

**ELIGIBLE PARTNERSHIPS
POSTSECONDARY GRANT
APPLICATION GUIDELINES**

High Quality Principals

September 2016

**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**
333 Market Street
Harrisburg, PA 17126-0333
www.education.pa.gov

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Section 1 General Program Information

1.1 Purpose

The Eligible Partnerships Postsecondary Grant Application (EPPGA) guidelines are established to provide direction to partnerships as they submit applications focusing on **future principals** who can support elevated instructional performance in schools (see list below) through added preparation program focus in grades PreK-4, to increase student achievement in subsequent grades. Applications submitted in response to these guidelines are limited to statewide partnerships aimed at nurturing and sustaining high quality relationships among and between institutions of higher education (IHEs) and local education agencies (LEAs) that incorporate the following EPPGA goals:

- Result-oriented focus on principal impact on schools;
- Combines coursework with supervised practicum experiences through a highly selective participant process open only to those educators whose primary objective is to serve as a principal in one of Pennsylvania’s high-need preschool and/or elementary schools;
- Provides intensive coaching and/or mentoring for participants during their site-based practicum learning experiences (residencies, internships);
- Integrates academic and practical learning;
- Includes structured post-licensure support to accelerate early career development;
- Uses multiple measures of assessment of learning growth¹:
 - Embraces the National Association of Elementary School Principals (NAESP) *Leading Pre-K-3 Learning Communities* Competencies for Effective Principal Practices listed below:
 - Competency 1: Embrace the Pre-K-3 Early Learning Continuum
 - Competency 2: Ensure Developmentally-Appropriate Teaching
 - Competency 3: Provide Personalized, Blended Learning Environments
 - Competency 4: Use Multiple Measures of Assessment of Learning Growth
 - Competency 5: Build Professional Capacity Across the Learning Community
 - Competency 6: Promote Schools as a Hub of Learning for Families and Communities
- Builds upon the Pennsylvania’s Inspired Leadership (PIL) four domains² as follows:
 - Domain 1: Strategic/Cultural Leadership
 - Domain 2: System Leadership
 - Domain 3: Leadership for Learning
 - Domain 4: Professional and Community Leadership
- Follows the Framework for Leadership/Act 82 PIL Crosswalk

1.2 Issuing Office

These application guidelines are issued to the commonwealth by the Department of Education, Bureau of School Leadership and Teacher Quality, Division of Professional Education and Teacher Quality. Telephone; (717) 772-3566; TDD: (717) 783-8445;

1 The executive summary document can be found at [National Association of Elementary School Principals Competencies](#).

2 For the complete document see [Pennsylvania's Inspired Leadership Domains](#).

e-mail, Jamal Wakeem at jwakeem@pa.gov. All inquiries and questions should be addressed to Jamal Wakeem, Higher Education Associate II, Division of Professional Education and Teacher Quality, Pennsylvania Department of Education, 333 Market Street, 12th Floor, Harrisburg, PA 17126-0333. The issuing office is the sole point of contact in the commonwealth for these guidelines.

1.3 Eligible Applicants

Eligible partnerships under these application guidelines are designed to meet the description of “eligible partnership” contained in Title II, Subpart 3 of No Child Left Behind of 2001 (P.L. 107-110). To submit a proposal under these guidelines, an eligible partnership shall include at a minimum:

- a. A Pennsylvania-based institution of higher education (IHE) that is approved by the Department of Education to prepare principals;
- b. At least one high-need LEA included in the “List of LEAs That Meet the High Need Definition from No Child Left Behind.” For purposes of this EPPGA, a high-need LEA:
 - Serves not fewer than 10,000 children from families with incomes below the poverty line; or
 - Not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; **and**
 - For which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or
 - For which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing [Section 2102(3)].

Additional partners may include:

- a. Other LEAs;
- b. An elementary or secondary school;
- c. Other educational service agency or nonprofit cultural or educational organization;
- d. High-quality 0-5 early education agencies (specifically defined as Head Start agencies, Pennsylvania Pre-K Counts providers, STAR level 3 and/or 4 child care agencies);
- e. Teacher organizations;
- f. Principal organizations; or
- g. Businesses.

It is the intent of the Department of Education to fund statewide partnerships that include a network of IHEs and LEAs, as well as other entities and organizations that may participate in the partnership.

Each partnership will designate a lead IHE responsible for **all aspects of the project**, including, but not limited to:

- a. Executing with the Commonwealth of Pennsylvania a contract or memorandum of understanding that accurately describes the scope of activities and services to be provided by the partnership;
- b. Establishing an implementation timeline and adhering to the timeline;
- c. Collaborating with all partners to implement planned activities so partners will achieve expected outcomes of the grant program;
- d. Monitoring and managing federal funds consistent with Education Department General Administrative Regulations (EDGAR);
- e. Evaluating and measuring program effectiveness against established benchmarks and the impact of grant activities;
- f. Maintaining records consistent with EDGAR, executed contract or memorandum of understanding, and these guidelines;

- g. Notifying the Department of Education in writing of any programmatic or personnel changes;
- h. Submitting quarterly financial reports to the Department;
- i. Submitting comprehensive quantitative and qualitative quarterly progress reports to PDE;
- j. Submitting budget revisions when any major budget category changes by 20 percent or more;
- k. Submitting all final financial and evaluation reports.

An IHE, intermediate unit (IU) or LEA may be a partner in more than one application submitted for funding. Applications will not be accepted from applicants who are currently delinquent in filing reports either with the Department of Education or the Comptroller's Office.

1.4 Scope

These guidelines contain (1) instructions governing the submission of applications and the information to be submitted; (2) requirements which must be met in order for a partnership to be eligible for consideration; (3) the selection process; and (4) evaluation criteria. An Eligible Partnerships Grant Agreement, which references the commonwealth's standard contract terms and conditions for federally-funded grants, and includes Appendix A, B, and C, is available on the Department's website at: [Eligible Partnership Grant Documents](#). Institutions of the State System of Higher Education (SSHE) will be issued a memorandum of understanding; a copy is also available on the above website.

1.5 Purpose of the Grant

The purpose of the Title II partnership grant is to help states and school districts ensure that all schools have principals with leadership skills that enable them to work most effectively in today's schools following [Pennsylvania's Inspired Leadership \(PIL\) domains](#).

This grant has a targeted focus to build the capacity of principals to reduce achievement gaps, and help more children grow and learn by focusing on the early learning years as a foundational time to build student success. Specifically, this grant should focus on programs that improve the knowledge and practice of principals, with specific focus on the following:

- Research-based strategies and practices that recognize the importance of PreK-4 early learning;
- Supporting children to be prepared when they start school so that early achievement gaps are recognized and addressed immediately;
- Developing comprehensive, developmentally-appropriate skills, knowledge, and dispositions that are fundamental to student success in grades PreK-4;
- Utilizing all tools available on the Standard Aligned System (SAS) that aid in the implementation of Pennsylvania's early learning standards; and
- Ensuring children are on grade level by the time they leave third grade so they can graduate from high school ready for college, careers, and life.

1.6 Funding Source

Title II, part A, subpart 3 of the federal Elementary and Secondary Education Act of 1965 as reauthorized by the No Child Left Behind Act of 2001, is the source of funding for the Eligible partnership grants.

Information to be submitted to the Department is described in Section 2 of these guidelines.

1.7 Goals and Expected Outcomes

The goals and expected outcomes associated with the grant appear in the [Project Abstract-Appendix B PDE-3118 appendix](#). Each application must demonstrate that it incorporates the goals of EPPGA as listed in section 1.1 of this document by translating them into instructional activities and appropriate action strategies that connect to *measurable* goals and objectives:

- Implement a statewide partnership that includes a network of IHEs and LEAs; other partners may also participate; at least one high-need district must be a partner in activities; a list of [high-need schools and districts](#) is available on the Department's website.
- Identify strategies each partner will institutionalize to foster high quality clinical experiences and improved teaching and learning for future PreK-4 principals beyond the term of the grant program; and
- Design and implement a comprehensive accountability system that enables the lead partner to monitor performance and to submit comprehensive data and information relevant to measurable goals and objectives identified in the partnership proposal.

1.8 Type of Award

If awards are made, the commonwealth's standard grant agreement will be issued, except for SSHE universities, which will be issued a memorandum of understanding. Negotiations will be held with potential contractors to discuss funding levels as well as programmatic changes. The application narrative will be revised and incorporated into the grant agreement as Appendix B or memorandum of understanding.

1.9 Amount of Awards

The Department's Office of Postsecondary and Higher Education has approximately \$3.5 million available to implement multiple statewide partnerships. The number of awards to be made will be limited by program funds.

Awards will be issued from **June 1, 2016 to September 30, 2018**. Each of the following expenditures will be disallowed from any contract or memoranda of understanding awarded:

- a. Costs of instruction when tuition is to be paid under the grant agreement or memorandum of understanding;
- b. Facilities rental or janitorial costs for any of the partners;
- c. Payment of tuition for educator to earn a graduate level degree;
- d. Purchases of equipment. Under these application guidelines equipment is an instrument, machine, apparatus or set of articles that meets all of the following criteria:
 - Cost is \$5,000 or more per unit;
 - It retains its original shape, appearance and character with use;
 - It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;
 - It is nonexpendable; i.e., if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it with an entirely new unit; and
 - Under normal conditions of use, including reasonable care and

maintenance, it can be expected to serve its principal purpose for more than one 12-month fiscal period.

- e. Capital expenditures;
- f. Full-time personnel hired specifically for the project;
- g. College or university fees such as, but not limited to, academic fees, equipment fees, computer fees, community center fees, ID fees, health fees;
- h. Per diem, lodging and mileage reimbursement rates that exceed prevailing state limits, which are available at [Per Diem Rates](#); and
- i. Indirect costs in excess of eight percent.

No single partner in an eligible partnership may benefit from more than 50 percent of the funds that are available to the partnership. Section 2132(c) of the law requires that no single participant in an eligible partnership, (i.e., no single high-need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences, and no other single partner), may "use" more than 50 percent of the subgrant. The provision focuses not on which partner receives the funds, but on which partner directly benefits from them.

Grant funds cannot be used to pay the salary of a project director who does not spend at least 20 percent of his/her time in instructional activities.

Regardless of the cost, computer software is categorized as "Supplies and Materials."

1.10 Project Expiration Date

Contracts awarded or memoranda of understanding issued under these application guidelines may expire on or before **September 30, 2017, while the second will expire no later than September 30, 2018.** One contract or memorandum of understanding representing more than two funding cycles will not be issued under these guidelines, and subsequent funding is at the discretion of the Department as described in Section 1.9, Amount of Awards.

1.11 Rejection of Applications

The commonwealth reserves the right to reject any and all applications received as a result of these guidelines and to negotiate separately with successful grant recipients. Applications will not be accepted from applicants who are currently delinquent in filing reports either with the Department or the Comptroller's Office. Applications will be rejected immediately if they are not completed according to specifications contained in Section 2, Application Requirements, and are not submitted by the established filing deadline of **5:00 P.M. October 21, 2016, via email to [Jamal Wakeem](#).**

1.12 Incurring Costs

The commonwealth is not liable for any costs incurred by applicants or successful grant recipients prior to the effective date of any contract or memorandum of understanding.

1.13 Pre-proposal Email Session

A pre-proposal Question and Answer email session will be allowed to (1) clarify the EPPGA guidelines as necessary; and (2) emphasize portions of the EPPGA guidelines that are considered especially important. Questions must be forwarded in writing by **September 30, 2016**, to the issuing office to insure that sufficient analysis can be made before an answer is supplied.

1.14 Amendment to the EPPGA Guidelines

If it becomes necessary to revise any part of the application guidelines, an amendment will be posted to the [Pennsylvania Department of Education website](#).

1.15 Response Date

To be considered for funding, all applications must be completed in the form and manner specified in Section 2, Application Requirements, no later than **5:00 P.M. October 21, 2016, via email to [Jamal Wakeem](#)**.

1.16 Economy of Preparation

Applications should be prepared simply and economically, providing a straightforward, concise, and detailed description of the project's goals, objectives, and activities that will be provided under this competition.

1.17 Prime Contractor Responsibilities

Contractors will be required to assume responsibility for all goals, objectives, and activities outlined in their application. Additionally, each contractor **must have all funds committed and obligated by September 30, 2017, for the first funding cycle, and date September 30, 2018, for the second funding cycle**. The sole point of contact for each contract or memorandum of understanding will be the project director.

After a contract is awarded or a memorandum of understanding is issued, contractors are obligated to file the following reports: table explaining report type (column 1), due date (column 2), and agency the report filed with (column3).

REPORT	DUE DATE(S)	FILED WITH
Reconciliation of Cash on Hand (PDE-2030)	10 days after each calendar quarter once payment begins	Comptroller's Office (Electronic submission)
Final Completion Report (PDE-2032)	November 1, 2017 and November 1, 2018 after all funds have been obligated	Division of Professional Education and Teacher Quality
Audit Information	Nine months after expiration of contract/memorandum of understanding	Bureau of Audits and the Division of Professional Education and Teacher Quality
Progress Report (PDE-3810E)	Due at the end of each calendar quarter after the project begins	Division of Professional Education and Teacher Quality
Program Evaluation (PDE-3810)	30 days after project ends	Division of Professional Education and Teacher Quality

For auditing purposes, project staff will also need to maintain time and effort sheets or similar reporting mechanisms to document time devoted to project activities.

1.18 Disclosure of Application Contents

All material submitted becomes the property of the Commonwealth of Pennsylvania. Applications submitted to the commonwealth may be reviewed and evaluated by any person other than competing applicants at the discretion of the commonwealth. The commonwealth has the right to use any or all ideas presented in any response to these guidelines. Selection or rejection of the application does not affect this right.

1.19 Notification and Evaluators' Comments

Each applicant will be notified in writing about the status of the application. In addition, copies of each evaluator's written evaluation will be provided.

1.20 News Releases

News releases and/or press statements pertaining to contracts awarded or memoranda of understanding issued under these application guidelines cannot be made without written authorization from the issuing office and must conform to the guidelines issued by the issuing office.

1.21 Commonwealth Participation

The program officer for these guidelines is Jamal Wakeem, Higher Education Associate II, Division of Professional Education and Teacher Quality, Bureau of School Leadership and Teacher Quality, Department of Education. Mr. Wakeem is available to provide technical assistance to applicants up to the filing deadline and to contractors after awards are made. He also has the responsibility to ensure activities submitted under each application are permissible under No Child Left Behind.

1.22 Terms of Payment

Funds may not be spent prior to the effective date of the grant agreement or memorandum of understanding. Moreover, 10 percent of the total contract or memorandum of understanding will be withheld by the commonwealth and will not be released unless the contractor satisfies all mandatory reporting obligations. The remaining balance will be prorated over the term of the contract or memorandum of understanding. Payments will begin when the contractor's file has been activated by the Comptroller's Office. Depending on when a contractor's account is activated, up to three months of payments may be issued for the contractor's payment schedule to be up-to-date.

The commonwealth has converted to an Automated Clearing House (ACH) System to disburse federal payments processed through the Federal Subsidies Section. Funds will be deposited into a designated ACH account rather than being disbursed by check. Payments under the contract or memorandum of understanding will continue as long as the contractor continues to submit quarterly Reconciliation of Cash on Hand forms (PDE-2030) and the funds on-hand are within the guidelines established by EDGAR.

General conditions: A link to the commonwealth's Standard Terms and Conditions is included in the Eligible Partnerships Grant Agreement. For SSHE universities, the memorandum of understanding represents the understandings of the agencies involved.

1.23 Important Dates

The following dates generally reflect the evaluation process and are targets subject to change by the Department:

- | | |
|----------------------------------|---|
| a. September 30, 2016 | Deadline for pre-proposal Q & As via email |
| b. September 30, 2016 | Deadline for notification to PDE of intent to submit an application |
| c. October 21, 2016 (5:00 P.M.) | Deadline for submission of applications |
| d. October 24 – November 4, 2016 | Evaluation of applications |
| e. November 9, 2016 | Finalists identified and all project directors notified of status of applications |

- | | |
|-----------------------|--|
| f. November 30, 2016 | Contract is due |
| g. September 30, 2017 | First cycle's eligible partnership funds expire |
| h. November 1, 2017 | Final Completion Report due (PDE-2032) |
| i. November 1, 2017 | Final Program Evaluation due (PDE-3810) |
| j. September 30, 2018 | Second cycle's eligible partnership funds expire |
| k. November 1, 2018 | Final Completion Report due (PDE-2032) |
| l. November 1, 2018 | Final Program Evaluation due (PDE-3810) |

Section 2 Application Information

2.1 Submission Requirements

All eligible applicants must submit one electronic copy of the following in a PDF format:

- a. Cover Page;
- b. Project Abstract – Appendix B (PDE-3118);
- c. Agreement for Eligible Partnerships (PDE-3668);
- d. Acronym Definition Page and Explanations of Projects Referenced in Narrative;
- e. Two-Year Budget Projection (PDE-3113G);
- f. Draft evaluation instruments to measure effectiveness of goals, objectives and activities of partnership; and
- g. Proposal Narrative, which includes the following sequence of sections:
 - o Executive Summary;
 - o Needs Assessment;
 - o Instructional Program/Program Results;
 - o Plan of Action;
 - o Program Evaluation;
 - o Dissemination of Project Results and Other Information; and
 - o Cost and Price Analysis.

2.2 Proposal Format and Sequence

- a. **Cover Page:** lists application contents and page numbers.
- b. **Project Abstract** - Appendix B (PDE-3118): this section gathers information related to the specific project, its measurable goals, objectives, and activities. This form asks questions related to who will lead the partnership activities, funding levels, and anticipated starting and ending dates for each funding cycle, projected number of participants planned for the statewide partnership and professional development activities. In addition to listing all partners (IHEs, LEAs, etc.), the abstract includes a table that connects project activities to project goals and individual objectives.
- c. **Agreement for Eligible Partnerships (PDE-3668):** a signed agreement is required from each partner that describes the roles and responsibilities of each partner. Submitting agreements only from intermediate units (IUs) and letters of endorsement do not fulfill this requirement.
- d. **Acronym Definition Page and Explanations of Projects Referenced in Narrative.** Please spell out any acronyms used in your grant proposal. **Two-Year Budget Projection for Competitive Application** prepared on form PDE-3113G or a similar format.
- e. **Draft copies of evaluation instruments to be used to measure impact and effectiveness of each activity of statewide partnership.**
- f. **Proposal Narrative:** the Application Narrative is limited to 20 double-spaced pages, prepared in 12-point Arial. The application must respond to all requirements in this part of the EPPGA guidelines. Any other information thought to be relevant, but not required for a section, should be provided as an appendix to the application. **Material contained in appendices may not be fully considered by external evaluators.**

When writing a narrative, follow the prescribed sequence below for each section. Each section need not start on a new page. Be sure to include detailed descriptions and action strategies associated with each section of the application.

- o **EXECUTIVE SUMMARY.** (a) State the goal of the statewide partnership.
(b) List measurable objectives (refer to item #7 in the Project Abstract),

standards or benchmarks that will be used to gauge effectiveness of the program, and summarize the instructional services and supports (refer to item #7 in the Project Abstract) to be provided, along with the total number of credits or anticipated Act 45 or Act 48 hours for the overall effort. (c) List anticipated project results including (1) the projected number of future principals and higher education coaches (i.e., supervising faculty) from each partner LEA that will participate in each funding cycle in each professional development topic; and (2) the impact of each partner participating in partnership activities.

- **LOCAL NEEDS ASSESSMENT/COOPERATIVE PLANNING.** This section of the application documents current, local needs of each LEA partner. Partnerships will: (a) Describe strengths and weaknesses in each partner's existing clinical experiences for future principals being certain to address the ease with which future principals are placed in LEAs; the preparation of cooperating principals, their ability to coach future principals; and what can be done differently to supervise and coach future principals so they are better prepared for today's classrooms. (b) Identify, which National Association of Elementary School Principals will be the focus of professional development; why those standards were selected; and how future principals and school principals will be involved. (c) Describe other local conditions that substantiate the need for partner LEAs to participate in grant activities. (d) Describe the collaborative process that was used to plan and decide how partnership would implement statewide partnership and its activities. (e) Describe how education and arts and science faculty were/will be **actively engaged** in partnership activities.
- **INSTRUCTIONAL PROGRAM/PROGRAM RESULTS.** This section focuses on the instructional program and anticipated results stemming from activities that will be offered to partners. (a) Develop an implementation timeline for each activity using the measurable objectives and activities listed in item #7 of Project Abstract (PDE-3118); include the duration of each activity and the name and title of individual(s) responsible for each activity. (b) Summarize expected project outcomes: the benefits provided to future principals, principals, higher education faculty, and their supervisors. (c) Describe the change at each partner LEA and IHE as a result of participating and how each partner's participation will be monitored.
- **PLAN OF ACTION.** The focus of this section is process. (a) Describe the plan. (b) Describe the pedagogical methods that will be used. (c) Present a staffing plan, including the names of contacts at each partner, and an organizational chart, including names and roles of individuals from each partner. (d) Identify those factors that demonstrate the partnership's capacity to accomplish stated goals, objectives, and results, including the qualifications of project director to administer a statewide partnership grant. (e) Describe the strategies that will be employed to give aspiring principals from high-need LEA(s) preference to participate in partnership activities. (f) Describe criteria that will be used to select aspiring principals, higher education faculty and supervisors, and cooperating principals. (g) Describe the quality assurance measures that will be used to ensure that each participant has a role as a principal or associated with future principal (i.e., supervising and cooperating). (h) Attach syllabi; each syllabus should include the following: anticipated site for conducting professional development; method of delivery (face-to-face, distance learning, webinars, or

combination); learning outcomes associated with each relevant activity and measurable objective; content; text and materials to be used; methods of instruction; evaluation methods, criteria and relevant Eligible Partnerships program objectives. (Note: syllabi are not counted in the 20-page limit.)

- **PROGRAM EVALUATION.** An external evaluator is not required by these EPPGA guidelines. This section identifies benchmarks for each goal, objective, and activity, as well as for measuring the impact on new principal's leadership. Each partnership identifies: (1) methods that will be used to report project results to its partners, and (2) how it will work with partners to understand and use key project results to improve principals' leadership.
 - (a) Design a plan to: (1) document program impact on IHEs, LEAs, higher education faculty, future principals and schools' principals being certain to assess the strategic improvements implemented in future principal clinical experiences; and (2) identify component parts that serve as an effective model for assisting principals in becoming strong instructional leaders.
 - (b) Establish standards or benchmarks that will be used to determine the effectiveness of the program and measure the impact on principals' leadership.
 - (c) Name the individual who will be responsible for the overall evaluation and describe his/her qualifications.
 - (d) Describe the feedback loop that will be implemented for continuous program improvement to occur.
 - (e) Describe how evaluation results will be reported to partners. (Anecdotal participant data and participant self-reporting are insufficient methods for measuring program effectiveness and impact.)
- **DISSEMINATION OF PROJECT RESULTS AND OTHER INFORMATION.**
 - (a) Illustrate how the statewide partnership **design, activities, and strategic improvements to clinical experiences** can be replicated at other sites.
 - (b) Design a plan that includes distribution channels that will be used to distribute program information, including the impact on new principals' leadership to as many educational stakeholders as possible.
- **COST AND PRICE ANALYSIS.** This section adds meaning to the budget figures included on the budget form. It explains how each budgeted item supports program goals, objectives, and activities.
 - (a) Describe the cost effectiveness of the budget, including indirect costs.
 - (b) Connect expenditures to relevant project goal, objective, and activity.
 - (c) Explain how the budget will be monitored to ensure that no partner benefits from more than 50 percent of the project funds; to estimate the percentage each partner will benefit from partnership funds; to describe the institutional procedures that are in place regarding administering a grant of this nature; and to ensure expenditures are consistent with all activities described in the Application Narrative.

Partnerships are asked to complete a realistic, cost effective and detailed budget for project year one and year two using the following six categories of expenditures: (1) Salaries, (2) Fringe Benefits, (3) Purchased Professional and Technical Services, (4) Other Purchased Services, (5) Supplies and Materials, and (6) Indirect Costs (limited to eight percent maximum and is not calculated on the cost of equipment). Carefully check all budget figures and calculations and verify that funding levels on the Project Abstract-Rider B match the totals reported on the budget projection form.

- **BUDGET PROJECTION FOR COMPETITIVE APPLICATION.** Complete columns for years one and two for this competition as indicated above. A

partnership should not request or budget more than \$750,000 per year. A sample two-year budget is available on the [Department's website](#). Carefully check all budget figures and calculations and verify that the funding level reported on the Project Abstract-Rider B is the same as the total on the budget projection form.

2.3 Application Strengths

Partnerships should ensure the following application strengths are evident in a competitive application:

- a. Applications contain sufficient and consistent detail throughout;
- b. Application information is well-organized, well-written and, therefore, easy to comprehend and understand;
- c. Application information is consistent from one section to another;
- d. Needs assessment data are local and current;
- e. Key concepts are developed into appropriate action strategies;
- f. Instructional activities build upon existing partnerships or work that is already underway at LEAs;
- g. Budgets are cost effective; and
- h. Budgets are error-free and aligned with the partnerships' goals, objectives, outcomes, and activities.

Section 3
Criteria for Selection

Each part of the EPPGA has been assigned a point value for numerically rating and ranking applications. Point values for each part of the application are below; the **maximum** point value any application may receive is 700.

PARTS OF APPLICATION	POINTS
Cover Page, which lists application contents and page numbers	5
Project Abstract - Appendix B	5
Signed Agreements for Eligible Partnerships (one from each partner)	5
Acronym Definition Page and Explanations of Projects Referenced in Application	5
<u>Narrative</u>	
a. Executive Summary	10
b. Local Needs Assessment/Cooperative Planning	10
c. Instructional Program/Program Results	45
d. Plan of Action	45
e. Dissemination of Project Results and Other Information	45
f. Program Evaluation, including copies of draft evaluation instruments	45
g. Cost and Price Analysis	10
h. Budget Projection	20
Subtotal	250
SPECIAL AREA POINTS	POINTS
Points will be awarded on an all-or-nothing basis for applications that:	
a. Demonstrate partners have redesigned future PreK-4 principal experiences to make them more realistic and school-based, and that they enable candidate mastery of the National Association of Elementary School Principals competencies and the four PIL domains.	50
b. Include research-based professional development that enable IHEs and LEAs to integrate the topics that are listed in these guidelines:	50
• Result-oriented focus on principal impact on schools.	50
• A highly selective cohort model should combine coursework with supervised practicum experiences, and should be selective of those whose primary objective is to serve in a principalship position in a Pennsylvania school.	50
• Intensively coached, site-based learning (residencies, internships)	50
• Integration of academic and practical learning.	50
• Structured post-licensure support to accelerate early career development.	50
• Use of multiple measures of assessment of learning growth.	50
c. Promote professional capacity across the learning community.	50
d. Institutionalize changes in both IHEs and LEAs to foster improved leadership experiences for PreK-4 principals beyond the term of the grant program.	
Subtotal	450
Total Maximum Points	700

A panel of independent reviewers will review the applications that include the narrative sections described in Section 3 in the table above. Total points will be awarded on the basis of overall strength; the strategic redesign of PreK-4 principal clinical experiences; the capacity of the partnership and its partners to deliver the goals, objectives, and activities; and the overall clarity and responsiveness to the EPPGA guidelines. Scores will be recorded and statistically analyzed

to determine which applications will be funded. PDE will verify that activities of each partnership recommended for funding are consistent with Title II, Subpart 3 of No Child Left Behind and with guidance from USDE.

Section 4
Information Available on the PDE Website

The following documents are available on the [Pennsylvania Department of Education website](#):

1. List of Local Education Agencies (LEAs) That Meet The High Need Definition in No Child Left Behind
2. Agreement to Participate in An Eligible Partnership (PDE-3668)
3. Project Abstract – Appendix B (PDE-3118)
4. Two-Year Budget Projection (PDE-3113G)
5. Notification of Intent To Submit For Competition In Eligible Partnerships Postsecondary Grant Application Program (PDE-4658A)
6. Eligible Partnerships Grant Agreement, Special Program Requirements Appendix A, Grantee’s Project Abstract, Program Narrative, and Budget Appendix B, and Payment Terms, Responsibilities, and Contact Information Appendix C--Applicants Other Than the State System of Higher Education
7. Memorandum of Understanding--State System of Higher Education Institutions (PDE-3113H)