination of High and Equitable Achievement for All Students

**Consortium Applicants
Center for Leadership and Educational Equity
Central Falls School District
Providence School District**

Abstract

The Center for Leadership and Educational Equity in partnership with Central Falls and Providence School Districts propose to enhance the leadership pipeline for the following 12 schools that receive or are eligible to receive School Improvement Grants (SIG):

Central Falls Public School District

- Veterans Memorial Elementary (NCES #440012000385), 485 students, 46 teachers
- Earl F. Calcutt Middle School (NCES #44001200024), 577 students, 50 teachers
- Central Falls High School (NCES #44001200026), 838 students, 76 teachers

Providence Public School District

- Carl Lauro Elementary School (NCES #440090000227), 897 students, 61 teachers
- C. Woods & C. Young Elementary (NCES #440090000156), 674 students, 46 teachers
- Pleasant View Elementary School (NCES #440090000236), 454 students, 43 teachers
- Lillian Feinstein Sackett Elementary (NCES #440090000243), 462 students, 35 teachers
- Gilbert Stuart Middle School (NCES #440090000223), 756 students, 63 teachers
- Roger Williams Middle School (NCES #440090000242), 717 students, 76 teachers
- Dr. Jorge Alvarez High School (NCES #440090000344), 563 students, 48 teachers
- Mount Pleasant High School (NCES #440090000232), 884 students, 91 teachers
- Juanita Sanchez HS (Cooley & PAIS) (NCES #440090000209) 717 students, 60 teachers

This proposal seeks to implement the following objectives over a 36-month period across 12 SIG/SIG-eligible schools in Central Falls and Providence:

- Objective 1 is to create and use research-based competency criteria and tools to recruit, select, hire, and support school leadership.
- Objective 2 is to train 100 leadership teams members to facilitate collaboration and professional learning in their schools.
- Objective 3 is to support 11-15 principals through a peer-to-peer learning network.
- Objective 4 is to train and certify 14 aspiring principals through an intensive residency.
- Objective 5 is to use data-based cycles of inquiry to guide and improve the proposed work and analyze the degree the work is impacting the articulated outcomes and impact.

The objectives and associated activities will lead to the following outcomes: improved leadership practices, improved school climate, and improved student achievement and behavior outcomes. The ultimate goal of this proposal is to impact both the overall academic achievement, as well as the closing of academic gaps between subgroups, for the 8024 students across the 12 schools.

This application is being submitted in consideration for the following priorities:

- Absolute Priority 1: Non-Rural Turnaround School Leader Selection, Preparation, Placement, Support, and Retention Program.
- Competitive Preference Priority 1: Existing Policy Conditions that Can Be Leveraged To Ensure Success and Sustainability of a Turnaround Leadership Pipeline
- Competitive Preference Priority 2: Record of Preparing and Supporting Turnaround School Leaders Who Have Demonstrated Success in Increased Graduation Rates and Academic Growth.

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](#)

**Building a Cadre of Leaders Equipped to Alter the Course Toward a Destination of High
and Equitable Achievement for All Students**

**Consortium Applicants
Center for Leadership and Educational Equity
Central Falls School District
Providence School District**

Turnaround School Leaders Program Narrative

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Context

An urgent need exists in the state of Rhode Island, and particularly in the two partner districts of Central Falls and Providence, to close the large gaps between underserved and disadvantaged students and their peers. Students categorized as African American, Hispanic, Native American, as well as those labeled with disabilities and with limited English proficiency, need school and teacher practices to change to enable their success. Since large numbers of these historically underserved students reside in both partner districts, intensive turnaround efforts have been underway for the past few years. The past and current efforts in the districts have developed fertile ground on which the leadership development articulated in this proposal will build to speed and intensify the impact on increasing high and equitable achievement for the students in the SIG/SIG-eligible schools. This section illuminates the context in the state, districts, and CLEE that influence the design of the proposal.

State of Rhode Island

Rhode Island public schools serve 142,481 students in 304 schools. Providence and Central Falls serve 19% of all Rhode Island students and have disproportionately high numbers of students living in poverty, students from the disadvantaged racial categories of Hispanic, African American, and Native American, and students enrolled in English as a Second Language programs (RIDE, 2014a). Nearly 34% of all students in the state that are eligible for subsidized lunch reside in Providence and Central Falls. Further, nearly half of all Rhode Island students (46%) who are represented by the disadvantaged racial categories of Hispanic, African American, and Native American are from Providence and Central Falls.

The most recent release of the state assessment student achievement data (RIDE, 2014a) shows that over the last five years there has been incremental overall improvement across all

schools in the state; however, the achievement gaps between students categorized as white and those categorized as African American, Hispanic, and Native American remain unchanged. Further, gaps between English language learners and their peers have widened. The challenge to close these disparaging gaps weighs disproportionately on the school districts of Providence and Central Falls. Yet, the work they have initiated and the work in this proposal to close the gaps have tremendous potential to alter the trend for the students who are owed the largest 'education debt' (Ladson-Billings, 2006), as well as to impact Rhode Island's educational trajectory.

Central Falls School District

The Central Falls School District is a vibrant, densely populated, 1.3 square mile city in northeastern Rhode Island. The school district educates approximately 2,800 students in its public schools. It is home to six traditional schools and serves a diverse student population: 73% of the student population is Hispanic, 14% is African American, and 12% is White. In addition to ethnic diversity, students represent a varied population in terms academic needs. All six district schools have Title I School-wide Programs. The mission of the Central Falls School Community is to develop its diverse student population into responsible citizens, effective communicators, innovative problem solvers and critical thinkers who are able to fully participate in and positively contribute to society. The school community is committed to the attainment of high standards for all students by ensuring a literacy rich learning environment and providing results-oriented educational leadership at all levels. Central Falls has three schools that are SIG/SIG-eligible that will be included in the activities of this grant:

- Veterans Memorial Elementary (NCES #440012000385), 485 students, 46 teachers
- Earl F. Calcutt Middle School (NCES #44001200024), 577 students, 50 teachers
- Central Falls High School (NCES #44001200026), 838 students, 76 teachers

Providence Public School District

The Providence Public School District (PPSD) is the largest school district in the state of Rhode Island. PPSD operates 39 schools serving approximately 24,000 students and their families. The mission of Providence Schools is to prepare all students to succeed in the nation's colleges and universities and in their chosen professions. Approximately 64% of the student body is categorized as Hispanic, 18% as African American, 9% as White, 5% as Asian, 3% as multi-ethnic, and 1% as Native American. Further, 83% of students qualify for subsidized lunch and 18% are enrolled in English Language support programs. Providence has nine schools that are SIG/SIG-eligible that will be included in the activities in this grant:

- Carl Lauro Elementary School (NCES #440090000227), 897 students, 61 teachers
- C. Woods & C. Young Elementary (NCES #440090000156), 674 students, 46 teachers
- Pleasant View Elementary School (NCES #440090000236), 454 students, 43 teachers
- Lillian Feinstein Sackett Elementary (NCES #440090000243), 462 students, 35 teachers
- Gilbert Stuart Middle School (NCES #440090000223), 756 students, 63 teachers
- Roger Williams Middle School (NCES #440090000242), 717 students, 76 teachers
- Dr. Jorge Alvarez High School (NCES #440090000344), 563 students, 48 teachers
- Mount Pleasant High School (NCES #440090000232), 884 students, 91 teachers
- Juanita Sanchez HS (Cooley & PAIS) (NCES #440090000209) 717 students, 60 teachers

The Center for Leadership and Educational Equity

The Center for Leadership and Educational Equity (CLEE) is a non-profit (501(c)3) dedicated to creating equitable outcomes for all students by providing leaders with professional learning and support. The Center runs two leadership development programs: the Principal Residency Network (PRN) and the Learning Leader Network (LLN). Established in 2000, the

PRN is a residency-based administrator certification program approved by the Rhode Island Department of Education to recommend graduates for PK-12 Building Administrator Certification. The PRN's mission is to prepare educational leaders who champion educational equity through leadership of innovative schools for the purpose of increasing educational equity. The PRN has three pathways: the Classic one-year pathway, the Leader of Record alternative certification two-year pathway, and the Extended Time two-year pathway to allow a wide range of intensive residency arrangements. The PRN has achieved the following outcomes:

- Trained over 200 aspiring and mentor principals.
- 39 unique RI districts and charter schools have sponsored or hired graduates.
- 89% of graduates have been hired into leadership roles in Rhode Island schools.

The LLN was established in 2005 and is a transformational professional development program that engages Rhode Island school and teacher leaders in learning communities that skillfully provide crucial feedback and support to one another on leadership practices that increase educational equity for all students. The LLN runs multiple programs, including a statewide Critical Friends Group, Facilitating Professional Learning Communities Institutes, Communities of Practice, and district strategic planning and development. The LLN has achieved the following outcomes:

- 300 school and teacher leaders have attended (with 100 annually attending) Critical Friends Groups, Communities of Practice, and other regular collaborative learning groups in which educators reflect and give feedback on leadership practice and dilemmas.
- 175 school and teacher leaders have attended Facilitating Professional Learning Communities Institutes in order to learn how to successfully facilitate their professional

learning communities to increase equity for all students.

- Over 95% of all LLN participants rate their experiences as highly effective or effective.

The LLN and PRN programs will provide the foundation to modify programming to meet the specific needs outlined in this proposal. These programs provide pivotal experiences for increasing educational equity in schools by a wide range of leaders, including teacher leaders, aspiring principals, assistant principals, principals and central office leaders. A belief that guides all CLEE programs is that skilled and courageous leaders play a critical role in increasing educational equity. CLEE defined educational equity as eliminating the predictability of student outcomes based on categories such as race, socioeconomic status, learning needs, and language by raising the achievement of all students while narrowing the gaps between the highest and lowest-performing students on fair and varied measures. Further, CLEE believes that equity-oriented educational leaders are not born; they grow through powerful learning experiences like those used in the PRN and LLN. The programs that CLEE has developed provide leaders with essential tools to increase equitable outcomes. CLEE is ideally situated to provide the leadership development in this grant for three reasons:

- CLEE has developed well-honed effective processes for training school leaders
- CLEE has a bold and explicit focus on educational equity and closing gaps
- CLEE has a deep and significant investment in the state and is committed to long-term sustainable change.

Conditions (Competitive Priority 1)

Several significant efforts have been made statewide and in the districts of Providence and Central Falls in the last few years to create the condition that place essential decision-making autonomy in the hands of school leaders. This section will describe those efforts that have an

influence on the degree to which principals are able to support quick and significant growth for students. The research that supports increased school-based authority is described in the Theoretical Framework section.

Rhode Island Conditions for Successful Transformation of SIG Schools

The Rhode Island Department of Education has a comprehensive reform agenda (RIDE Strategic Plan, 2010a) that has deeply impacted the entire state, especially through the Race to the Top award aligned to the state's Strategic Plan. Of particular note for SIG schools and this proposal, are the elements that focus on educator placement, educator evaluation, and support to the lowest-performing schools. In 2010, R.I. Education Commissioner Deborah Gist and the Board of Regents directed all districts to end seniority-based hiring and placement and required districts to base all assignments on educator performance and student needs (RIDE, 2010b). This action created a powerful condition that influences school leaders autonomy and ability to affect change. In that same year, the first Rhode Island Educator Evaluation System Standards were approved, requiring that the overall evaluation of educators' effectiveness (for teachers, leaders, and support staff) be determined primarily by evidence of impact on student growth and academic achievement (RIDE, 2010b). The implementation of these two policies has occurred over the last few years and now the entire state, including Central Falls and Providence, evaluate all teachers and leaders using a model that is aligned to the Rhode Island Educator Evaluation System Standards (RIDE, 2009). The state also articulated a commitment in the RIDE Strategic Plan (RIDE, 2010a) and outlined activities in the Race to the Top application (RIDE, 2010b) to develop and use a clear protocol for intervention in the lowest-achieving schools. In this process, LEAs are charged with leading school turnaround efforts in conjunction with state support and

intervention. RIDE and LEAs use data to develop school reform plans, monitor progress, and revise actions (RIDE, 2010b).

LEA Conditions of Autonomy (Competitive Priority 1)

Providence and Central Falls School Districts operate within the conditions described above that have been set by the state. Therefore, they engage every teacher and leader in a rigorous educator evaluation process and make decisions regarding placement and retention through the use of the educator evaluation data, as well as acting in accordance with the R.I. Education Commissioner's mandate to make placement decisions based on educator performance. Providence is much larger than Central Falls; therefore, each district has taken a different path toward increasing autonomy for school leaders to make site-based decisions. In both districts, further school-level autonomy empowers school stakeholders to commit to a common vision that guides the best decisions for students.

Providence's Mayor, School Board, district and union leadership, are all committed to a vision of dramatic change in Providence Schools and are poised to meet this challenge. Providence is in the process of negotiating a very different teachers' contract with much greater site-based flexibility over working conditions. The School Board is drafting a new Strategic Direction Policy that prioritizes school-based autonomy and professional discretion, paired with delivering results for students. Providence is shifting to prioritizing, measuring, and valuing student learning, rather than 'seat time' in classes. Providence is committed to providing the necessary tools to develop the teaching skills, abilities, and habits of mind needed to make instructional shifts, and is restructuring Providence's Central Office to provide additional supports and partners to address short-term urgent needs as well as longer-term shifts in practice.

Providence Schools and the Providence Teachers Union (PTU) are currently in contract negotiations and share the goal of providing substantial school-based autonomy in the new contract and a strategic direction that will develop new ways of thinking about how to organize district resources in order to maximize supports for students and drive results. This approach will move away from the traditional top-down method of management to provide increased autonomy at the school level, and will galvanize improvement in the highest need schools.

Central Falls, with only six schools, takes a different approach to autonomy. The Central Falls Board of Trustees and School Superintendent work in a collaborative manner. School leaders in Central Falls meet weekly with the superintendent to discuss any matters pertaining to their schools. Principals and their teams prepare and organize staffing and school schedules and present these to the superintendent every spring. All decisions are discussed and any changes made during the weekly meetings in this cooperative approach. The size of the district allow for this hands-on organic approach, which works very well for the district and the schools.

Both partner districts are committed to supporting greater autonomy at the school level. In order for this autonomy to produce increased achievement for all students, school stakeholders with varied perspectives must work together in service to children and learning. This is one of the most daunting challenges that leaders often face in transforming a school. The leadership development work in this proposal will utilize the processes that CLEE has developed to train principals and teacher leaders to build and leverage their facilitative leadership skills to move all stakeholders toward common student-centered goals. Using these skills, leaders develop systems and a school culture that will allow them to work collaboratively and build leadership and commitment among stakeholders to reach the common goals of high and equitable achievement.

Capacity (Competitive Priority 2)

The combination of the conditions described above (e.g. educator evaluation systems and decision-making autonomy), with the commitments and capacity defined below, will impact leadership development and ultimately student learning in the SIG schools. The commitment of the three partners to implement and sustain the leadership development work proposed is evidenced by both the Memorandum of Understanding signed by the districts and CLEE, as well as the letters of support from the superintendents. Support for the proposed work is also evidence in the efforts that Central Falls and Providence School Districts utilized to gather input from the public. An electronic survey was sent to teachers and leaders in both districts. In Providence, presentations and focus groups were held with various stakeholder groups and the survey was also included on the Central Falls district website for the public to utilize. The feedback was used to guide the design of the work in the proposal. The results of the survey feedback show that there is great support for the proposed objectives. The vast majority (87%) of the ($N = 86$) respondents believe the project objectives will enhance leadership a 'good' or 'great' amount.

To further highlight the capacity of the partners to collaborate and skillfully guide this work, key personnel are listed below and resumés are uploaded. Finally, this section also details the past work and results that CLEE has achieved that demonstrate the organization's ability to coordinate and perform the work in the proposal.

MOU, Letters of Support and Resumés of Key People

The attached Memorandum of Understanding, signed by each superintendent and the CLEE Executive Director, detail the commitments and capacities of all three partners. Letters of support that articulate the perspectives of a wide-variety of educational and community leaders

on the capacity and capabilities of the partners to be successful in carrying out the activities in the grant are also attached. Below are quotes from the attached letters of support:

- **James Diossa, Mayor, City of Central Falls,** *“The combination of the intensive training and collaborative approach to developing hiring and placement criteria directly complements our efforts to move our schools swiftly toward our transformation goals.”*
- **Dr. Thomas DiPaola, Director, Educational Leadership Doctoral Program, JWU,** *“CLEE and Dr. Braun have well-established reputations...are sought out by local districts and the state education agency for their expertise in this exciting and challenging educational leadership development work.”*
- **Dr. Robert Gable, Director, Center for Research and Evaluation, JWU,** *“CLEE and Dr. Donna Braun have the skill to coordinate the data collection and use. The CRE is willing to contribute to CLEE’s capacity...”*
- **Dr. Fran Gallo, Superintendent of Central Falls Schools,** *“Our District’s substantial history of collaboration and support with CLEE in the development of school leaders stands as testimony to our respect and high regard for the training already deeply embedded in the CLEE programming.”*
- **Dr. Deborah Gist, Commission of Education, Rhode Island,** *“The combination of the intensive training and collaborative approach to developing hiring and placement criteria can move SIG schools swiftly and sustainably toward their transformation goals...PRN’s intensive residency has been noted as exemplary.”*
- **Patricia Hines, Executive Director, Rhode Island Association of School Principals,** *“CLEE has worked diligently to provide training for aspiring principals as well as active principals to enhance their knowledge, skills, and capacity as school leaders.”*

- Daniel Kertzner, Vice President for Grant Programs, The Rhode Island Foundation,** *“[PRN] trains aspiring school leaders to close Rhode Island’s most persistent achievement gaps in small and intensive school-based learning communities...Importantly, CLEE has developed a model of engaging incumbent principals in leadership development while they maintain their core instructional and coaching responsibilities, a model that may prove to allow for the program’s sustainability beyond the life of the Turnaround School Leader Programs grant.”*
- Dr. Sue Lusi, Superintendent of Providence Schools,** *“The consortium between tow of the larger urban districts in the state, created by this partnership, is very promising in advancing this work...CLEE is well-regarded and well-positioned to achieve the objectives in this proposal.”*
- Dr. Maria Pacheco, Director, New England Equity Assistance Center, Brown University,** *“NEEAC has worked successfully with CLEE...to facilitate leader development curriculum focused on cultural responsiveness and equity-oriented leadership...If awarded the grant, NEEAC is willing to further enhance CLEE’s capacity by partnering on planning and facilitating sessions for leaders focused on examining policy for inequitable practices and uncovering the role of privilege in challenging inequities.”*
- Tim Ryan, Executive Director, Rhode Island School Superintendents Association,** *“...RISSA has worked successfully with CLEE...The most recent project...is affordable and sustainable as a key professional development opportunity for our members. Donna Braun is committed to Rhode Island education and is highly regarded. Her credibility is critical in making this program a success.”*

A great strength of this proposal is the caliber of people who will collaborate to guide the process, ensure commitments are kept, and use the data from the proposed work to make decisions to impact student outcomes. Resumés are attached for the following key people:.

- CLEE key people: Dr. Donna Braun, CLEE Executive Director, will serve as project director and Kirsten LaCroix, LLN Director and Lead Instructor, will serve as director/coordinator for the leadership training and for the aspiring principal objectives and instructor for the peer-to-peer learning for principals. Both Dr. Braun and Ms. LaCroix have extensive experience in administrating, instructing, facilitating and coaching every type of leadership development included in this proposal.
- CLEE supporting people: Mary Viera, PRN Advisor and LLN Facilitator, is an example of the caliber of the facilitators that will work with the aspiring principals and the leadership teams. Joany Santa, CLEE Board Vice President, will serve as the advisor from the CLEE Board of Directors for this grant work. Ms. Santa has extensive experience as a turnaround principal and in supervising/supporting turnaround principals.
- Central Falls School Department key people: Dr. Fran Gallo, Superintendent and Victor Capellan, Deputy Superintendent
- Providence School Department key person: Dr. Lori McEwen, Chief of Instruction, Leadership and Equity

CLEE Results (Competitive Priority 2)

The above Context section articulates data that highlights CLEE's capacity to successfully enact the activities in this proposal. To further articulate CLEE's ability, four sources are provided. The first is the results of a recent program evaluation of CLEE's flagship program, the Principal Residency Network (PRN). The program continuously evaluates

outcomes and uses the data to improve the quality of the program, much like the design of continuous data-based decision-making included in this proposal. The recent program evaluation showed that participants were well-prepared for school leadership and that in the areas of elementary math, middle school math and middle school literacy, PRN graduates' schools were making greater growth gains than non-PRN peers (Braun, Billups, Gable, 2013).

The second source of data is from the PRN's most recent program approval process from the R.I. Department of Education (RIDE). RIDE has a rigorous, standards-based approval process to determine an approval rating for a preparation program by using multiple sources of evidence. The PRN was awarded the maximum five-year approval in 2010. The visiting team report speaks to the quality of the PRN preparation experience. The quotes below highlight some of the remarks made in the final report by the visiting team (RIDE, 2010c):

- *The PRN program is a unique, residency-based program that is true to the learning-centered, learner-centered curriculum and assessment system and approach that the program espouses.*
- *... the program's emphasis on candidate self-assessment was another critical aspect of the assessment system as it was consistent with the learner-centered approach advocated by the program and that it supported candidates to view themselves as generators of knowledge and improved practice.*
- *... the admission process is a rigorous process that effectively identifies candidates who are likely to succeed in the program.*
- *The visiting team found that the collective program curriculum provides candidates with rich, appropriate, and individualized learning opportunities that meet the needs of the candidates, their residency sites, and the program. (RIDE, 2010c)*

The third source of CLEE's capacity is the hiring and placement of PRN graduates as principals and assistant principals in SIG/SIG-eligible schools. Four PRN graduates are principals, three are assistant principals, and two are aspiring principals in SIG/SIG-eligible schools in Providence and Central Falls. Most of these graduates have only been in their role for one or fewer years, which makes it difficult to monitor their impact on student achievement. State assessments are given in early fall to measure learning from the previous year and results are not released until the spring. Therefore, it is not possible to record increases in academic achievement for the PRN graduates who have been principals for only one year or less. Only one graduate, Joshua Laplante, has been principal for at least two years in a SIG school, Central Falls High School (CFHS); therefore, Table 1 reports the increase in academic achievement and graduation rate CFHS over the last year.

Much national attention has been focused on the high school featured in Table 1, which has both contributed to opportunities and support to turn the school around, and has contributed to major challenges to improve the school. Regardless, the leadership of this principal is a key factor in moving the school forward. Prior to becoming principal, Joshua served as teacher leader, aspiring leader, and co-principal during the high school's tumultuous early reform years. Since the time he was an aspiring principal in 2010, the school has gone from a 49% graduation rate to the current rate of 74% for four-year graduates and 80% for five-year. And, as Table 1 displays, under Josh's leadership, the school is sustaining steady increases even in a one-year period of time. The school is currently focused on an equity-driven agenda to impact the increased gap between English Language Learners and their peers. The PRN was critical to preparing Josh for his leadership role, as is evidenced by his reflection that, "*The Principal Residency Network offered a framework that encouraged me to explore my beliefs and*

assumptions about education and educational leadership as it related to equity in access and opportunity for all students. After participating in the PRN, I felt prepared to initiate difficult conversations, develop innovative school improvement plans, and continue building the capacity of members of the school community in becoming education advocates. I pride myself on being a PRN graduate as I am certain the program had the greatest influence on my transition into educational leadership and continue to access program members and mentors as a resource.”

Table 1: Increase in Percentage of Students Attaining Proficiency and Graduating Over One Year (11/12 to 12/13) at CFHS under Principal/PRN Graduate, J. Laplante

	Reading	Math	Graduation Rate
All students	9.5%	8.2%	5.6%
Economically-disadvantaged	14.6%	8.8%	
Hispanic	9.2%	3.4%	
Students with disabilities	2.2%	3%	
Students with limited English	-8.1%	-1.7%	

proficiency

Note: Data was not included for the categories of African American, Asian, Native American or White due to the group size being too small to report. Data is not reported by subgroup for graduation rate. Data obtained from Rhode Island Department of Education School Report Card Data (RIDE, 2014b).

The methods that the CLEE preparation program, the PRN, use to prepare leaders to enact effective changes to turnaround student performance in a short time period is described in the next section; however, it is best articulated in the following quotes by two of our graduates who are leading in SIG schools:

- *The Principal Residency Network provided me with many tools to begin a trend of improvement. First, I learned to be solution and action-oriented, to continue to seek solutions to increase achievement. Second, PRN emphasizes the need to be mission/vision*

and goal-oriented. All initiatives at Juanita Sanchez align to the School Improvement Plan and push the school's mission of preparing students to be successful after high school. I have no doubt that without the training PRN provided to me, I may have been a strong leader, but I may not have been an effective leader who is able to impact student achievement (Michaela Keegan, Principal, Juanita Sanchez Complex High School, Providence).

- *For the past two years I have greatly benefited from programs offered by the Principal Residency Network and the Learning Leaders Network of Rhode Island. As an Aspiring Principal during the 2012-2013 school year I received endless professional development in all six of the Rhode Island Leadership Standards. I am most thankful for the professional development that I received on leading change to close equity-based achievement gaps. Through my gap-closing research project, I was able to lead my school in looking at data in new ways to make decisions on teaching and learning. My research project involved implementing an RtI program at my school, which ultimately allowed my school to reduce the achievement gap in mathematics. Currently, in my new leadership position, I continue to work on closing equity-based achievement gaps with my staff (Meghan Hollibaugh-Baker, Assistant Principal, Calcutt Middle School, Central Falls).*

Given time, CLEE is sure that the other graduates of our principal preparation program will impact schools they lead in similar ways. The work of this proposal would accelerate and amplify the ability of CLEE and the districts to accomplish this goal.

Over the last year, CLEE also provided training members of the leadership teams in seven of the SIG schools included in this grant through the Rhode Island Race to the Top-funded leadership development work. Participants attended a four-day training to learn how to facilitate small groups of teachers in their building to discuss student work and data in order to

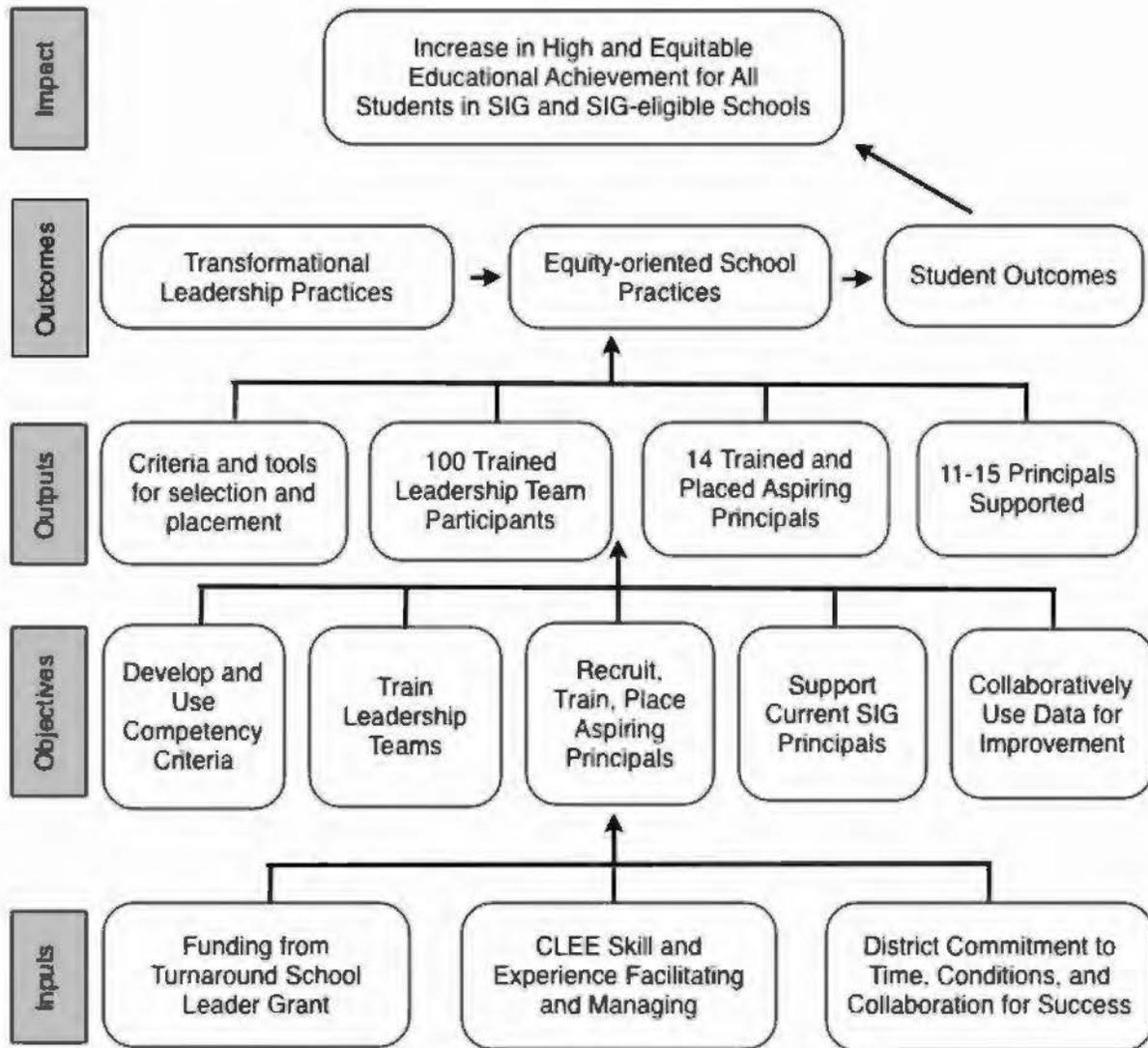
provide critical feedback for colleagues to improve their practice. The work in this proposal builds on this past effort by providing the ongoing and differentiated support needed by the leadership teams from the SIG schools to deeply embed adult collaborative practices required to sustain change in the schools. Evaluations of the previous work in the SIG schools reveal that principals and leadership team members were greatly impacted by the training. Further, they requested more support to hone their skills to facilitate professional learning communities and to enable other teachers and staff to attend the training. Institute participants expressed that the type of continuous support and on-going training included in this proposal would help them to both, “*create and sustain a long range plan of providing strong and embedded professional development in their schools.*” The impact these initial trainings had on school culture, teacher growth, and student achievement is articulated below by an aspiring principal participant from one of the leadership teams:

The creation of a PLC at Bailey allowed for the teachers who had once worked solely in their classrooms with their doors shut to emerge and once again become part of the Bailey community. They were willing to share their students' work, analyze data, and give input in creating lessons. The meetings at Bailey now have a different feel where there is a buzz of excitement and a willingness to share and help others so that all students will benefit. The creation of our action plans, SIP, and ESEA waiver interventions were all created in a collaborative nature with equal voices and maximum input through our PLC. We also continued to use various protocols to celebrate the successes of the previously mentioned initiatives. Data from these documents are also shared using protocols where feedback is solicited and used to improve our plans.

Theoretical Framework

The logic model in Figure 1 displays the ways the resources, objectives, and activities will ultimately impact increasing high and equitable educational achievement for students in the SIG schools. The combination of the resources from the funding, the commitment of the two partner districts (see previous two sections), and the skill and experience of CLEE (see letters of support and previous section on results) will enable the Consortium to successfully implement and achieve the outcomes of the five major objectives/activities of this proposal. This will result in the creation and use of the hiring, placement and evaluation tools as well as a large cadre of leaders trained at all levels of the pipeline (teacher leader/leadership team, aspiring principal, assistant principal and principal). The outcome of the training and use of the criteria and tools will be threefold: leaders will develop transformational practices, equity-oriented school practices will be prevalent in SIG/SIG-eligible schools, and the student outcomes will increase for both the underserved and for all students. The relationships among the components of our strategy (displayed in Figure 1) will create the impact of increasing high and equitable educational achievement for all students, as well as closing gaps for subgroups, in the SIG/SIG-eligible schools. The actions that the consortium will take to create this impact for students are supported by research, as articulated in this section.

Figure 1: Logic Model



Leadership Development and Preparation

Specific leadership practices have been shown to have a positive relationship to student achievement (Leithwood, Seashore Louis, Anderson, Wahlstrom, 2004). Current research also demonstrates how leaders in urban turnaround schools operationalize these core practices (Leithwood, Harris, and Strauss, 2010). Namely, leaders capable of transforming a low-performing school create a shared sense of direction and monitor progress toward this vision in

their schools, foster capacity development among their teachers, and redesign their school structures to improve the core instructional program (Leithwood et al., 2010). While developing knowledge of these practices is crucial to preparing and supporting effective transformational leaders, it is not enough. School leaders need to engage in authentic learning and leading experiences that allow them to enact these practices with critical feedback, both during their preparation phase and while they are in a formal school leadership role. Doing so develops leaders knowledge, skills and dispositions to effectively implement the core leadership practices. The authentic learning and leading is a cornerstone of the leadership development objectives included in this proposal.

Many of the university-based principal preparation programs that the majority of school leaders attend are criticized as inadequate to prepare today's school leaders (Levine, 2005). However, alternative models of preparation that incorporate effective practices have been shown to impact school leaders' practices (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007) and student achievement (Braun, Gable, Kite, 2011a). Further, the type of professional learning that leaders engage in during preparation and for ongoing support can influence the degree to which they are able to take the action steps necessary to make quick and lasting changes in their schools (Braun, Gable, Kite, 2011b, Darling-Hammond et al.). To prepare leaders to enact the research-based core practices (Leithwood et al., 2010) to transform low-performing schools, preparation and development programs must utilize effective, research-based practices articulated in Table 2 that guide CLEE's preparation and development programs.

Table 2: Essential School Leader Development Practices and Supporting Literature

Practices	Supporting Research and Reviews of Literature
• Standards-based content	Darling-Hammond et al., 2007; Jackson & Kelly, 2002; Orr, 2006; SREB, 2006; USDOE, 2004
• Coherent and relevant curriculum	Darling-Hammond et al., 2007; Jackson & Kelly, 2002; Orr, 2006; SREB, 2006; USDOE, 2003
• Individualized content	Jackson & Kelly, 2002; Leithwood & Jantzi, 1996
• Focus on shared instructional leadership	Elmore, 1999; Jackson & Kelly, 2002; LaPoint et al., 2005; Leithwood & Jantzi, 1996; Orr, 2006; SREB, 2006
• Focus on transformation and social justice	Jackson & Kelly, 2002; Darling-Hammond et al., 2007; Leithwood & Jantzi, 1996; Orr, 2006; SREB, 2006
• Authentic learning in residency and/or role	Breidenstein, Fahey, Glickman, & Hensley, 2012; Darling-Hammond et al., 2007; Jackson & Kelly, 2002; Leithwood & Jantzi, 1996; SREB, 2006; USDOE, 2004
• Problem-based learning	Darling-Hammond et al., 2007; 1999; Jackson & Kelly, 2002; Leithwood & Jantzi, 1996; Leithwood et al., 2004; Orr, 2006
• Mentoring or coaching	Breidenstein et al., 2012; Darling-Hammond et al., 2007; Jackson & Kelly, 2002; Leithwood & Jantzi, 1996; SREB, 2006
• Cohort structure	Breidenstein et al., 2012; Darling-Hammond et al., 2007; Jackson & Kelly, 2002; Leithwood & Jantzi, 1996; USDOE, 2004
• Habit of reflection	Breidenstein et al., 2012; Leithwood & Jantzi, 1996; SREB, 2006
• Performance assessments	Jackson & Kelly, 2002; Leithwood & Jantzi, 1996; Orr, 2006; SREB, 2006; USDOE, 2004

CLEE has developed an effective process to train leaders to close gaps in their schools by utilizing the practices in Table 2. Essentially, leaders are trained to make a deep impact by closing an achievement gap and using the results to create a ripple that moves out quickly to impact the whole (Braun, Billups, & Gable, 2014). The importance of closing gaps within a school is based on the following theory of action CLEE has developed throughout the last 14 years of preparing school leaders. By drawing attention to current inequitable outcomes for specific students, school leaders can lead school communities through a process that will challenge systemic inequities and change the communities' beliefs about the ability of *all* students. Scharff, DeAngelis, and Talbert (2009) articulate a similar school improvement model, "Studying the system through the lens of students for whom it is not working clarifies which decisions lead to patterns in curriculum and instruction that consistently fail to meet specific students' needs. The tight focus on a small group of students makes facing and addressing those conditions manageable; shifts the conversation from generalities and assumptions about why struggling students can't learn to specific information about what they don't know and how teachers can help them learn it; and illuminates places where a small, strategic system change can make a big difference" (p.59).

If a school community only focuses on general school improvement, it may not develop the necessary shifts in community perception and beliefs that are needed to implement and sustain high expectations for all students. These shifts are necessary to accomplish the goal of equitable outcomes for all students (Campbell Jones, Campbell Jones, & Lindsey, 2010; Johnson & Avelar La Salle, 2010; Love, 2009; Skrla, McKenzie, & Scheurich, 2009; Talbert, Mileva, Chen, Ken Cor, & McLaughlin, 2010). To lead this effort, CLEE trains leaders to lead collaborative implementation of the following steps: (a) identify inequities in their students'

achievement outcomes; (b) analyze whether the inequity is due to programmatic or teacher quality; (c) research, choose, and lead the implementation of strategies that can meet students' needs; (d) monitor and communicate progress to students, parents, and teachers; (e) make adjustments based on data to increase effectiveness; and (f) continuously facilitate this cycle of collaborative inquiry and action. To enable schools to engage in these processes, leaders focus on building the capacity of the educators in the school to inquire, reflect, critique, and collaborate as a learning community (Johnson & Avelar La Salle, 2010; Love, 2009; Ross & Berger, 2009; Skrla et al., 2009; Talbert et al., 2010).

By focusing reform on inequities in student outcomes, school communities increase their sense of efficacy that they can impact even the students who are most underserved. Thus, their assumptions of these students' abilities is challenged and influenced in positive ways: educators begin to change their minds about discriminatory stereotypes they may have regarding students' abilities and see that, through their own and their students' efforts, *all* students can learn at high levels (Campbell Jones et al., 2010). When a school community believes in its ability to impact the learning of all students, it is more willing to take responsibility for all students. The resulting high level of internal accountability leads to an ability to meet external measures of accountability (Elmore, 2007). Therefore, schools that function as learning communities focused on eliminating inequitable outcomes within their schools also have the practices, structures, and habits of mind in place to meet external accountability targets.

Over the last few years, CLEE has learned to 'unpack' what it means to support leaders in developing into instructional leaders focused on achieving equitable student outcomes. To enable substantial change in schools toward meeting this goal, it is necessary to engage aspiring and active leaders in a process that requires them to collaboratively identify, plan, monitor, and

close significant achievement gaps within their schools, which in turn can change the way school communities perceive their efficacy and students' abilities to lead toward a trajectory of larger school improvements. CLEE is engaged in an ongoing study of the impact of this specific gap-closing method of reform (Braun et al., 2014). This research combined with the work in this proposal will contribute greatly to the turnaround school field body of knowledge.

LEA Conditions, Competency Criteria and Cycles of Inquiry

A clear articulation of leadership practices that impact student achievement in turnaround schools (Leithwood et al., 2004; 2010) and effective preparation and development (see Table 2) are essential; however, these two components are not enough. Clear research-based criteria must be used to select, hire, place and evaluate transformation school leaders (Mendels, 2012). School leaders must then be held accountable for enacting the practices articulated in the criteria while also providing them the autonomy they need to succeed (Kutash, J., Nico, E., 2010). Conditions that allow flexible authority over critical resources such as staffing decisions, time/schedule, budget and instructional program design are essential to a leader's ability to initiate and maintain change (Calkins, Guenther, Belfiore, & Lash, 2007; Kutash et al., 2010). Finally, school and district leaders must engage in constant collaborative data-based dialogue (Love, 2009) on the extent to which the outputs, outcomes, and impact articulated in the logic model (Figure 1) are increasing over time as intended. The Consortium will use the reflective data-based dialogue to make continuous improvements to all the activities and objectives detailed in this proposal to ensure a robust pipeline is being developed and impacting student outcomes. The next section details all the activities in the program design to impact high and equitable educational achievement for all students in SIG/SIG-eligible schools.

Project Objectives, Actions, and Benchmark Indicators

The proposed objectives articulated in the logic model (Figure 1) and supported by research are described in detail in this section, and an overview is presented in Table 3.

Following Table 3, the activities that will enable the consortium to meet the objectives are described in detail by year with the associated benchmark indicators that will allow members to reflect and make decisions based on program data.

Table 3

Overview of Objectives, Activities and Timeline

Year 1	Year 2	Year 3
Objective 1: Research-based competency criteria and tools		
Develop competency criteria and tools	Use competency criteria and tools to make hiring decisions, admit aspiring principals, and make decisions about areas of support for leaders	Use competency criteria and tools to make hiring decisions, admit aspiring principals, and make decisions about areas of support for leaders
Objective 2: Leadership team development and support		
Train initial instructional leadership teams from each school to facilitate adult collaboration	Train new members of leadership teams and provide support to previously trained members	Train new members of leadership teams and provide support to previously trained members
Objective 3: Peer-to-peer learning for principals		
Support principals and	Continue to support principals	Continue to support principals

Year 1	Year 2	Year 3
assistant principals in peer-to-peer high relevancy learning experiences	and assistant principals in peer-to-peer high relevancy learning experiences	and assistant principals in peer-to-peer high relevancy learning experiences
Objective 4: Aspiring principal training and certification		
Recruit and select aspiring and mentor principal candidates for SIG/SIG-eligible schools using competency criteria tools	Place and train 7 aspiring principals with qualified mentors in SIG schools for an intensive residency	Place and train an additional 7 aspiring principals and provide induction support for newly hired leaders
Objective 5: Cycles of data use to inform actions		
Collaboratively collect, report and analyze data on impact of leadership	Collaboratively collect, report and analyze data on impact of leadership	Collaboratively collect, report and analyze data on impact of leadership

Objective 1: Develop and use research-based, locally adopted competency criteria and tools in recruitment, selection, hiring, and support for SIG/SIG-eligible school leadership.

- Year 1 (Sept. 2014 – June 2015) Action: Develop research-based competency criteria and tools collaboratively among Consortium members using current research to articulate the competencies most critical for SIG/SIG-eligible school leaders and for aspiring principals in SIG/SIG-eligible schools.

- *Benchmark Indicators of Progress:*
 - *Competency criteria and tools*

- Year 2 (July 2015 – June 2016) Action: Use research-based competency criteria and tools to make hiring decisions for SIG/SIG-eligible schools and to admit aspiring principals into certification program. Track, share and use data on competency criteria to improve hiring process and make decisions about areas of support for new leaders and aspiring leaders
 - *Benchmark Indicators of Progress:*
 - *Analysis of the patterns of competency from data on candidates, new hires and aspiring principals to identify and support needs of leaders.*
- Year 3 (July 2016 – July 2017) Actions: Use research-based competency criteria and tools to make hiring decisions for SIG/SIG-eligible schools and to admit aspiring principals into certification program. Track, share and use data on competency of candidates, new hires and aspiring principals to improve hiring process and make decisions about areas of support for new leaders and aspiring leaders.
 - *Benchmark Indicators of Progress:*
 - *Continued analysis of patterns of competency from data on candidates, new hires and aspiring principals to identify and support needs of leaders.*

Objective 2: Develop and support 100 members of leadership teams in twelve SIG/SIG-eligible schools

- Year 1 (Sept. 2014 – June 2015) Actions: Train instructional leadership team (approx. four members from each school, including principal) in intensive development on the knowledge, skills, and dispositions needed to facilitate evolving changes in adult practice and culture that lead to high and equitable student outcomes. The training will be the equivalent of six days of training combined with coaching in-school by CLEE facilitators.
 - *Benchmark Indicators of Progress:*

- *Number of leadership team members trained*
 - *Evaluation ratings from participants*
 - *Observation data on use of leadership skills by facilitators*
- Year 2 (July 2015 – June 2016) Actions: Train new members of leadership teams (approx. 2 from each school) in a four-day intensive training. Provide approximately four half-day sessions of continued support and in-school coaching to existing teams and members.
 - *Benchmark Indicators of Progress:*
 - *Evaluation ratings from participants*
 - *Observation data on use of leadership skills by facilitators*
 - *Increase in attendance rate of all teachers in SIG and SIG-eligible schools from year two to year three*
- Year 3 (July 2016 – July 2017) Actions: Train new members of leadership teams (approx. 2 from each school) in a four-day intensive training. Provide approximately four half-day sessions of continued support and in-school coaching to existing teams and members.
 - *Benchmark Indicators of Progress:*
 - *Evaluation ratings from participants*
 - *Observation data on use of leadership skills by facilitator*
 - *Ratings from state-administered school climate survey, SurveyWorks*
 - *Increase in attendance rate of all teachers in SIG and SIG-eligible schools from year 1 to year 3*

Objective 3: Implement a peer-to-peer learning for 12-15 SIG/SIG-eligible principals

- Year 1 (Sept. 2014 – June 2015) Actions: Support SIG/SIG-eligible school principals and assistant principals through peer-to-peer learning experiences with focus identified by

participants' needs, areas indicated in the educator evaluation data, and collaboration with principal supervisors. The eight half-day sessions will use research to focus on strategies to lead for high and equitable outcomes.

- *Benchmark Indicators of Progress:*

- *Number and attendance of principals and assistant principals at sessions*
- *Evaluation ratings from participants*
- *Educator evaluation data of participants*

- Year 2 (July 2015 – June 2016) Activities: Continue to support SIG/SIG-eligible school principals and assistant principals in peer-to-peer learning experiences with focus identified by participants' needs, areas indicated in the educator evaluation data, and collaboration with principal supervisors. The eight half-day sessions will use research to focus on strategies to lead for high and equitable outcomes.

- *Benchmark Indicators of Progress:*

- *Number and attendance of principals and assistant principals at sessions*
- *Evaluation ratings from participants*
- *Educator evaluation data of participants*
- *Ratings from state-administered school climate survey, SurveyWorks*
- *Increase in graduation, attendance and achievement on state assessments for all students and subgroups*

- Year 3 (July 2016 – July 2017) Actions: Continue to support SIG/SIG-eligible school principals and assistant principals in peer-to-peer learning experiences with focus identified by participants' needs, areas indicated in the educator evaluation data, and collaboration with

principal supervisors. The eight half-day sessions will use research to focus on strategies to lead for high and equitable outcomes.

- *Benchmark Indicators of Progress:*
 - *Number and attendance of principals and assistant principals at sessions*
 - *Evaluation ratings from participants*
 - *Educator evaluation data of participants*
 - *Ratings from state-administered school climate survey, SurveyWorks*
 - *Increase in graduation, attendance and achievement on state assessments for all students and subgroups*

Objective 4: Train and recommend for certification fourteen aspiring principals through residencies in SIG/SIG-eligible schools

- Year 1 (Sept. 2014 – June 2015) Actions: Recruit aspiring and mentor principal candidates for SIG/SIG-eligible schools. Use hiring criteria and tools to select aspiring principal candidates and mentor principals for 15/16.

- *Benchmark Indicators of Progress:*
 - *Number of candidates in the candidate pool*
 - *Competencies/criteria data from candidates*

- Year 2 (July 2015 – June 2016) Actions: Place seven aspiring principals with qualified mentors in SIG/SIG-eligible schools for an intensive residency. Provide training, coaching and support for aspiring principals to earn Rhode Island PK-12 Building Principal Administrator Certification.

- *Benchmark Indicators of Progress:*
 - *Percent of aspiring principals who successfully complete the program*

- *Performance ratings for aspiring principals using system similar to educator evaluation system*
- Year 3 (July 2016 – July 2017) Actions: Place an additional seven aspiring principals with qualified mentors in SIG/SIG-eligible schools for an intensive residency. Provide training, coaching and support for aspiring principals to earn Rhode Island PK-12 Building Principal Administrator Certification. Place/hire and provide induction support for aspiring principals who graduated the year before.
 - *Benchmark Indicators of Progress:*
 - *Percent of aspiring principals who successfully complete the program*
 - *Performance ratings for aspiring principals using system similar to educator evaluation system*
 - *Percent of aspiring principals from both years who were placed in leadership positions, particularly in SIG/SIG-eligible schools*
 - *Educator evaluation ratings for new principals in their first year*

Objective 5: Develop and use cycles of data use to inform actions

- Year 1 (Sept. 2014 – June 2015) Actions: The following data will be collected, reported and analyzed collaboratively for implications: (1) For candidates applying for SIG leadership positions the data will include ratings from competency criteria. (2) For new hires, current principals/assistant principals, and aspiring principals, the data will include competency criteria ratings, years in position, educator evaluation data, school climate data, and student achievement data.
 - *Benchmark Indicators of Progress:*
 - *Compilation of data at end of 14/15*

- *Implications for practice derived from the Consortium's collaborative analysis and dialogue*
- Year 2 (July 2015 – June 2016) Activities: The following data will be collected, reported and analyzed collaboratively for implications: (1) For candidates applying for SIG leadership positions the data will include ratings from competency criteria. (2) For new hires, current principals/assistant principals, and aspiring principals, the data will include competency criteria ratings, years in position, educator evaluation data, school climate data, and student achievement data.
 - *Benchmark Indicators of Progress:*
 - *Compilation of data at end of 15/16*
 - *Implications for practice derived from the Consortium's collaborative analysis and dialogue*
 - *Correlational analysis of relationships between hiring criteria ratings and new hire data (years in position, educator evaluation data, school climate data and student achievement data) to validate hiring criteria*
- Year 3 (July 2016 – July 2017) Activities: The following data will be collected, reported and analyzed collaboratively for implications: (1) For candidates applying for SIG leadership positions the data will include ratings from competency criteria. (2) For new hires, current principals/assistant principals, and aspiring principals, the data will include competency criteria ratings, years in position, educator evaluation data, school climate data, and student achievement data.
 - *Benchmark Indicators of Progress:*
 - *Compilation of data at end of 15/16*

- *Implications for practice derived from the Consortium's collaborative analysis and dialogue*
- *Correlational analysis of relationships between hiring criteria ratings and new hire data (years in position, educator evaluation data, school climate data and student achievement data) to validate hiring criteria*

Sustainability

The Central Falls and Providence School Districts are committed to sustaining the work of developing transformational, turnaround leaders. Both districts have been engaged with supporting teachers and other staff members attending the Principal Residency Network in the past and have been a part of the Rhode Island Department of Education's Academy of Transformational Leadership Program with the New York City Leadership Academy. The support of this past work shows the districts' commitment to the objectives and activities in this proposal. Further, the Memorandum of Understanding states that both districts commit to sustaining the use of the competency criteria and the involvement of SIG school leadership in the type of leadership development described in this grant proposal.

The Center for Leadership and Educational Equity is also committed to supporting the sustainability of the work in this proposal beyond the grant period. As stated in the Memorandum of Understanding, CLEE will continue to offer LEAs the opportunity to send participants to leadership team development and support, peer-to-peer learning for acting principals, and aspiring principal training at a reasonable cost. CLEE will also spearhead efforts to apply for further grants to continue the work in the grant during the final year of the project. A major advantage that CLEE has in supporting the sustainability of the work is the relationship the organization has with hundreds of educational leaders across the state, with local foundations,

with leadership associations and programs within the state, and with leadership organizations and programs in other states. CLEE will leverage all these relationships to continue the work in Providence and Central Falls, as well as other Rhode Island districts. CLEE's mission is focused solely on Rhode Island, and unlike many out-of-state partnerships, will remain once this program ends, providing additional opportunities for support of leadership development.

The final factor in the sustainability of the work in this proposal is that it will build immense capacity across a wide breadth of leaders in both districts. All the leadership development work is designed to model and train leaders in the use of best practices to build teaching and leadership capacity in colleagues and staff. The type of leadership development CLEE implements reaches the highest level of learning, transformational learning (Breidenstein et al., 2012), wherein the learner/leader has truly transformed herself and her practice. Not only will the impact of this learning be sustained for those trained by CLEE, it will be spread widely to impact the 695 teachers in the 12 SIG schools as the trained leaders use the transformational tools and practices they learn with their colleagues and staff. The result is a growing community of practice that shares a common vision and goal of transforming educator and school practices to achieve high and equitable outcomes for students for many years to come.

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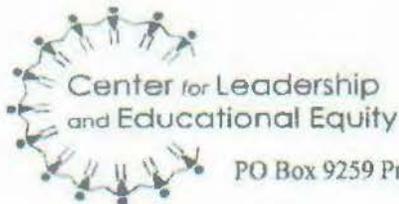
Building a Cadre of Leaders Equipped to Alter the Course Toward a Destination of High and Equitable Achievement for All Students

**Consortium Applicants
Center for Leadership and Educational Equity
Central Falls School District
Providence School District**

Attestation of Consultation

To be as inclusive as possible, Central Falls and Providence School Districts utilized various means to gather input from the public, including teachers and leaders, to assist in developing the strategies included in the proposal. An electronic survey was sent to teachers and leaders in both districts. In Providence, presentations and focus groups were held with various stakeholder groups, including the Providence Principals Quarterly Monitoring Meeting and the Creating Effective Family Partnerships Conference for School Administrators. The survey was also included on the Central Falls district website for the public to utilize. The feedback was used to guide the design of the work in the proposal.

The results of the survey feedback from Providence and Central Falls combined are as follows. $N=86$ people responded to the electronic survey. The survey asked respondents to rate and make comments on the degree to which the five objectives in the proposal will enhance and support leadership in SIG schools. After averaging the responses from all the objectives, the vast majority of respondents (87%) responded that the objectives would enhance and support leaders a 'good' or 'great' amount. Eleven percent believed the objectives would enhance leadership 'somewhat' and 3% indicated the objectives would enhance leadership only 'a little.' Further, no respondents felt that it would not support leaders at all. The average percent of people rating each objective as able to enhance leadership a 'good' or 'great' amount is as follows: Objective 1 (86%), Objective 2 (89%), Objective 3 (88%), Objective 4 (82%), and Objective 7 (87%).



PO Box 9259 Providence, RI 02940

Providence
Schools



**MEMORANDUM OF UNDERSTANDING
BETWEEN
CENTER FOR LEADERSHIP AND EDUCATIONAL EQUITY (CLEE) AND
PROVIDENCE PUBLIC SCHOOLS AND
CENTRAL FALLS SCHOOL DEPARTMENT**

The purpose of this Memorandum of Understanding between CLEE, Providence Schools and Central Falls School Department is to detail the commitment of all three groups to enter into a consortium to submit and carry out, if awarded, the activities associated with our joint application for the USDOE Turnaround School Leaders Program grant.

CLEE, Providence Schools and Central Falls School Department agree to form a consortium that complies with the regulations in 34 CFR 75.127-75.129. As such, CLEE is designated as the applicant and grantee. CLEE, Providence Public Schools and Central Falls each agree to every statement and assurance made in the application. In addition, the agreements and commitments each member makes are detailed below organized by the five major categories of grant activities.

If awarded the grant, CLEE commits to the following as further articulated in the application:

1. Hiring criteria and tools:
 - Facilitate development and dissemination of tools/criteria that are collaboratively developed using current research to guide decision-making.
 - The use of criteria/hiring tools to admit aspiring principals for new SIG/SIG-eligible schools, track/share/use data to make decisions about hiring and support for aspiring leaders during grant period and beyond.
 - Collect data on benchmark indicators that will enhance and tune the criteria on an ongoing basis.
2. Leadership team development and support
 - Create, coordinate and facilitate training, coaching and support.
 - Collect data on benchmark indicators.
3. Peer-to-peer learning for acting principals
 - Design, coordinate and facilitate training, coaching and support.

- Collect data on benchmark indicators.
- 4. Aspiring principals training with individualized learning and coaching
 - Design, coordinate and facilitate training, coaching and support.
 - Collect data on benchmark indicators.
- 5. Cycles of inquiry/data use to inform actions
 - Set up systems for LEAs to collect and maintain needed data.
 - Facilitate collaborative dialogue among consortium members on data analysis and implications for practice on an ongoing basis.
- 6. Sustainability
 - Continue to offer LEAs opportunity to send participants to leadership team development and support, peer-to-peer learning for acting principals, and aspiring principal training at a low and reasonable cost.
 - Spearhead efforts to apply for further grants to continue the work in the grant during the final year of the grant.

If awarded the grant, Providence Public Schools and Central Falls School Department commit to the following, as further articulated in the application:

1. Hiring criteria and tools:
 - Arrange for participation in development of criteria/hiring tools.
 - Commit to use of collaboratively created criteria/hiring tools to hire for new SIG/SIG-eligible leadership positions, track/share/use data to make decisions about hiring and support for new leaders during grant period and beyond.
2. Leadership team development and support
 - Arrange for participation of at least 5 members, including the principal, from each school in training. Funding for coverage for participants included in grant.
3. Peer-to-peer learning for acting principals
 - Arrange for participation of the principals, and assistant principals if possible, from each participating school to attend.
4. Aspiring principal training with individualized learning and coaching
 - Work collaboratively with CLEE to place aspiring principals from own LEAs in SIG/SIG-eligible schools. Funding for partial coverage for participants included in grant.
5. Cycles of inquiry/data use to inform actions
 - Maintain databases within districts and compile information in format to allow for maintenance of confidentiality, where needed.
 - Share and participate with consortium members to allow for use in data analysis to inform the project and LEA-wide leadership decisions.
6. Sustainability
 - Continue to use the data described in the cycles of inquiry process to inform continuous improvement in the leadership pipeline after the award period ends.
 - Continue to use the criteria and tools, and improve with use of data, to select, prepare, place, support, and retain school leaders in SIG schools and/or SIG-eligible schools after the grant award period ends.

(b)(6)

DONNA BRAUN, ED.D
Executive Director, Center for Leadership
and Educational Equity

Susan Lusi
Susan Lusi, Ph.D.
Superintendent
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5/23/14
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Southern Illinois University, College of Liberal Arts

- Major: University Studies emphasis in Environmental Education and Plant Biology, Carbondale, IL.

PROFESSIONAL EXPERIENCE

Executive Director 2008 - present

Center for Leadership and Educational Equity, Providence, RI

- Responsible for research, development, board development, and fiscal management.
- Director of Principal Residency Network, a residency-based administrator certification program:
 - Supervise instructors/advisors for aspiring and mentor principals.
 - Instruct and Advise aspiring principal residencies.
 - Coordinate recruitment and admissions activities.
 - Ensure compliance for program approval with R.I. Department of Education.
- Supervise work of Learning Leader Network, a statewide network of 250+ administrators and teachers.

Adjunct Faculty/Research Fellow 2010 - present

Johnson and Wales University, Providence, RI

- Instructor for Educational Leadership Doctoral Program courses.
- Serve on dissertation committees.
- Research fellow for Center for Research and Evaluation.

Director of Learning Leader Network/Research Coordinator 2005-2013

The Education Partnership/Principal Residency Network, Providence, RI

- Co-founded and directed statewide professional development network for 250+ school leaders.
- Principal investigator of survey-based program evaluation and other data collection.
- Instructor for LEAD 580-C-86 Coaching Seminar, Rhode Island College.

Director of Curriculum & Instruction 2004-2008

Urban Collaborative Accelerated Program, Providence, RI

- Facilitated school-wide professional development that measurably increased at-risk students' achievement in literacy and math at an urban middle school.
- Directed development of school-wide curriculum, instruction, and assessments frameworks.
- Developed and implemented evaluation system for professional staff.
- Facilitated induction for new teachers and served as mentor to aspiring principal interns.
- Directed strategic planning, student assessment, student information systems, and state reporting.
- Principal investigator for program evaluation and other research and data collection.
- Completed a yearlong residency to obtain administrative certification in 2004.

School Design Consultant 2003-2004

Urban Collaborative Accelerated Program, Providence, RI

- Directed efforts to open an alternative high school between three school districts in Rhode Island.
- Created a school design to serve at-risk high school students by integrating research and interview data from 100+ educators and students.
- Built support network of superintendents, school committees, educators, and funding agencies.

Co-Director, Assistant Director, & Co-Founder 1998-2003

Ha:san Preparatory & Leadership School, Tucson, AZ

- Co-founder/co-administrator responsible for hiring, evaluation, management, and instructional leadership at a culturally responsive, college preparatory Native American charter high school.
- Collaborated to analyze and make program decisions for a 1.3 million dollar annual budget.
- Wrote and administered over 2 million dollars of federal grant programs.
- Directed student affairs for 150 students in grades 9-12.
- Responsible for student records, state reports, and student information systems.

Teacher 1998-2001

Ha:san Preparatory & Leadership School, Tucson, AZ

- Instructor for culturally relevant and college preparatory lab science high school courses of ecology, chemistry, physical science, biology, earth & space science, and ethnobotany.

Teacher 1997-1998

Tohono O'odham High School, Tohono O'odham Nation

- Instructor for the courses of physics, biology and general science, including co-coordinating a 2-month Russian exchange program focused on ethnobotany at a Native American reservation high school.

Instructor/Mentor 1997

Prescott College, Prescott, AZ

- Instructor for an educational assessment course.

Research Assistant 1995-1997

Florida Institute of Technology, Melbourne, FL

- Assisted with professional development for a National Science Foundation program for 60 secondary teachers in the curriculum, "Investigating and Evaluating Environmental Issues and Actions".

Field Teacher 1994-1995

SIU Touch of Nature Environmental Center, Carbondale, IL

- Field Instructor for ecological curriculum delivered in weeklong backcountry programs in the Ozark Mountains of Missouri for students in grades 4-12.

CERTIFICATES & CREDENTIALS

- Critical Friends Group Coach, 2005, National School Reform Faculty Facilitator, 2008
- Kennedy Principal Mentor Fellow, The Education Partnership, 2006
- Professional PK-12 Principal, Rhode Island Department of Education
- Professional Teacher of Secondary General Science, Rhode Island Department of Education
- Level I, Phi Delta Kappan, Curriculum Management Audit training, 2002

PAPERS & PUBLICATIONS

- Braun D., F.D. Billups, & R.K. Gable. (2013). Transforming Equity-Oriented Leaders: Principal Residency Network program evaluation. *NCPEA International Journal of Educational Leadership Preparation* 8(1).
- Reeves, A. & Braun, D. (2012). What if every day was "American Indian Day?" In Honigsfeld, A., & Cohan, A. (Eds.) *Breaking the mold of education for culturally and linguistically diverse students: Innovative and successful practices for the 21st Century schools*. Lanham, MD: Rowman & Littlefield Education.
- Braun, D., Gable, R., Kite, S. (2011). Situated in a community of practice: Leadership preparation practices to support leadership in K-8 schools. *NCPEA International Journal of Educational Leadership Preparation*. 6(1). Retrieved from: <http://cnx.org/content/m36634/1.4/>
- Braun, D., Gable, R., & Kite, S. (2011). Relationship Among Essential Leadership Preparation Practices and Leader, School, and Student Outcomes in K-8 Schools. *NCPEA International Journal of Educational Leadership Preparation*. 6(2). Retrieved from: <http://cnx.org/content/m38583/1.4/>
- Braun, D., & Vigneau Carlson, D. (2008). Side-by-side: Novice and veteran principals are a powerful mix for learning in Rhode Island. *Journal of Staff Development*, 29(2), 34-37.
- Braun, D., Mojkowski, C., & Van Horne, W. (2007). *Student performance outcomes of a Rhode Island public alternative school: The challenge and the results*. Retrieved from: <http://www.ucap.org>
- Braun, D., Vigneau Carlson, D., & Forti, V. (2005). *Through the eyes of those who know it: A formative evaluation of the Principal Residency Network*. Unpublished manuscript, The Education Partnership.
- Contributor to: King, M. S., (2004). Voices of Progressive Charter School Educators. In Rofes, E. and Stulburg, L. (Eds.) *The Emancipatory promise of charter schools: Towards a progressive politics of school choice* (pp. 159-185). Albany, NY: State University of New York Press.
- Bird, N., Braun, D., Macias, J., Mendez, A., Redhorn, C., & Reeves, A. (2003). Warriors of Tomorrow. *Narratives*, 7, 73-80.
- Contributor to Marcinkowski, T., Anderson G., Drag, J., English, P., Lunsford, J., and Sward, L. (2000). *The everglades case study: An extended case study for the investigation of a threatened watershed and ecosystem, a student worktext*. Illinois: Stipes Publishing L.L.C.
- Braun, D., Lundsteen, A., & Suedmeyer, B. (1994). Biomass comparison of tropical dry forest, wet grazed grassland, and stream edge at Cebadilla, Costa Rica. *Autrophia, The Journal of the Department of Plant Biology, SIUC*, 1, 7-9.

PRESENTATIONS

- Braun, D., Gable, R., & Kite, S. (2009, May). *Situated in a community of practice: Leadership preparation to support leadership in K-8 schools*. Presented at the 2009 Annual Conference of the New England Educational Researchers Organization, Portsmouth, ME.
- Braun, D., & Haskins, C. (2008, November). *Making meaning from equity definitions*. Presented at the 11th annual multi-cultural conference, Promising Practices, Rhode Island College, Providence, RI.
- Braun, D., Gable, R., & Kite, S. (2008, October). *The relationship among leadership preparation practices and leader, school, and student outcomes in K-8 schools*. Presented at the 39th annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Valenciano D., & Braun, D. (2002, February). *Science through gardening with native youth*. Presented at the 12th Annual Science and Math Conference, University of Arizona, Tucson, AZ.

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HONORS

- Finalist, American Educational Research Association Leadership for School Improvement Special Interest Group 2008 Dissertation Award, February, 2009.
- Clifton J. Boyle Dissertation Award, School of Education Educational Leadership Program, May, 2008
- Outstanding Commitment and Support of Tohono O'odham High School 1997-1998, Office of Indian Education Programs

SERVICES & CONSULTATIONS

- Co-director, Ocean State Center of Activity, School Reform Initiative *2009-present*
- Vice-President, Ha:san Educational Services, Inc. Board of Directors *1998-2012*
- Member, The Education Partnership Policy & Research Advisory Committee *2005-2006*
- Member, Program Alternative Network, Rhode Island Department of Education *2003-2004*
- School Board Member, Ha:san Preparatory & Leadership School Board *1998-2000*
- Junior/Senior Advisor, Ha:san Preparatory & Leadership School *1998-2001*
- Co-Coordinator, Russian Environmental Exchange Program, Pima Community College *1997-1998*
- Senior Sponsor, Student Environmental Club Advisor, Tohono O'odham High School *1997-1998*
- Board Member, Regional Association of Concerned Environmentalists, IL *1994-1995*

PROFESSIONAL MEMBERSHIPS

- School Reform Initiative 2008 - present
- National Staff Development Council 2007 - present
- American Educational Research Association 2007- present.
- Association for Supervision and Curriculum Development 2005 - present.
- Rhode Island Association of Secondary Principals/NASSP 2005 - present.
- National School Reform Faculty 2005 - 2008.
- National Science Teachers Association member from 1997 - 2002.
- North American Association for Environmental Education 1996 - 2011.

GRANTS

- **Lead Writer and Project Director**, Rhode Island Foundation strategy grant for leadership development at \$20,000 in 2009 and \$35,000 in 2010, \$75,000 in 2011, \$50,000 in 2012, \$75,000 in 2013.
- **Lead Writer and Project Director**, USDOE federal appropriation for leadership development at \$191,000 for 2007/08 and 2008/09.
- **Lead Writer and Project Director**, Jessie B. Cox Charitable Trust, Building Capacity to Develop a Second Chance for At-Risk Youth at \$85,000 for 2005/06 and 2006/07.
- **Lead writer and Project Director**, R.I. Dept. of Ed. Article 31, Professional Development funds at \$4,000 annually for 2005-2008.
- **Lead and Co-Writer**, Multiple private foundations for out-of-school time programs at \$100,000 for the 2005/06 school year.
- **Lead Writer and Project Director**, AZ Nutrition Network Grant at \$25-50,000 annually between 2001-04. Healthy Arizona 2010, Harvesting for a Healthy Heart at \$5000 for 2002/03.
- **Lead Writer and Project Director**, Technology Literacy Challenge Fund, AZ Dept. of Education at \$15,000 for 2001/02.
- **Lead Writer and Project Director**, E-Rate, U.S. Schools and Libraries Universal Service at \$3,900 for 2001/02 and \$8,249 2003/04.
- **Co-Writer**, USDOE 21st Century Learning Centers project at \$530,000 annually between 1999-2003 for a consortium of schools submitted by Luz Social Services.
- **Co-writer**, USDOE Title Grants at \$50,000 and Impact Aid at \$350,000 annually 1998-2003.

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RESEARCH SKILLS

- Quantitative methodology (questionnaire, record review, longitudinal cohort tracking), analysis (t-test, χ^2 , hierarchical linear regression, correlation, ANOVA), and reporting in tables and figures.
- Qualitative methodology (focus groups, interviews), analysis (transcribing, coding, categorizing), and reporting in narrative.
- Proficient in use of SPSS, Microsoft Office Suite (Excel, PowerPoint, and Word), Filemaker and multiple student information database systems.



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Education

Principal Residency Network, Providence, RI
2011 Rhode Island Certificate: K-12 Building Administrator

Lesley University, Cambridge, MA
2000 M.Ed. Curriculum & Instruction: Literacy

Keene State College, Keene, NH
1995 B.A. Psychology
1995 B.S. Elementary Education

MA Elementary Education Certification (1-6)
RI Elementary Education Certification (1-6)
RI Elementary Principal Certification (K-12)

Experience

- Director, Learning Leader Network, Providence, RI June 2013-Present
- Lead Instructor/Advisor, Principal Residency Network, Providence, RI August 2011-Present
- Assistant Principal, Richmond Elementary School, Richmond, RI July 2011-July 2012
- Principal in Residence, Richmond Elementary School, Richmond, RI June 2010-June 2011

Facilitating Professional Development/Course Instructor

- Course Instructor: Chariho Regional School District/University of Rhode Island
Wood River Junction, RI, October 2013- February 2014
- Facilitator: State-wide Community of Practice: Common Core State Standards,
December 2013-Present
- Facilitator: Facilitating Professional Learning Communities
Central Falls High School, Central Falls, RI, December 2013 - Present
- Coach, Statewide Critical Friends Group, Learning Leader Network, Providence, RI
September 2011- Present
- Facilitator: Enhanced Leadership Development Network, Providence Rhode Island
December 2013- Present
- Facilitator, Strategic Planning, The Greene School, West Greenwich RI November –March, 2014
- Facilitative Leadership Institute Facilitator, Learning Leader Network, Providence, RI, March –July
2013



- Facilitator, NYCLA Advisory Group, Learning Leader Network, Providence, RI February 2013 – April 2014
- Facilitator, Strategic Planning, Chariho Regional School District, Wood River Junction, RI March 2013

Classroom Teaching Experience

- Classroom Teacher, Grade 4, Richmond Elementary School, Richmond, RI January 2010-June 2010
- Classroom Teacher, Grades 4 & 1, Newman Elementary School, Needham, MA August 1997- June 2001
- Classroom Teacher, Grades 3 & K, Jonathan Daniels Elementary School, Keene, NH August 1995-June1997

Affiliations/Memberships

- School Reform Initiative August 2011-Present
- Rhode Island Association of School Principals June 2010-Present
- Learning Forward: The Professional Learning Association September 2012-Present

CURRICULUM VITAE

FRANCES A. GALLO, ED.D.

(b)(6)

PROFILE

Highly effective educational leader with 44 years of demonstrated service and commitment to increasing the student achievement of RI students

- Teacher first, with the core knowledge and understanding of the specific needs of urban students and the system initiatives that address them
- Results-driven administrator with strategic focus, financial management and analytical skills, and policy and planning expertise
- Experienced facilitator of authentic engagement strategies, validating the voices of students, families and community
- District-level practitioner of team-building and reciprocal accountability, modeling distributive leadership
- Skilled negotiator with extensive experience in collective bargaining and state intervention strategies

EDUCATION

Ed.D. in Educational Leadership, NOVA University, Davie, FL 1989

Master of Education, Rhode Island College, Providence, RI 1974

Bachelor of Science, Rhode Island College, Providence, RI 1971

Graduate Work in Rel. Ed., Providence College, Providence, RI (30 credits earned)

Certifications

Superintendent Certification, Rhode Island 2002 Valid for Life

Elementary/Middle School Principal Certification, Rhode Island 1987 Valid for Life

Elementary Teacher KG – 06, Rhode Island Valid for Life

Trainings

Institute for Learning - University of Pittsburgh

- Superintendent Retreats 2005, 2004
- Administrator Think Tanks 2003, 2004

Wallace Leadership Institute 2002

National Center on Education and the Economy (NCEE)

- Instructor Certification: Using Standards and Standards Driven Curriculum, Course One 1998

RI Skills Commission Summer Institute 1997

Harvard Principals Center Summer Institute 1986

EDUCATIONAL LEADERSHIP

Superintendent **3/2007 - Present**
Central Falls School, Central Falls, RI
 Responsible for overall school district business with an
 Emphasis on teaching and learning

Deputy Superintendent **10/2005 - 1/2007**
Providence Public Schools, Providence, RI
 Responsible for the Division of teaching and Learning as well as overall
 Responsibilities in partnership with the superintendent.

Accomplishments

- Assist the Superintendent in the day to day operation of the school district
- Provide guidance and assistance to staff in district-wide and cross-divisional problem solving and program planning
- Co-Chair joint committees established with the Providence Teachers Union
- Oversee implementation and execution of multi-divisional special projects and programs across the school system

Transitional Superintendent **04/2005 - 06/2005**
Providence Public Schools, Providence, RI
 Responsible for ensuring seamless transition of administration, supervision, and coordination of department operations as current superintendent began phase-out measures. Insured continuous liaison activities with Mayor, School Board, RI Department of Education, parents, and the community.

Accomplishments

- Advised the School Board in all areas of district operations
- Initiated and implemented innovative public engagement meeting with the School Board around budget issues
- Led the work of Progressive Support and Intervention between the RI Commissioner of Education and the Providence School Department
- Delivered formal presentations to the RI Senate Finance Committee and the RI House Sub-Committee on Finance at a series of community engagement meetings, parent forums, and a public rally of 1,500 people. The components of each data-driven presentation were student performance indicators, elementary, middle and high; pertinent Providence demographics and their comparability to other RI cities and towns; transparency in fiscal reporting; and accountability regarding unfunded mandates
- Served as primary district spokesperson during the budgetary discussions through community outreach via radio and television: Local Access Cable, WHJJ, AM Radio 1018, etc.
- Served as liaison with community agencies: Providence After School Alliance (PASA), Rhode Island Scholars, Street Workers, United Way, Community Schools, West End, Olneyville Community Center, and others
- Presented school reports at regular meetings with the Mayor
- Presided as district hearing officer for Level II grievances with union

Chief of Administration **10/2004-6/06**
Providence Public Schools, Providence, RI
 Second-level-in-command role as one of the four department chiefs. Responsible for reorganizing the Division of Special Education and Support Services for efficiency and efficacy based on Distributive Leadership model.

Accomplishments

- Responsible for the oversight of the \$70 million special education budget, as well as, nearly the \$5 million budgets of the combined offices of Health, Student Affairs, Guidance, and Social Services

- Restructured the Special Education Department for streamlined access, service, and compliance
- Appointed and served as point person for the Progressive Support and Intervention work at Hope High School
- Initiated, developed, and coordinated hundreds of Professional Development opportunities for high school and special educators in accordance with the current PTU contract
- Oversaw evaluation of 16 supervisors and directors of special education and support services, three high school directors, and 11 middle school principals and directors
- Developed and convened the diverse Student Success Committee comprised of PTU leadership, PSD leadership, and faculties and support personnel from all levels of schooling. This Committee successfully developed and promoted innovative School Board policy regarding student discipline and conduct that is research based and supported by Positive Schools. Currently this team is developing a new code of conduct for School Board deliberations
- Presided as hearing officer for Level II grievances

Middle Level Executive Director

08/2002-6/2005

Providence Public Schools, Providence RI

Responsible for administrative evaluations, school scheduling, staffing, and budgeting related to middle level instruction and redesign, and maintaining positive labor relations. This role brought to light serious discrepancies in School Improvement Team planning and student disciplinary practices among the middle schools.

Accomplishments

- Mediated all union grievances pertaining to middle schools
- Convened and facilitated colloquia with teachers and principals
 - Redesign 2002-03: led weekly meetings in order to shift the paradigm of thinking about how middle school conduct business; raising expectations for teaching and learning; improving student conduct; implementing innovation practices to hear student voices;
 - May Institute Initiative with Positive Schools 2003-04: instructed and facilitated weekly sessions as middle school teams became fully familiar with the concepts and planning steps needed for building school wide behavior plans and support teams; had direct oversight for the implementation of the plans and continued to meet with behavior support teams while monitoring data for effectiveness;
 - Grade Level Expectations curriculum work and Interim Assessment development 2004-05: led the work of the elementary and middle school teams to align and revise the existing Scope and Sequence with the newly published State Grade Level Expectations; published the work and continued to develop the interim assessments for grades three through eight;
 - Organized and institutionalized the two day Transition Program from fifth grade to sixth grade based on *the 7 Habits for Highly Effective Teens*
- Initiated, developed, and coordinated Professional Development opportunities for middle level educators in accordance with the current PTU contract
- Completely designed and developed the current evaluation tool for the Providence Administrators Union
- Conducted formative and summative evaluations of all middle school principals

Superintendent

1997-2002

Jamestown Public Schools, Jamestown RI

Chief Executive Officer for suburban school district of approximately 1000 children where nearly 800 attended schools under my direct supervision with high school

students tutored to neighboring high schools. The pre-school through grade eight students were housed in two nearby buildings. Served as the principal of both buildings while also serving as superintendent. Sixty teachers worked collaboratively in this endeavor.

Accomplishments

- Oversight responsibility for \$9 million budget
- Developed Standards Based Curriculum: English, Mathematics and Science.
- Reorganized the system including the development of school improvement teams, district strategic planning council, student government, and district-wide parent organization
- Instituted monthly open forums for the purpose of public engagement in schools
- Developed an alternate Honor Roll based on substantial evidence of student performance in a subject category
- Initiated full inclusion programs: Preschool and Primary grades
- Taught eighth grade specialized gifted English/Language Arts Program
- Instituted Community Service requirement for eighth grade promotion
- Successfully Negotiated Innovative Union-Management Contract
- Successfully developed a Professional Learning Community across the grade levels
- Identified by RIDE as a model district for Self-study and planning
- Established Peace Keepers Program (mediation for students)

Principal, Eldredge Elementary School K-6 **1987-1990**
Principal, Eldredge Elementary School 4-6 **1990-1997**

East Greenwich Public Schools, East Greenwich, RI
 School of 400 students
 55 faculty

Nationally Recognized Blue Ribbon School of Excellence in 1992.

- Partnered with the US Postal Service – dividing our school into town addresses and zip codes
- Developed Monthly Town Meetings in support of student voice – holding all school assemblies while teachers participated in professional development activities
- Formalized Student Council
- Initiated Parent-Teacher Governance Council years prior to the RI State Law instituting School Improvement Teams
- Initiated Home Visitation Teams

Principal, St. Bartholomew School K-8, **1984-1987**
 Providence, RI 350 students, 27 teachers

- Enlivened a decaying school through faith-based bible study
- Implemented comprehensive public relations and recruitment strategy to increase enrollment when the school was about to close with only 86 children registered
- Secured the services of the Special Education specialists for St. Bartholomew School children through the strict application of federal law regarding access and services
- Instituted partnerships of support securing nearly one hundred thousand dollars of both financial and other resources

Teacher, Cranston-Johnston Catholic Regional School **1981-1984**
 Cranston, RI

- Initiated and piloted half-day Kindergarten
- Developed curriculum
- Chaired report card revision committee

	Director of Instruction, Parish School K-12 Cranston, RI School of 700 students and 65 teachers.	1976-1985
	Substitute Teacher, Grades K -12 Cranston and West Warwick RI Public Schools	1971-1981
PROFESSIONAL ACTIVITIES	Adjunct Professor, Parent and Community Engagement Providence College Designed course to support the development of public school administrators	2010-2011
	Adjunct Professor, Teaching & Learning Adjunct Professor, Change leadership Johnson & Wales University Providence, RI Designed these courses for the doctoral program based on best practice and current research.	2007-2008 2007-2008
	Presenter/Facilitator: Institute For Learning Video documentation of the work of Greene Middle School as the district liaison connecting the strategic planning of the district to the classroom level. This video featured Coherent Professional Development. Facilitated debriefing and local planning sessions concluding each of the national retreat days resulting in the articulation of Providence's leadership agenda for 2005-2006. National Superintendents' Retreat, Phoenix, AZ	May 2005
	Presenter/Panelist: Positive Behavior Intervention Supports Reviewed the work of the Providence Middle Schools' Positive Behavior Support teams and articulated the scope of the work designed for 2005-2006. May Institute, Worcester, MA	May 2005
	Presenter: Rhode Island Parent Information Network (RIPIN) Effective establishment of School Improvement teams	October 2004
	Adjunct Professor, School Community Relations Providence College, Providence, RI Designed this course based on Study Circle Research and Interstate Leadership Consortium Standards	2002-2005
	Review Panelist RI Department of Education Charter Schools Review, Providence RI RI Department of Education Blue Ribbon Application, Providence RI	1990- 2009
	Consultant: Graduate School Portfolio Development Providence College, Providence RI	2002
	Consultant/Facilitator Looking at Student Work Protocol following the Education Trust Model	2001-2011
	Presenter/Facilitator Administrator Retreat Chariho Public School District, Charlestown, RI	2001
	Consultant/Facilitator School Committee Retreat/Re-organization Effort Foster/Gloucester School District, Foster RI	2000

Instructor, Introductory to Education **1999-2001**
 University of Rhode Island, Kingston, RI

Presenter
 Introduction to Standards & Standards Driven Curriculum National Center
 on Education and the Economy **1998-2002**

Review Panelist **1996-1999**
 U.S Department of Education Blue Ribbon School Washington DC

Review Program Site Visitor **1994-1995**
 U.S Department of Education Blue Ribbon School, Washington DC

Presenter
 Self-Esteem through Reality Therapy and Glasser's Quality Schools

- Rehoboth School District, Rehoboth, MA **1992**
- Southern Collaborative Teachers Conference, Kingston, RI **1992**
- Behavioral Disorders Conference, Warwick, RI **1991**

Presenter:
 Classroom Discipline
 Art Department Student Teachers
 Rhode Island College, Providence, RI **1991-1999**

**MEMBERSHIP/
 COUNCILS**

- RIDE Progressive Support and Intervention Committee 2002-05
- RIDE Alternate Schools Study Committee 2002- 2004
- Unsafe Schools Advisory to RIDE required by NCLB 2002-2003
- Member of Community School Core Team, D'Abate /Delsesto Schools 2003
- Board of Directors, United Way Community Schools 2002 - 2010
- Board of Directors, West End Community School at Gilbert Stuart 2002-2003
- Advisory Board for Center of Teaching and Learning, Coventry, 2000-2002
- Professional Development Advisory Council, RIDE 1999-02
- RI Skills Commission 1997-2002
- Assessment Advisory Committee, RI Department of Education Assessment Program
- Advisory Board for Special Education, RI Department of Education 1997-2001
- Association of Supervision and Curriculum Development (ASCD) 1985 to present
- RI Association of Supervision & Curriculum Development (RIASCD) 1987 to present
- RI Association of School Administrators (RIASA) 1997 to present

**SUCCESSFUL
 GRANTS**

- I3 Village Grant \$3M over 3 years starting January 2013
- Gates Planning grant, Charter Schools and Central Falls \$100,000
- Nellie Mae Foundation Grant for Central Falls \$300,000
- Collaborated with the Mayor and City leaders to establish an "After School Alliance" \$5 million
- RI School Reform "Working Wonder" grant, 1997-2000, \$150,000
- GEMS NET grant from National Science Foundation in conjunction with University of RI, 1997-2002, \$5 million
- Collaborated in the development of the Consolidated Resource Grants each year since 1996

- Robotics Grant from Toyota, 1994, \$12,000
- First RI Elementary Perkins Grant - Positive Action Career Education (PACE)- 1991-1993 \$50,000
- First Child Opportunity Zone (COZ) Planning Grant in RI in the early 1990s, \$3,500

**COMMUNITY/
VOLUNTEER**

- Member of Board of Central Falls Adams Library 2011 -2013
- Member of the Board of Directors, Sacred Heart Housing, Msgr. DeAngelis Manor 2009- ongoing
- Religious coordinator for various parishes since 1971- 2000
- Elected member of parish Council for 10 years
- Moderator for secret giving assisting families through parish work since 1975 (This group of individuals provides support to the community poor by providing them with often needed medicines and other items)
- Operator of Trade Store at the Hartford Projects 1976-79
- Catholic Youth organization (CYO) basketball coach intermittently
- Operated the Tower Hill Summer Camp 1983 providing urban youth an opportunity to enjoy the seascapes of RI
- Advisory Board of local co-op pre-school, 1989-1993
- Co-President of the Safe Environment Neighborhood group, 1985-1990
- Instructor on English at the parish center -ongoing
- Member of the parish Healing Ministry Team -ongoing
- Presenter of Youth Retreats -ongoing
- Co-Moderator/Inspirational speaker at retreats for Deacons and Wives -ongoing

HONORS

Progreso Latino Educator of the Year Award 2010
Johnson and Wales University, Education Dean's Chair Award Recipient 2009
Rhode Island Collage Honor Roll Recipient, Secondary Education 2007
YMCA Community Partnership Award 2004
AAUW Woman of the Year Award (Warwick, West Bay) 1993
Woman of the Year (Title IX), RI Commission on Women 1992

Victor F. Capellán

(b)(6)

An accomplished educator seeking a key role with an organization in need of a proven leader in school reform, community and youth development, program development, assessment, and productivity enhancements.

CORE COMPETENCIES

- **Education and Training:** experienced in principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and measurement of training effects
- **Resourceful and well-organized:** skilled in activities planning, task management, and project follow through
- **Effective community and interpersonal skills:** adept in public and client relations, motivational skills required to allow team members to achieve goals, create positive learning environments
- **Problem solver:** experienced in evaluating problems rapidly and appropriately to changing circumstances. Evaluate problems, resolve interpersonal conflicts, make astute decisions to effect positive change, and refocus on new priorities

CAREER AWARDS & HIGHLIGHTS

Educator Award – RI Dominican American Heritage Committee (2009)
Selected as one of 13 LIDERES nationally - Coors Miller Brewing Co (2008)
New York City Educator of the Week – Univision Broadcasting (2008)
Fiorello LaGuardia Little Flower Award – LaGuardia Community College (2007)
URI Alumni Excellence Award for Community Service – URI (2001)

PROFESSIONAL EXPERIENCE

Deputy Superintendent for School Transformation Jul 10 - Present
Central Falls High School, Central Falls, RI

Serve as the transformation officer for Central Falls High School, one of the first high schools in the nation to be named a persistently low achieving school. Responsible for the design, implementation and overall leadership of the school reform plan.

- Lead a team of school reformers to create and implement a plan to transform Central Falls High School.
- Serve as transformation officer responsible for implementing all aspects of the Protocol for Intervention of Persistently Low Achieving School.
- Procure and manage \$1.3 million federal School Improvement Grant.
- Hire, train, supervise and evaluate a staff of 100 diverse teachers and support staff.
- Server as mentor and guide for two high school principals.

Assistant Superintendent/Chief Academic Officer Feb 09-Jun 10
Fall River Public Schools, Fall River, MA

Worked as the district's second in command and provide leadership and guidance on all district-wide issues. Provided instructional leadership as the Chief Academic Officer for the district.

- Along with the superintendent supervised and evaluated K-12 principals.
- Responsible for managing federal programs and funds (Title I, IIA, III, IV and ARRA) totaling over \$16M.
- Provided leadership in all curriculum, instruction and professional development matters in the district.
- Coordinated with district leadership to design and implement the Massachusetts Department of Elementary and Secondary Education recovery plan for Fall River.

Director of School Improvement & Leadership Services
Fall River Public Schools, Fall River, MA

Aug 08-Feb 09

Supported the schools principals and instructional leadership team by providing or identifying resources for direct training, guidance and facilitate school improvement initiatives.

- Provided coaching and support as necessary to the principals, created the Principals Networks.
- Created the district's School Review Visits protocol to observe schools and collect data on specific priorities in the school improvement plan and ensure that targeted feedback is provided to the schools.

Principal

2004-2008

EBC High School for Public Service-Bushwick, Brooklyn, NY

Led EBC, an urban public high school serving 630 students, through a reform process which involved changing the school's status from an alternative school to a regular high school.

- Implemented the New York City state approved curriculum and transition the school from an alternative school to a nurturing learning community with high standards for all students.
- Provided professional development aligned with EBC's mission and district goals.
- Led EBC to represent New York City in the Broad Foundation's Top Urban School District Competition.
- Efficiently managed a budget of over \$5 million.

Associate Director

2002-2004

Office of New Schools Development, NYC Department of Education, New York, NY

Played a key role as part of a high-functioning team supporting the creation of small learning communities.

- Facilitated the closing of comprehensive low performing high schools and collaborated with parents, educators, and community leaders to develop new and effective schools within the existing academic structure.
- Managed the closing of four low performing high schools each with a population of over 1000 students.
- Created a framework used by the team of educators, parents, students, and community organizations handling the development of curriculum and standard operating procedures for new schools.
- Provided assistance and support to development teams in creating 20 new small schools.
- Prepared a comprehensive plan that included communication strategies to engage parents and the community at large in underserved populations.

Facilitator

1999-2002

Parent Information & Student Registration, Providence Schools, Providence, RI

Established and implemented a new student assignment policy and standard operating procedures to enforce the policy in addition to the enrollment of students into Providence Public Schools.

- Directed school placement and registration for K-12 students.
- Implemented the Student Assignment Plan which served 27,000 Providence students and their families.
- Administered a budget of over \$1,000,000 and transformed the center's focus to customer service.

Executive Director

1998-1999

Center for Hispanic Policy and Advocacy, Providence, RI

Led non-profit community-based organization in its mission of improving the quality of life for Latinos in Rhode Island by advocating for equality.

- Raised funds and administered a budget of local, state, federal and private funds.
- Supervised the Bridge School, an alternative high school for adjudicated youth.

Leadership Coordinator

1996-1998

University of Rhode Island, Student Leadership Office, Kingston, RI

Provided leadership development training to URI students by using experiential learning methods.

- Designed and implemented Leadership Development classes, designed, and implemented workshops on leadership related topics.

EDUCATION AND CREDENTIALS

Master of Arts, Education University of Rhode Island	December 2002
Master of Science, Human Development & Family Studies University of Rhode Island	May 1996
Bachelor of Arts, Political Science University of Rhode Island	August 1992

Rhode Island Department of Education – Superintendent of Schools 2011

Massachusetts Administrator License – Massachusetts Department of Elementary and Secondary Ed 2008

District Administrator and Supervisor – The New York State Department of Education 2007

School Administrator and Supervisor – The New York State Department of Education 2004

PROFESSIONAL AFFILIATIONS

- Member, National Dropout Prevention Network 2010 & 2011
- Member, League of Innovative Schools, New England Secondary School's Consortium 2011-Present
- Chairman, RI Kids Count, Board of Directors 2009-Present
- Advisory Council Member, Latino College Access Coalition 2010-Present
- Advisory Board Member, College Readiness Program 2010-Present
- President, Board of Directors, Dominican American National Roundtable 2007-2009
- Chairman, Board of Directors of Rhode Island Housing 2001-2002
- Board Member, Providence Public Libraries 2001-2002
- Board Member, Rhode Island Hospital 2000-2002

PROFESSIONAL REFERENCES

Available Upon Request

Lori Batista McEwen, Ph.D.

(b)(6)

Education

Boston College

Chestnut Hill, Massachusetts

Ph.D. in Education Administration, 2007

Dissertation title: *Seeds of Change: The Origins of Early-Career High School Teachers' Change-Mindedness*

University of Massachusetts - Boston

Boston, Massachusetts

M.Ed., Education Administration, 1997

Boston College

Chestnut Hill, Massachusetts

B.A., *magna cum laude*, 1991

Majors: Secondary Education and English

Minor: Spanish

Experience

Blackstone Valley Prep Mayoral Academy, Pawtucket, RI

March 2012-present

Director of Academics

At Blackstone Valley Prep, a network of charter schools serving a diverse student body from urban and suburban environments, I am responsible for all matters related to teaching and learning, including:

- Development and oversight of K-12 CCSS aligned curriculum, including management of curriculum coordinators and consultants
- Coordination of network-wide professional development for teachers and leaders, including instructional rounds
- Creation, oversight and facilitation of teacher leader cohort
- Mentoring, supervision and evaluation of school leaders
- Establishing vision for, and hiring designer of, the BVP High School (opening fall 2015)
- Supervision of network special education director and ELL coordinator

Portsmouth High School, Portsmouth, RI

August 2009-March 2012

Assistant Principal

- Pioneered the development of a Response to Intervention program to address the needs of struggling students
- Strengthened instruction via focused observations and intensive assistance as necessary
- Led collaborative school-wide identification of essential standards by course and department
- Co-chaired our School Improvement Team, setting goals and focusing on professional learning community
- Piloted the RIDE educator evaluation model as an evaluator and participant
- Created a teacher evaluation tool as member of district-wide teacher excellence committee
- Coordinated, developed and provided professional development to meet school goals

Lori Batista McEwen

Teachers21, Wellesley, MA
Staff Development Consultant/Program Associate

April 2006-July 2009

- Facilitated development of professional learning communities through embedded, ongoing coaching in multiple school districts in Massachusetts
- Developed and taught graduate courses on teacher leadership through partnership with Simmons College
- Advised and aided educators in aligning curriculum, determining essential standards, creating common assessments and looking together at student work

Boston College, Chestnut Hill, MA
Research Associate, "Performing Beyond Expectations"

October 2008-July 2010

This project explored high-performing organizations in education, health, business & sport and was funded by the National College for School Leadership and the Specialist Schools and Academies Trust and co-led by Andy Hargreaves of Boston College and Alma Harris of the Institute of Education, University of London, England. As part of the research team, I wrote case studies and presented findings in print and presentation.

Alberta Ministry of Education, Alberta, Canada
Program Evaluator, Alberta Initiative for School Improvement
Co-Author, "The Learning Mosaic"

January 2009-July 2009

Working closely with two colleagues from Boston College and more broadly with researchers in Canada, I evaluated the effectiveness of the Alberta Initiative for School Improvement, a large-scale and long-term provincial initiative.

Lynch School of Education, Boston College Chestnut Hill, MA
Graduate Assistant Supervisor of Student Teachers

September 2000-June 2003

Gilbert H. Hood Middle School, Derry, NH
Assistant Principal

July 1998-June 2000

- Initiated and designed peer observation program in collaboration with teacher leaders
- Co-chaired gender equity committee, procuring grant for staff development
- Oversaw all aspects of special education and 504 plans as building director

North Kansas City High School, Missouri
English Teacher

September 1997-June 1998

- Utilized "exhibition" model, allowing students to demonstrate mastery
- Chaired publicity committee for school's first parent-teacher conferences, attracting many parents

Cohannet Middle School, Taunton, MA
English Teacher

September 1992-June 1997

- Successfully led initiative to institute heterogeneous grouping
- Piloted team-taught inclusion class leading to successful mainstreaming
- Developed an advisor/advisee program for at-risk students
- Served as secretary of school's first site council which created a school improvement plan and mission

Uxbridge High School, Uxbridge, MA
English Teacher

September 1991-June 1992

Lori Batista McEwen

Conference Presentations

Feinstein School of Education and Human Development (Rhode Island College) 3rd Annual Conference: Providence, RI March, 2013

Presenter: "Co-Teaching and the Development of Early-Career Teachers"

New England Association of Schools and Colleges (NEASC) Annual Showcase: Westford, MA October, 2011

Presenter: "Common Planning Time for Teachers"

American Educational Research Association (AERA) Annual Conference: Denver, CO April, 2010

Panel Presentation: "Performing Beyond Expectations: Learning From Organizations Within and Beyond Education"

Presenter on paper: "Learning Beyond the Schoolhouse: Implications for Schools From High-Performing Organizations in Business and Sport"

National Staff Development Council Summer Conference: Boston, MA July 2009

Lead Presenter, "Growing Teacher Leadership To Build Professional Learning Communities"

National Association of Elementary School Principals: Nashville, TN March 2008

Presenter "The TEACHERS21 Building Professional Learning Community Model"

31st Annual Massachusetts Title I Conference: Hyannis, MA May 2007

Workshop Presenter: "Teachers as Leaders"

Growing the Future National Conference: Boston, MA March 2007

Pre-Conference Speaker, "Professional Learning Communities: Developing and Sustaining the Commitment and Competence of New and Veteran Teachers"

Professional Memberships, Service and Affiliations

- Rhode Island Association of School Principals, Executive Board, 2011-12
- New England Association of Schools and Colleges (NEASC), Assistant Chair, Visiting Team, Somerville High School, 2010; Assistant Chair, Visiting Team, Amistad AF (New Haven) High School, 2012
- American Educational Research Association, member
- Association for Supervision and Curriculum Development, member

Joany Santa

(b)(6)

Education

Johnson and Wales University

Providence, Rhode Island

Major: Currently Enrolled in Doctoral Program in Education

Cambridge College

Cambridge, Massachusetts

Master of Education

Major: Education

Attended September 1999 to May 2000

Degree conferred May 2000

Experience

Worcester Public School District

Jul 2013- Present

Principal Elm Park Community School

Worcester, MA

Leading the Turn Around efforts of a chronically under performing level 3 school in an urban setting.

Fall River Public School District

Jul 2010 - June 2013

Exec. Dir. of Human Resources & Educator Quality

Fall River, MA

Lead the development, negotiations and implementation of the educator evaluation handbook for the teachers, mid- level administrators, principals, and paraprofessionals,

Lead leadership seminars with principals and central office staff to develop effective feedback on evaluations and engage in difficult conversations when processing feedback to teachers and administrators under the principal's supervision.

Mentored principals on issues related to discipline and support and intervention of staff under their supervision.

Recruited and developed entry plans for principals hired over the past three years.

Structured exit plans for employees whether initiated by District or employee.

Developed systems for responding to grievances and problems to support a student and district first agenda

in accordance with the turn-around vision of the DESE's Recovery Plan for Fall River.

Reason for leaving: Pursuing re-entering the principalship

Supervisor: Superintendent Meg Mayo Brown (508-951-1947)

Experience Type: Public School, Full-time

Please **do not** contact this employer

Southbridge Public Schools

Principal
Southbridge, MA

Aug 2006 - Jun 2010

Principal of West Street Elementary School 156 West Street Southbridge, MA 01550 508-764-5470

- Secured competitive Expanded Learning Time grant from the MA Department of Education to implement (in the 08-09 school year) a re-designed school day.
- Spearheaded the ambitious implementation of the expanded day (25% increase in learning time for students and teachers). Added 33 courses to the offering for students focused on the areas of weakness as demonstrated on the statewide tests (MCAS).
- Organized the implementation of the Everyday Math Program with fidelity.
- Developed teacher leadership within the school, providing a schedule that allowed for school embedded PD focused on developing leaders, looking at student work, applying best practices.
- Developed novel kits with rigorous and varied genres for increase in student achievement in English Language Arts. Provided a plan for the marriage between a balanced literacy approach to teaching literacy and the anthology series promoted within the district for differentiation.

Reason for leaving: I left with exiting Superintendent and administrative team to a position that is a challenge and allows me to utilize my skill set as a principal and helps me grow in the area of personnel, educator evaluation and the labor/management relationship.

Supervisor: Dr. Dale Hanley (retired) current #: 508-583-687 (508-764-5414)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Cranston Public Schools

Principal
Cranston, RI

Jul 2005 - Jun 2006

Position: Principal Chester W. Barrows Elementary School and ESL Program Manager (District wide)

English as a Second Language Program Manager Accomplishments:

- Transitioned full time to ESL Department, focusing on bring department up to compliance during last quarter of the school year. Coordinated ESL Professional Development Series for ESL and Regular Education Teachers.
- Organized testing and placement of new students across district.
- Organized the implemented a plan to prepare students for the New England Common Assessment Program Fall 2005. Implemented After- School Enrichment Program designed to foster academic and social emotional growth of students.
- Instituted an off campus work study site at the school with Rhode Island College. Elementary Education Majors work 17-20 hours per week with students on a personal literacy plan.

Reason for leaving: This position required me to be both a Principal and the Director of ESL two incredible positions to juggle long term. It was not a good match and it was best to exit at the end of the year.

Supervisor: Superintendent Catherine Ciarlo- deceased (401-270-8000)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Central Falls School District

Central Office Administration: Home School Liaison

Central Falls, RI

Aug 1995 - Jun 2005

- Organized workshops for parents who participate in school improvement teams to assist them in their role on both school improvement teams and the district wide strategic planning committee.

- Co- Coordinator of Temas Familiares/ Central Falls Parenting Conference 2002 & 2003 (Spanish Parenting Matters sponsored by Lifespan.)

- Addressed the problems and challenges of low parental involvement by instituting several strategies among them; academic home visits to new families, first day events before each school year, transition grade programs for families (1st, 6th, and 9th grade), organized Open Forums on district wide issues.

Reason for leaving: Completed a principal residency program and segued into my first principalship.

Supervisor: Former Asst. Super Ewa Pytowska (617-388-6738) (401-727-7700)

Experience Type: Public School, Full-time

It is **OK** to contact this employer

Additional Training and Professional Associations

Sept. 2006- June 2007

National Institute for School Leaders

The Institutes in NISL's Leadership Series are designed to help principals, district leaders, and other school leaders address the most critical issues in education today. The Institutes draw on the best of strategic thinking, instructional leadership, and proven ways to create a just, fair, and caring community of learners in every school – the major motifs explored in NISL's Executive Development Program. Participants analyze the present context for instruction in their schools, as well as ways to benchmark and improve teaching and learning practices. School leaders leave NISL Institutes with detailed solutions tailored to their specific needs. NISL does not train principals to become experts in a given subject area, but to become leaders who can assist others in identifying the characteristics of a strong educational program. Most importantly, participants become leaders who can set up processes for ensuring improvements in teaching and learning that result in high student performance in their schools.

2010- Present Vice President Center for Leadership and Educational Equity (CLEE): The Center for Leadership and Educational Equity provides professional learning opportunities for the purpose of increasing educators' leadership practices to create equitable educational outcomes in schools. The Learning Leaders Network and the Principal Residency Network are the two programs currently fully operational through CLEE.

2008- 2010 Secretary Rhode Island Instructional Leadership Academy is a non-profit organization created in 2005 to serve the professional development needs of current and prospective Rhode Island Association of School Principals (RIASP) members.

2008- 2010: Education Consultant for start up charter school.

Segue Institute for Learning Charter School 361 Cowden Street Central Falls, RI 02863 401-727-7425

- Responsible for creating educational plan
- Assist in hiring faculty and provide professional development for teachers on critical friends groups.

Research For Better Teaching (Observing and Analyzing Teaching)

Research for Better Teaching

RBT is a school improvement organization of twenty-one senior educators with extensive experience in teaching and leadership. Founded by Dr. Jon Saphier in 1979, we work in-depth with over 100 school districts across the United States each year.

RBT offers nationally recognized programs to:

Develop teacher evaluation systems

Train data coaches and data teams

Develop leadership skills for strong school culture

Build in-house professional development capacity to ensure skillful teaching.

RBT has the longest and most successful track record of any professional development provider in the United States for developing teacher evaluation systems (since 1982.) These evaluation systems accomplish the overall improvement of instruction and the strengthening of school culture while at the same time building the skill and courage to dismiss low-performing teachers. We work under contract to the school districts themselves, supervise the complex process of developing the evaluation system with involvement of all stakeholder groups, and, importantly, deliver in-depth skill training and certification of evaluators on the skills of evaluation.

<http://www.rbteach.com/rbteach2/about.html>

MARY VIEIRA

(b)(6)

Summary

Passionate educational leader deeply committed to serving youth, educators, families and communities through non-traditional and transformative educational endeavors in pursuit of educational equity.

Selected Professional Experience

Advisor/Coach & Facilitator **08/2013-Current**
Center for Leadership and Educational Equity **Providence, RI**

- Serve as advisor to Aspiring Principals (APs) in the Principal Residency Network; advise each AP in developing and implementing an individualized residency-based Learning Plan and Action Research Project, conduct clinical site visits, and provide written and verbal feedback on and assessment of all learning experiences and assignments.
- Serve as a coach in a statewide Critical Friends group.
- Facilitate a four-day Professional Learning Communities institute with high school staff.

Principal **06/2011 to 06/2013**
East Bay Campus of the Metropolitan Regional Career and Technical Center **Newport, RI**

- Lead innovative Career and Technical Education high school of 25+ educators and 150+ students and families.
- Serve as instructional leader, spearheading initiatives to maximize learning through the Big Picture model, an innovative, real world, project-based model of education.
- Implement on-going and intensive job-embedded professional development and coaching for 20 full time educators (including full implementation of the Rhode Island Model of Educator Evaluation).
- Cultivate community partnerships through extensive Learning through Internship Program.
- Partner with families to develop and implement individualized learning plans for each student. Developed and coordinated annual conference for Big Picture educators from the United States and Canada 2011-2013.

Principal in Residence **07/2010 to 06/2011**
East Bay Campus of the Metropolitan Regional Career and Technical Center **Newport, RI**

- Served as instructional leader to 10 full time educators, implementing intensive and on-going professional development and coaching.
- Completed action based research project on the efficacy of real world, project-based instructional model of education.

Advisor/Assistant Principal **10/2008 to 06/2010**
East Bay Campus of the Regional Career and Technical Center **Newport, RI**

- Collaborated with principal as instructional leader to a staff of 10 full time educators.
- Served as advisor to 15 students; developed and implemented the individualized, project-based curriculum for each student in accordance to the Big Picture Model of education.
- Facilitated staff participation in a Dismantling Racism Works training.

Founding Advisor **07/2006 to 06/2010**
East Bay Campus of the Metropolitan Regional Career and Technical Center **Newport, RI**

- Served as advisor to 15 students; developed and implemented the individualized, project-based curriculum for each student in accordance to the Big Picture Model of education.

Teacher-Generalist **07/2005 to 06/2006**
Chugach School District-Tatitlek Community School **Tatitlek, AK**

- Served as middle school generalist and physical education teacher for grades K-12; implemented an innovative, interdisciplinary, project-based curriculum with a special emphasis on culturally responsive teaching.
- Secured grant funding for and facilitated the implementation of a Native language and dance program.

Fellow of Professional Development **08/2002 to 08/2003**
Eagle Rock School and Professional Development Center **Estes Park , CO**

- Developed and facilitated professional development programs for visiting educators, both domestic and international.
- Designed interdisciplinary course that culminated in student-led professional development conference for Colorado educators.

Education and Training

Rhode Island Building Level Administrator Certification **2011**
Principal Residency Network-Center for Leadership and Educational Equity Providence, RI

Master of Education: School Leadership **2005**
Harvard Graduate School of Education Cambridge, MA

Bachelor of Arts: Education Studies **2002**
Brown University Providence, RI

Study Abroad Program: Education Studies **2000**
Pontificia Universidade Catolica do Rio de Janeiro Rio de Janeiro, RJ, Brazil

Certifications

Rhode Island Building Level Administrator Pre-K-Grade 12, 2011-Present
Rhode Island Secondary Grades Social Studies Teacher, 2011-Present

Community Involvement

- Member of the Board of Directors, Luethi-Peterson Camps International, Switzerland, 2014-Present
- Member of the Program Board and Mentor, Parent Partners Rhode Island, Newport RI, 2014-Present
- Member of The Board of Directors, Tomaquag Indian Memorial Museum, Exeter, RI, 2013-Present
- Member of the Board of Directors, FabNewport, Newport, RI, 2013-Present
- Wild Women Honoree for Service to the Community, Women's Resource Center and Domestic Violence
- Learn Serve Co-Leader, Project Sonaguere, Honduras, 2008
- National Geographic Fellow, EarthWatch Institute, Pantanal, Brazil 2005
- Volunteer, Adult Literacy Program, Sao Vicente, Madeira, Portugal, 2003-2004



State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminister Street
Providence, Rhode Island 02903-3400

Deborah A. Gist
Commissioner

May 23, 2014

Janine Rudder
Turnaround School Leader Program
U.S. Department of Education
400 Maryland Avenue SW, Room 3W252
Washington, D.C. 20202

Re: Turnaround School Leaders Grant

Dear Ms. Rudder:

I am writing to offer my support for the Turnaround School Leaders Program proposal of the Center for Leadership and Educational Equity (CLEE) and the school districts of Providence and Central Falls.

An urgent need exists in both the state of Rhode Island and in Central Falls and Providence to close the large gaps between students who are performing below the level of their peers (e.g. racial categories of African American, Hispanic, and Native American; students with limited English proficiency, and students with disabilities), while raising achievement for all. A large cadre of well-prepared and willing leaders, from teacher leaders, to aspiring principals, to principals, are critical across the state's lowest achieving schools to implement and sustain the changes in practice needed to continue to move the schools toward high and equitable outcomes for all students.

The work in CLEE's proposal to enhance and implement a leadership pipeline that selects, prepares, places, supports, and retains school leaders (including leadership teams) for the schools in Providence and Central Falls that receive School Improvement Grants (SIG) will benefit from the transformation work that has occurred over the last few years in both districts' SIG schools. The combination of the intensive training and collaborative approach to developing hiring and placement criteria can move SIG schools swiftly and sustainably toward their transformation goals.

CLEE's principal preparation program, the Principal Residency Network (PRN), has been in operation since 2000 as a state-approved program. In 2010, the PRN was renewed for the maximum number of years through our rigorous, standards-based approval process. Throughout the approval process, PRN's intensive residency has been noted as exemplary. Over the last two years, CLEE has also worked with the NYC Leadership Academy to implement parts of the state's Race to the Top leadership work. CLEE facilitated portions of the professional development for leadership teams in SIG schools and facilitated an advisory group to advise NYC Leadership Academy on their work in Rhode Island. CLEE is well-regarded and well-positioned to achieve the objectives in this proposal.

Sincerely,

(b)(6)

Deborah A. Gist, Commissioner

Telephone (401)222-4600 Fax (401)222-6178 TTY (800)745-5555 Voice (800)745-6575 Website: www.ride.ri.gov

The Board of Education does not discriminate on the basis of age, sex, sexual orientation, gender identity/expression, race, color, religion, national origin,

PR/Award # S377B140048

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ANGEL TAVERAS
Mayor

SUSAN F. LUSI, PH.D.
Superintendent



Providence Public School District
797 Westminster Street
Providence, RI 02903-4045
tel. 401.278.2099
fax 401.456.9252

May 22, 2014

Janine Rudder
Turnaround School Leader Program
U.S. Department of Education
400 Maryland Avenue SW, Room 3W252
Washington, D.C. 20202

Re: Turnaround School Leaders Grant

Dear Ms. Rudder,

I am writing to offer my full support for the Turnaround School Leaders Program proposal of the Center for Leadership and Educational Equity (CLEE) and the school districts of Providence and Central Falls.

In Opening Doors, our strategic plan for the district adopted in 2013, we set a long-term goal of strengthening our strong instructional core in part through promoting high expectations and supporting the growth and development of teachers, leaders and staff. The work articulated in the proposal represents a major opportunity to enhance and implement a leadership pipeline that selects, prepares, places, supports, and retains school leaders (including leadership teams) for schools that receive School Improvement Grants.

PPSD's vision includes differentiated instruction and learning opportunities within classrooms as well as multiple pathways to expand beyond traditional classroom settings to meet the needs of every learner. Given the challenges we face as an urban district, I believe it is essential for our student's success that we equip our school leaders and staff with the skills needed to advance our students academically. The consortium between two of the larger urban districts in the state, created by this partnership is very promising in advancing this work. Additionally, the combination of the intensive training and collaborative approach to developing hiring and placement criteria, as proposed in the grant, can move SIG schools swiftly and sustainably toward their transformation goals.

CLEE's principal preparation program, the Principal Residency Network (PRN), has been in operation since 2000 as a state-approved program. In 2010, the PRN was renewed for the maximum number of years through our rigorous, standards-based approval process. Throughout the approval process, PRN's intensive residency has been noted as exemplary. Over the last two years, CLEE has also worked with the NYC Leadership Academy to implement parts of the state's Race to the Top leadership work. CLEE facilitated portions of the professional development for leadership teams in SIG schools and facilitated an advisory group to advise NYC Leadership Academy on their work in Rhode Island. CLEE is well-regarded and well-positioned to achieve the objectives in this proposal.

I appreciate your careful consideration of this application.

Sincerely,

A handwritten signature in black ink that reads "Susan F. Lusi".

Susan F. Lusi, Ph.D.

Superintendent



DR. FRANCES GALLO
Superintendent

Ella Risk School- Dexter Street • Central Falls, RI 02863 • Telephone: 401.727.7700 • Fax: 401.727.7722

May 10, 2014

Janine Rudder
Turnaround School Leader Program
U.S. Department of Education
400 Maryland Avenue SW, Room 3W252
Washington, D.C. 20202

Re: Turnaround School Leaders Grant

Dear Ms. Rudder,

On behalf of the Central Falls School District I wish to reiterate District support for the Turnaround School Leaders Grant application from the Center for Leadership and Educational Equity (CLEE) and the school districts of Providence and Central Falls.

Our District's substantial history of collaboration and support with CLEE in the development of school leaders stands as testimony to our respect and high regard for the training already deeply embedded in the CLEE programming.

The formation of this consortium acknowledges the tremendous resources that collaboration among two notably significant Rhode Island school districts and CLEE programming will be able to garner fostering continued peer-to-peer learning experiences, intensive school-based learning communities, and professional development for effective leadership.

The impact on the future of educational leadership in Rhode Island will be tremendously enhanced through the intensive work of this consortium as afforded by the Turnaround School Leaders Grant.

Support for this consortium's application is wholehearted and without reservation.

Sincerely,

A handwritten signature in blue ink that reads "Frances Gallo". The signature is written in a cursive, flowing style.

Frances Gallo

ANGEL TAVERAS
Mayor

SUSAN F. LUSI, PH.D.
Superintendent



Providence Public School District
797 Westminster Street
Providence, RI 02903-4045
tel. 401.278.2099
fax 401.456.9252

May 22, 2014

Janine Rudder
Turnaround School Leader Program
U.S. Department of Education
400 Maryland Avenue SW, Room 3W252
Washington, D.C. 20202

Re: Turnaround School Leaders Grant

Dear Ms. Rudder,

I am writing to offer my full support for the Turnaround School Leaders Program proposal of the Center for Leadership and Educational Equity (CLEE) and the school districts of Providence and Central Falls.

In Opening Doors, our strategic plan for the district adopted in 2013, we set a long-term goal of strengthening our strong instructional core in part through promoting high expectations and supporting the growth and development of teachers, leaders and staff. The work articulated in the proposal represents a major opportunity to enhance and implement a leadership pipeline that selects, prepares, places, supports, and retains school leaders (including leadership teams) for schools that receive School Improvement Grants.

PPSD's vision includes differentiated instruction and learning opportunities within classrooms as well as multiple pathways to expand beyond traditional classroom settings to meet the needs of every learner. Given the challenges we face as an urban district, I believe it is essential for our student's success that we equip our school leaders and staff with the skills needed to advance our students academically. The consortium between two of the larger urban districts in the state, created by this partnership is very promising in advancing this work. Additionally, the combination of the intensive training and collaborative approach to developing hiring and placement criteria, as proposed in the grant, can move SIG schools swiftly and sustainably toward their transformation goals.

CLEE's principal preparation program, the Principal Residency Network (PRN), has been in operation since 2000 as a state-approved program. In 2010, the PRN was renewed for the maximum number of years through our rigorous, standards-based approval process. Throughout the approval process, PRN's intensive residency has been noted as exemplary. Over the last two years, CLEE has also worked with the NYC Leadership Academy to implement parts of the state's Race to the Top leadership work. CLEE facilitated portions of the professional development for leadership teams in SIG schools and facilitated an advisory group to advise NYC Leadership Academy on their work in Rhode Island. CLEE is well-regarded and well-positioned to achieve the objectives in this proposal.

I appreciate your careful consideration of this application.

Sincerely,

A handwritten signature in black ink that reads "Susan F. Lusi".

Susan F. Lusi, Ph.D.
Superintendent



RHODE ISLAND FOUNDATION

Lead, Transform, Inspire

May 8, 2014

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

Re: Turnaround School Leaders Grant

Dear Janine:

It brings me great pleasure to submit this letter of support on behalf of the Center for Leadership & Educational Equity (CLEE) and the school districts of Central Falls and Providence, Rhode Island.

For over ten years, CLEE has operated Rhode Island's only residency-based administrative certification program. This program trains aspiring school leaders to close Rhode Island's most persistent achievement gaps in small and intensive school-based learning communities. The Center for Leadership & Educational Equity also manages the Learning Leader Network, a continuum of peer to peer learning experiences for teachers and school and district leaders. The Rhode Island Foundation is pleased to have partnered with the Center for Leadership & Educational Equity in supporting the professional development of the many educators and school leaders who have graduated from its programs.

In partnership with the school districts of Central Falls and Providence, the Center for Leadership & Educational Equity is well positioned to recruit, train, place and retain a cohort of effective school leaders in several of Rhode Island's lower-performing urban schools. Importantly, CLEE has developed a model of engaging incumbent principals in leadership development while they maintain their core instructional and coaching responsibilities, a model that may prove to allow for the program's sustainability beyond the life of the Turnaround School Leader Programs grant. I am pleased to support CLEE's application for the Turnaround School Leaders Program grant and welcome any additional questions regarding their application.

Sincerely,

(b)(6)

Daniel Kertzner,
Vice President for Grant Programs

CC: Donna Braun, Director, Center for Leadership & Educational Equity
Dr. Susan Lusi, Superintendent, Providence Public School District
Dr. Francis Gallo, Superintendent, Central Falls Public School District

DK/ts

CITY OF
CENTRAL FALLS



MAYOR'S OFFICE
CITY HALL

STATE OF
RHODE ISLAND

May 13, 2014

Janine Rudder
Turnaround School Leader Program
U.S. Department of Education
400 Maryland Avenue SW, Room 3W252
Washington, D.C. 20202

Re: Turnaround School Leaders Grant

Dear Ms. Rudder,

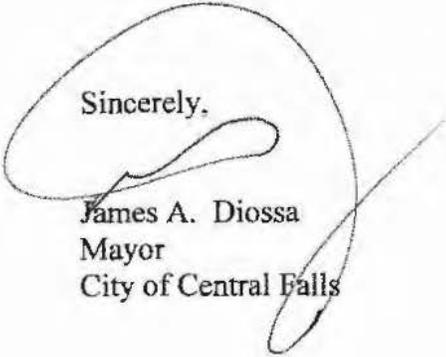
On behalf of the City of Central Falls, and especially our youth, I am writing to offer my full support for the Turnaround School Leaders Program proposal of the Center for Leadership and Educational Equity (CLEE) and the school districts of Providence and Central Falls.

The work in the proposal represents a major opportunity to enhance and implement a leadership pipeline that selects, prepares, places, supports, and retains school leaders (including leadership teams) for schools that receive School Improvement Grants.

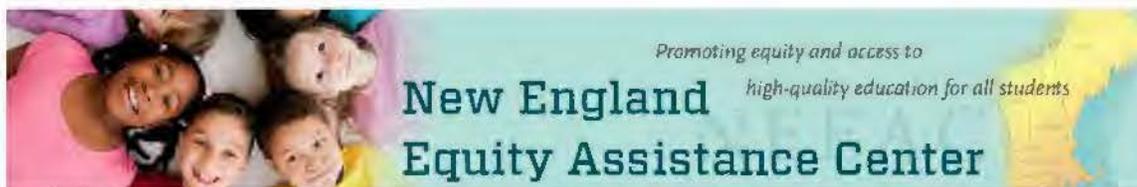
The combination of the intensive training and collaborative approach to developing hiring and placement criteria directly complements our efforts to move our schools swiftly toward our transformation goals.

Please know how deeply appreciative I am to you for your consideration of this proposal and for all that the Turnaround School Leader Program does to make education a top priority for our country. Should you need additional information from me, please contact my Chief of Staff, Andy Andujar, via phone at 401-727-7474 or email AAndujar@centralfallsri.us.

Sincerely,



James A. Diossa
Mayor
City of Central Falls



May 21, 2014

Janine Rudder
Turnaround School Leader Program
U.S. Department of Education
400 Maryland Avenue SW, Room 3W252
Washington, D.C. 20202

Re: Turnaround School Leaders Grant

Dear Ms. Rudder,

On behalf of the New England Equity Assistance Center (NEEAC), I am writing to offer my support for the Center for Leadership and Educational Equity's (CLEE) proposal for the Turnaround School Leaders Program to enhance and implement a leadership pipeline that selects, prepares, places, supports, and retains school leaders (including leadership teams) for schools that receive School Improvement Grants.

The NEEAC provides technical assistance and professional development to help states, districts, and public schools implement policies and practices that promote access to high-quality education for all students. We focus on issues of race, gender and national origin equity that schools must address in order to deliver effective instruction and close persistent achievement gaps. The NEEAC has worked successfully with CLEE, and particularly with CLEE's Executive Director, Donna Braun, to facilitate leader development curriculum focused on cultural responsiveness and equity-oriented leadership. The NEEAC has established an effective on-going network, reviewing issues of mutual concern and sharing information and strategies of importance, and we welcome the opportunity to share best practices that further equity in education.

If awarded the grant, NEEAC is willing to further enhance CLEE's capacity by partnering on planning and facilitating sessions for leaders focused on examining policy for inequitable practices and uncovering the role of privilege in challenging inequities.

Sincerely,

(b)(6)

Maria Pacheco
Director
New England Equity Assistance Center



JOHNSON & WALES
UNIVERSITY

PROVIDENCE CAMPUS

Center for Research and Evaluation
College of Arts & Sciences

May 13, 2014

Janine Rudder
Turnaround School Leader Program
U.S. Department of Education
400 Maryland Avenue SW, Room 3W252
Washington, D.C. 20202

Re: Turnaround School Leaders Grant

Dear Ms. Rudder,

I am writing to offer my highest unqualified support for the Turnaround School Leaders Program proposal of the Center for Leadership and Educational Equity (CLEE) and the school districts of Providence and Central Falls.

The Center for Research and Evaluation – CRE (<http://www.jwu.edu/content.aspx?id=56948>) at Johnson and Wales University has worked successfully with CLEE, and particularly with CLEE's Executive Director, Donna Braun, on multiple research projects. The most recent project is on studying the degree to which graduates of CLEE's leadership preparation program are closing achievement gaps in their schools. We are in phase two this research project.

The CLEE and Dr. Donna Braun have the skill to coordinate the data collection and use. The CRE is willing to contribute to CLEE's capacity by completing the following tasks:

- Year 1: Consultation and support to set up the data collection system. Assistance in the analysis and reporting of the program data.
- Year 2: Consultation and support to analyze and report the program data. Assistance in analyzing the correlations between data points (e.g. hiring criteria and educator evaluation ratings).
- Year 3: Consultation and support to analyze and report program data as well as correlational data.

Please contact me if you have any questions (rgable@jwu.edu; 401-598-2952).

Sincerely,

Robert K. Gable

Robert K. Gable, Director
Center for Research and Evaluation



JOHNSON & WALES
UNIVERSITY

PROVIDENCE CAMPUS

Educational Leadership Doctoral Program

May 15, 2014

Janine Rudder
Turnaround School Leader Program
U.S. Department of Education
400 Maryland Avenue SW, Room 3W252
Washington, D.C. 20202

Re: Turnaround School Leader Grant

Dear Ms. Rudder,

This is written in support of the Turnaround School Leader Program proposal with the Center for Leadership and Educational Equity (CLEE) and the school districts of Providence, RI and Central Falls, RI.

The Doctoral Program in Educational Leadership at Johnson & Wales University has worked successfully with CLEE, and particularly with CLEE's Executive Director, Dr. Donna Braun, in several professional developments for school leader's efforts. The most recent example is the Educational Leader Development Network (ELDN) in which local superintendents and assistant superintendents address contemporary educational issues, discuss, research and problem solve with real-world applications for their respective schools and districts.

CLEE and Dr. Braun have well-established reputations in this regard and are sought out by local districts and the state education agency for their expertise in this exciting and challenging educational leadership development work. CLEE has conducted sessions with RI school districts and together they have focused on leadership development through addressing contemporary educational issues and challenges. This Educational Leader Development Network has become a "hub" for educational leaders seeking to improve results in their respective schools and districts. Given this foundation, CLEE is perfectly positioned to build upon this work in implementing the Turnaround School Leader Program with the Providence and Central Falls, RI school districts.

The Educational Leadership Doctoral program is an Education Doctorate (Ed. D.) which is designed to work with mid-career professionals seeking to develop and enhance their educational leadership skills and competencies. As a research-practitioner program, there is substantial alignment with the work of CLEE in supporting and developing the leadership skills of educators working in school districts which arguably face the greatest educational challenges.

As such, we support the proposal of CLEE with Providence and Central Falls to “bring to scale” the professional development of turnaround educational leaders.

Please contact me if there are questions or if additional information is needed.

Sincerely,

(b)(6)

Thomas P. DiPaola, Ph.D.
Director
Educational Leadership Doctoral Program
College of Arts & Sciences
Johnson & Wales University
401-598-2026 (direct line)



Katherine Sipala
President

Timothy P. Ryan Ph.D.,
Executive Director

May 16, 2014

Janine Rudder
Turnaround School Leader Program
U.S. Department of Education
400 Maryland Avenue SW, Room 3W252
Washington, D.C. 20202

Re: Turnaround School Leaders Grant

Dear Ms. Rudder,

I am writing to offer my support for the Turnaround School Leaders Program proposal of the Center for Leadership and Educational Equity (CLEE).

The Rhode Island School Superintendents Association (RISSA) has worked successfully with CLEE, and particularly with CLEE's Executive Director, Donna Braun, on multiple projects. The most recent project is the Enhanced Leadership Development Network where district superintendents and assistant superintendents have worked with Donna and Kirsten LaCroix to articulate their personal theory of action and learning and see how that relates to challenges facing their respective districts. Because of our close relationship, the project is affordable and sustainable as a key professional development opportunity for our members.

Donna Braun is committed to Rhode Island education and is highly regarded. Her credibility is critical in making this program a success.

Sincerely,

(b)(6)

Timothy P. Ryan Ph.D.
Executive Director



May 20, 2014

To Whom It May Concern:

This is a letter of support for the Center for Leadership and Educational Equity's (CLEE's) application for a federal grant titled the Turnaround School Leader Program. CLEE is applying for this grant as a consortium with the Central Falls and the Providence school districts.

Understanding that the purpose of the Turnaround School Leader Program grant is to enhance and implement a leadership pipeline that selects, prepares, places, supports, and retains school leaders for schools that are eligible to receive School Improvement Grants, I write this letter in support of CLEE's application. Over the past four years, CLEE has worked diligently to provide training for aspiring principals as well as active principals to enhance their knowledge, skills, and capacity as school leaders.

CLEE has also expanded its trainings to include teacher leaders. CLEE's current programs are research-based and include peer-to-peer learning networks. CLEE's highly acclaimed Principals Residency Network has included intensive, yearlong internships in schools along with monthly cohort meetings for training and reflection. Thus, CLEE has already been doing the type of work designated for this Turnaround School Leader Program.

The fact that both the Central Falls School Department and the Providence Schools have chosen to partner in this grant application with CLEE underscores the success of the work CLEE has been doing in Rhode Island to enhance school leadership. It is without reservation that I support CLEE's application for a federal grant titled the Turnaround School Leader Program.

Sincerely,

(b)(6)

Patricia A. Hines
Executive Director
Rhode Island Association of School Principals

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

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Building a Cadre of Leaders Equipped to Alter the Course Toward a Destination of High and Equitable Achievement for All Students

**Consortium Applicants
Center for Leadership and Educational Equity
Central Falls School District
Providence School District**

BUDGET NARRATIVE

Overarching Expenses

The expenses in this section span across the activities in all five grant objectives. As detailed below in Table 1 and the narrative below, these expenses are primarily to cover the cost of a project director, administrative assistant.

Table 1: Overarching Expenses

	Yr1 Amount	Yr2 Amount	Yr3 Amount	Total
Personnel	\$100,000.00	\$100,000.00	\$100,000.00	300,000.00
Benefits	\$30,000.00	\$30,000.00	\$30,000.00	90,000.00
Travel				0.00
Equipment				0.00
Supplies				0.00
Contractual				0.00
Other				0.00
Total Direct	\$130,000.00	\$130,000.00	\$130,000.00	390,000.00
Indirect	\$13,000.00	\$13,000.00	\$13,000.00	39,000.00
Total Costs	\$143,000.00	\$143,000.00	\$143,000.00	429,000.00

Personnel

The following positions will be funded each year:

- Project Coordinator (1FTE @ **\$50,000**) to organize, manage, and communicate logistics and technical details among the Project Director, the Partners, Coordinators, Facilitators, Coaches, Instructors, and all Participants. Full time administrative positions that require moderate levels of experience are funded at \$50,000/annually.

- Project Director (.5FTE @ **\$50,000**) to oversee implementation of all grant objectives and coordination with the partners (Central Falls and Providence School Districts). This position is crucial to the coherence of the activities, as well as the success in meeting all the objectives. Full time administrative positions that require high levels of experience and advanced degrees/credentials are funded at \$100,000/annually.

Fringe Benefits

Fringe benefits are funded at 30% for full time employees (FTEs). The benefits for FTEs include family medical, life insurance, and retirement contribution of 8%.

- Project Coordinator fringe benefits = **\$15,000**
- Project Director fringe benefit = **\$15,000**

Indirect Costs

The Center for Leadership and Educational Equity (CLEE) does not yet have an indirect cost rate approved by the Federal government. If the proposal is approved, CLEE will apply for an indirect cost rate within 90 days of notification of grant award. The current indirect cost rate included in the proposal is 10% of budgeted salaries and wages (as per the instructions for ED 524) for administrative indirect costs.

Objectives 1 and 5

Objective 1 is to develop and use research-based, locally adopted competency criteria and tools in recruitment, selection, hiring, and support for SIG/SIG-eligible school leadership.

Objective 5 is to use cycles of data use to inform actions. Both objectives involve the development of tools and systems to collect, analyze, and use data to inform decision-making.

As is described in Table 2 and the narrative below, the bulk of the expenses for both objectives

will be through personnel to coordinate the activities and consulting services to help provide accurate statistical analysis.

Table 2: Expenses for Objectives 1 and 5

	Yr1 Amount	Yr2 Amount	Yr3 Amount	Total
Personnel	\$60,000.00	\$60,000.00	\$60,000.00	180,000.00
Benefits	\$4,590.00	\$4,590.00	\$4,590.00	13,770.00
Travel				0.00
Equipment	\$1,500.00			1,500.00
Supplies	\$1,500.00	\$1,500.00	\$1,500.00	4,500.00
Contractual	\$10,000.00	\$10,000.00	\$10,000.00	30,000.00
Other				0.00
Total Direct	\$77,590.00	\$76,090.00	\$76,090.00	229,770.00
Indirect	\$6,459.00	\$6,459.00	\$6,459.00	19,377.00
Total Costs	\$84,049.00	\$82,549.00	\$82,549.00	249,147.00

Personnel

The following position will be funded each year:

- Data Coordinator (.25PTE @ **\$25,000**) to oversee implementation of all aspects of objectives 1 and 5, including coordination with the partners (Central Falls and Providence School Districts). Full time professional/administrative positions are funded at \$100,000/annually.
- Data capacity for Providence (.25 PTE @ \$25,000) and Central Falls (.1 PTE @ \$10,000) to account for the increase in data collection and organization needed at the district level.

Fringe Benefits

The fringe benefits for part time employees (PTEs) is .0765% to cover the cost of FICA.

- Data Coordinator and increased data capacity fringe benefit = **\$4,590.00**

Equipment

To adequately coordinate, compile, analyze and report all the data being used in Objectives 1 and 5, a computer with the most up-to-date operating system to allow use of statistical software is needed. The cost is estimated at **\$1500** in the first year only.

Supplies

The following supplies are needed to implement Objectives 1 and 5 each year:

- **\$500** for access to statistic software online
- **\$1000** for printing materials to report data for use by consortium

Contractual

CLEE will engage the Center for Research and Evaluation at Johnson and Wales University in a sub-contract to provide guidance, consultation, and assistance in designing the data collection, analysis and reporting for Objectives 1 and 5. Importantly, the CRE are needed to assist in the statistical analysis of data and validation of the competency criteria tools. CLEE plans to contract with the CRE for approximately 100 hours of consultation at a cost of **\$10,000** each year.

Indirect Costs

The Center for Leadership and Educational Equity (CLEE) does not yet have an indirect cost rate approved by the Federal government. If the proposal is approved, CLEE will apply for an indirect cost rate within 90 days of notification of grant award. The current indirect cost rate included in the proposal is 10% of budgeted salaries and wages (as per the instructions for ED 524) for administrative indirect costs.

Objective 2

Objective 2 is to develop and support leadership teams in the SIG/SIG-eligible schools. In the first year of the grant, 48 team members will be trained, 24 additional team members in the

second year and 24 additional in the third. The result will be 8-10 trained leadership team members in each of the participating schools. The trainings will take place in a combination of the summer and during the school year and will take place over the equivalent of 6 days. The bulk of the expenses for the activities are the cost for teachers to attend the professional development during non-school hours or substitutes for the participants during school hours. The expenses are detailed in Table 3 and the narrative below.

Table 3: Objective 2

	Yr1 Amount	Yr2 Amount	Yr3 Amount	Total
Personnel	\$107,580.00	\$60,040.00	\$60,040.00	227,660.00
Benefits	\$6,320.00	\$5,035.00	\$5,035.00	16,390.00
Travel	\$500.00	\$500.00	\$500.00	1,500.00
Equipment	\$2,000.00			2,000.00
Supplies	\$5,840.00	\$2,920.00	\$2,920.00	11,680.00
Contractual				0.00
Other	\$4,800.00	\$2,400.00	\$2,400.00	9,600.00
Total Direct	\$127,040.00	\$70,895.00	\$70,895.00	268,830.00
Indirect	\$11,390.00	\$6,507.50	\$6,507.50	24,405.00
Total Costs	\$138,430.00	\$77,402.50	\$77,402.50	293,235.00

Personnel

The following positions will be funded each year:

- Leadership Team Coordinator (.125FTE @ **\$12,500**) to oversee implementation of all activities in Objective 2, including coordination with the facilitators of the trainings and the partners (Central Falls and Providence School Districts). Full time professional/administrative positions are funded at \$100,000/annually.
- Facilitators for Leadership Team Trainings to prepare, facilitate/coach the learning experiences and follow-up with all participants in the trainings. Each facilitator is paid for 21 days @ \$400/day to plan/prepare, facilitate, and provide

coaching feedback to the leadership teams. The amount is commensurate to what CLEE pays facilitators for similar work.

- Year 1: 4 facilitators = **\$33,600**
- Year 2: 2 facilitators = **\$16,800**
- Year 3: 2 facilitators = **\$16,800**
- Substitute expense/Salary stipends for teachers and leaders to participate during the summer and school year are determined by the following information. It costs Central Falls \$100/day and Providence \$230 for substitute teachers. It costs Central Falls \$210/day and Providence \$230 day for salary stipends to teachers. Each year, there will be four days that occur over the summer and two during the school year. We plan for Central Falls to send 14 participants the first year and 7 the second and third years, and for Providence to send 34 for the first year and 17 the second and their years. Therefore, the following expenses apply:
 - Year 1: 48 participants:
 - 14 Central Falls participants @ \$210/day for 4 summer days and \$100/day for 2 school year days = \$14,560
 - 34 Providence participants @ \$230/day for 4 summer days and 2 school year days = \$46,920
 - Total Year 1 = **\$61,480**
 - Year 2: 24 participants:
 - 7 Central Falls participants @ \$210/day for 4 summer days and \$100/day for 2 school year days = \$7,280

- 17 Providence participants @ \$230/day for 4 summer days and 2 school year days = \$23,460
- Total Year 2 = **\$30,740**
- Year 2: 24 participants:
 - 7 Central Falls participants @ \$210/day for 4 summer days and \$100/day for 2 school year days = \$7,280
 - 17 Providence participants @ \$230/day for 4 summer days and 2 school year days = \$23,460
 - Total Year 3 = **\$30,740**

Fringe Benefits

Fringe benefits are funded at 30% for full time employees (FTEs). The benefits for FTEs include family medical, life insurance, and retirement contribution of 8%. The fringe benefits for part time employees (PTEs) is .0765% to cover the cost of FICA.

- Leadership Team Coordinator fringe benefit = **\$3,750 each year**
- Facilitators fringe benefit = **\$2,570 year 1, \$1,285 year 2, \$1,285 year 3**

Travel

As part of the design of the leadership team training, 2 days each year will be held at school sites and 1-2 days of coaching by the facilitators will occur at schools sites. Therefore, mileage expenses for school site work will be reimbursed at the federal mileage reimbursement rate of \$.56/mile. It is estimated that each year **\$500** will be adequate to allow the facilitators to travel to the schools. Though there will be more participants in the first year, it is estimated the amount of school site trips will be the same. CLEE reimburses employees at the federal mileage reimbursement rate for required trips to school sites.

Equipment

In the first year, **\$1500** is allotted to purchase projection equipment to allow CLEE to conduct this professional learning at school sites, as well as at rented facilities. Most of the CLEE professional development currently is conducted at Johnson and Wales University where there is ample projection equipment. The work of this grant is above and beyond our partnership work with Johnson and Wales and will require CLEE to purchase projection equipment.

Supplies

Over the 6-day training that will run 4 times for 4 different cohorts (2 cohorts in year 1, 1 in year two, and 1 in year three) a number of supplies are needed. The supplies include:

- Resource books for each participant **\$1000 year 1, \$500 year 2, \$500 year 3**
- Chart paper, markers, name tags, copies, notebooks, postcards, postage, etc **\$1000 year 1, \$500 year 2, \$500 year 3**
- Refreshments for summer meetings budgeted at \$15/participant for 4 days and \$5/participant for 4 half-days during school year = **\$3840 year 1 for 48 participants, \$1920 year 2 for 24 participants, \$1920 year 3 for 24 participants.**

Other

Facilities need to be rented to provide a central location between the two districts for leadership teams to meet. The space needs to allow groups of 24 to interact and work in small and large groups. Based on market value of such locations, it is estimated it will cost \$400/day to rent facilities to conduct the work. Therefore the breakdown for this objective is:

- Year 1: 12 days to facilitate two cohorts (24 participants in each) @ \$400/day = **\$4,800**
- Year 2: 6 days to facilitate one cohort (24 participants) @ \$400/day = **\$2,400**
- Year 3: 6 days to facilitate one cohort (24 participants) @ \$400/day = **\$2,400**

Indirect Costs

The Center for Leadership and Educational Equity (CLEE) does not yet have an indirect cost rate approved by the Federal government. If the proposal is approved, CLEE will apply for an indirect cost rate within 90 days of notification of grant award. The current indirect cost rate included in the proposal is 10% of budgeted salaries and wages (as per the instructions for ED 524) for administrative indirect costs.

Objective 3

Objective 3 is to implement peer-to-peer learning experiences for the principals in the participating schools. The largest costs associated with this objective are the personnel costs to facilitate the learning experiences and the cost to provide substitutes for principals to allow them to attend during the school year.

Table 4: Objective 3

	Yr1 Amount	Yr2 Amount	Yr3 Amount	Total
Personnel	\$29,000.00	\$29,000.00	\$29,000.00	87,000.00
Benefits	\$6,000.00	\$6,000.00	\$6,000.00	18,000.00
Travel	\$500.00	\$500.00	\$500.00	1,500.00
Equipment				0.00
Supplies	\$2,000.00	\$2,000.00	\$2,000.00	6,000.00
Contractual				0.00
Other	\$7,000.00	\$1,000.00	\$1,000.00	9,000.00
Total Direct	\$44,500.00	\$38,500.00	\$38,500.00	121,500.00
Indirect	\$3,500.00	\$3,500.00	\$3,500.00	10,500.00
Total Costs	\$48,000.00	\$42,000.00	\$42,000.00	132,000.00

Personnel

The following positions will be funded each year:

- Two Facilitators of the peer-to-peer learning experiences, with each at .1 FTE or 25 days @ \$400/day to equal \$10,000 for each facilitator = **\$20,000 for each year of the grant.** The type of professional development in Objective 3 requires

skilled facilitation to create a highly responsive and structured learning experience for the principals that adapts to meet their expressed learning needs, as well as the needs identified in the data.

- Substitute expense: Approximately 15 principals (and assistant principals) will engage in the equivalent of 2 days out of school time and 2 days during school time each year. The time during school hours will require a substitute in their buildings that is budgeted at \$300/day. The time during the school year is crucial to allow the principals to do instructional rounds of observation and feedback in each other's schools. The cost for each year is then \$300/day per 15 principals for 2 days = **\$9,000 each year of the grant.**

Fringe Benefits

Fringe benefits are funded at 30% for full time employees (FTEs). The benefits for FTEs include family medical, life insurance, and retirement contribution of 8%. It is anticipated that due to the advanced skill needed for the training in Objective 3, the facilitators will be full time employees. The fringe benefits each year = **\$6,000 each year**

Travel

As part of the design of the peer-to-peer principal training, 2 days (or 4 half days) each year will be held at school sites and 1-2 days of coaching by the facilitators will occur at schools sites. Therefore, mileage expenses for school site work will be reimbursed at the federal mileage reimbursement rate of \$.56/mile. It is estimated that each year **\$500** will be adequate to allow the facilitators to travel to the schools. CLEE reimburses employees at the federal mileage reimbursement rate for required trips to school sites.

Supplies

The needed supplies include:

- Foundational books for text-based conversations for each participant **\$700 each year**
- Chart paper, markers, name tags, copies, etc. **\$400 each year**
- Refreshments for meetings budgeted at \$15/participant for 4 days = **\$900 each year ear**

Other

- Facilities need to be rented to provide a central location between the two districts for principals to meet. For a group of 15-17 with facilitators to meet, facilities costs are estimated at \$250/day based on the current market. Therefore the cost for the equivalent of 4 days of training is **\$1000 each year**.
- Training for the facilitators in Harvard University's Instructional Rounds training to enable facilitators to use that specific process with the principals is \$3000/facilitator at a cost of **\$6,000 for year 1 only**.

Indirect Costs

The Center for Leadership and Educational Equity (CLEE) does not yet have an indirect cost rate approved by the Federal government. If the proposal is approved, CLEE will apply for an indirect cost rate within 90 days of notification of grant award. The current indirect cost rate included in the proposal is 10% of budgeted salaries and wages (as per the instructions for ED 524) for administrative indirect costs.

Objective 4

Objective 4 is to train and recommend for certification 14 aspiring principals prepared to lead in SIG/SIG-eligible schools. This objective will be met by using CLEE's approved route to certification, the Principal Residency Network program, as a vehicle to train aspiring principals with residencies in SIG schools to prepare them to lead schools in similar contexts. The largest

expense will be the substitute time needed to release the aspiring principals from their teaching positions to enable them to have an intensive residency. Table 5 and the narrative below provide the details on the expenses for Objective 4.

Table 5: Objective 4

	Yr1 Amount	Yr2 Amount	Yr3 Amount	Total
Personnel	\$25,000.00	\$205,000.00	\$205,000.00	435,000.00
Benefits	\$7,500.00	\$15,000.00	\$15,000.00	37,500.00
Travel		\$750.00	\$750.00	1,500.00
Equipment				0.00
Supplies		\$4,000.00	\$4,000.00	8,000.00
Contractual		\$3,500.00	\$3,500.00	7,000.00
Other		\$4,000.00	\$4,000.00	8,000.00
Total Direct	\$32,500.00	\$232,250.00	\$232,250.00	497,000.00
Indirect	\$3,250.00	\$22,000.00	\$22,000.00	47,250.00
Total Costs	\$35,750.00	\$254,250.00	\$254,250.00	544,250.00

Personnel

The following positions will be funded each year:

- Aspiring Principal Preparation Coordinator/Instructor/Advisor to oversee implementation of all activities in Objective 4, including recruitment, selection and residency placement of aspiring principals in coordination with the PRN Director and the partners (Central Falls and Providence School Districts).
 - Year 1: .25 FTE @ **\$25,000** to plan, recruit, select and place the first cohort.
 - Year 2: .5 FTE @ **\$50,000** to coordinate, instruct, advise residents in the first cohort; coordinate hiring efforts for the first cohort; and recruit, select, and place the second cohort.
 - Year 3: .5 FTE @ **\$50,000** to coordinate, instruct, and advise residents in the second cohort; coordinate hiring efforts for the

second cohort; and coordinate with partners for sustainability beyond the grant.

- Substitute expense for release time for 14 aspiring principals over two years @ \$20,000/aspiring principal at a **cost of \$140,000 in year 2 and \$140,000 in year 3**. Though \$20,000 is not enough to pay for a full time substitute for each aspiring principal, it is estimated it will be enough in combination with the PRN's current model of constructing residencies for aspiring principals. The PRN is able to create intensive and effective residencies that meet three conditions: the aspiring principal is not in direct service to students for more than 25% of the time, the aspiring principal's other job role involves a great degree of instructional leadership, and the mentor and aspiring principal have the autonomy to create a detailed and flexible plan to allow the aspiring principal to both learn and lead to demonstrate proficiency across all the leadership standards. Many aspiring principals who are instructional coaches, curriculum coordinators, teacher leaders or department heads are able to get enough release time at a low cost to the districts to create such residencies. While it is a preference to release aspiring principals 100% from their former duties, this is not a model that can be sustained past the grant period. The model of funding the release time in this proposal has far greater potential of being sustained.

Fringe Benefits

Fringe benefits are funded at 30% for full time employees (FTEs). The benefits for FTEs include family medical, life insurance, and retirement contribution of 8%. The fringe benefits for part time employees (PTEs) is .0765% to cover the cost of FICA.

- Aspiring Principal Preparation Coordinator fringe benefit = **\$7,500 in year 1, 15,000 in year 2, and \$15,000 in year 3**
- Advisors fringe benefit = **\$765 in year 2, \$765 in year 3**

Travel

Advisors go to school sites at least three times a year to observe and give feedback to each aspiring principal. Mileage expenses for school site work will be reimbursed at the federal mileage reimbursement rate of \$.56/mile. It is estimated that in year 2 **\$750 and year 3 \$750** will be adequate to allow the advisor to travel to the schools. CLEE reimburses employees at the federal mileage reimbursement rate for required trips to school sites.

Supplies

The needed supplies include:

- Chart paper, markers, name tags, books, copies, etc. **\$1000 each year**
- Refreshments for meetings budgeted at \$15/participant for 10 days for aspiring and mentor principals (20 participants in year 2 and 20 in year 3). Equals **\$3000 in year 2 and \$3000 in year 3.**

Contractual

- Mentor principals for aspiring principals: 10 mentors/year @ \$500/mentor for two years = **\$5,000 in year 1 and \$5,000 in year 2.** Mentors work directly with aspiring principals every day in a year long intensive residency. Mentors attend some of the

professional development. It is a preference to pay them more; however, the rate in the grant is commensurate with what the PRN is able to currently pay mentor principals.

Other

- Facilities need to be rented to provide a central location between the two districts for aspiring principals to meet. Facilities costs are estimated at \$400/day based on the current market to accommodate the group when aspiring and mentor principals are together. Therefore the cost for the equivalent of 10 days of training is **\$4,000 in year 1 and \$4,000 in year 2.**

Indirect Costs

The Center for Leadership and Educational Equity (CLEE) does not yet have an indirect cost rate approved by the Federal government. If the proposal is approved, CLEE will apply for an indirect cost rate within 90 days of notification of grant award. The current indirect cost rate included in the proposal is 10% of budgeted salaries and wages (as per the instructions for ED 524) for administrative indirect costs.

Total Expenses

The previous sections describe, in detail, how all the budget categories were calculated for each objective and by each year. Table 6 details the total expenses by category and year. The proposal contains intensive training for large numbers of leaders, as well as coordination of efforts among the consortium to develop hiring tools and use data. All of the work is estimated to be accomplished at a reasonable cost. The reasonable rate of services provided by CLEE, combined with the commitment by all the partners to use the training and tools to the best of our collective abilities, will enable the group to meet the ambitious goals and impact set forth in this

proposal. Further, the reasonable cost of the expenses enhances the districts' ability to sustain this training into the future.

Table 6: Total Expenses

	Yr1 Amount	Yr2 Amount	Yr3 Amount	Total
Personnel	\$321,580.00	\$454,040.00	\$454,040.00	1,229,660.00
Benefits	\$54,410.00	\$60,625.00	\$60,625.00	175,660.00
Travel	\$1,000.00	\$1,750.00	\$1,750.00	4,500.00
Equipment	\$3,500.00	\$0.00	\$0.00	3,500.00
Supplies	\$9,340.00	\$10,420.00	\$10,420.00	30,180.00
Contractual	\$10,000.00	\$13,500.00	\$13,500.00	37,000.00
Other	\$11,800.00	\$7,400.00	\$7,400.00	26,600.00
Total Direct	\$411,630.00	\$547,735.00	\$547,735.00	1,507,100.00
Indirect	\$37,599.00	\$51,466.50	\$51,466.50	140,532.00
Total Costs	\$449,229.00	\$599,201.50	\$599,201.50	1,647,632.00

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

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

Name of Institution/Organization

Center for Leadership and Educational Equity

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	321,580.00	454,040.00	454,040.00			1,229,660.00
2. Fringe Benefits	54,410.00	60,625.00	60,625.00			175,660.00
3. Travel	1,000.00	1,750.00	1,750.00			4,500.00
4. Equipment	3,500.00	0.00	0.00			3,500.00
5. Supplies	9,240.00	10,420.00	10,420.00			30,080.00
6. Contractual	10,000.00	13,500.00	13,500.00			37,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	11,800.00	7,400.00	7,400.00			26,600.00
9. Total Direct Costs (lines 1-8)	411,630.00	547,735.00	547,735.00			1,507,100.00
10. Indirect Costs*	37,599.00	51,466.50	51,466.50			140,532.00
11. Training Stipends						
12. Total Costs (lines 9-11)	449,229.00	599,201.50	599,201.50			1,647,632.00

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(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 Center for Leadership and Educational Equity	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	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00			0.00
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00			0.00
10. Indirect Costs	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00			0.00

SECTION C - BUDGET NARRATIVE (see instructions)

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

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Donna		Braun	

Address:

Street1:	PO Box 9259
Street2:	
City:	Providence
County:	
State:	RI: Rhode Island
Zip Code:	02940
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
401-316-8380	

Email Address:

centerforleadershipandedequity@gmail.com
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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:

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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.

	Add Attachment	Delete Attachment	View Attachment
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