

**GEORGIA RACE TO THE TOP
INNOVATION FUND
APPLICATION FACE SHEET**

SECTION 1: APPLICANT AGENCY

Applicant Agency (Legal Name): Board of Regents of the University System of Georgia on behalf of the University of Georgia

Legal Mailing Address: 200 D.W. Brooks Drive

City: Athens County: Clarke State: GA Zip: 30602-5016

Federal Employer I.D. #: 58-6001998 DUNS #: 619003127

Congressional District #: GA-010

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SECTION 2: PARTNERSHIP LEAD CONTACT

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SECTION 4: PROJECT INFORMATION

Project Name: UGA/GAEL Early Career Principal Residency Program

Partner Names: University of Georgia, Georgia Association of Educational Leaders

Priorit(ies) Addressed: Priority #2

Grant Amount Requested: **\$156,564**

SECTION 5: PARTICIPANT DATA:

Approximate number of students served: Based on expressed interest, we expect to have at least 15 early career principals from 9 school districts serving approximately 32,000 students in the second cohort which is scheduled to begin January 2012.

Population of focus (i.e. age, gender, race): LEAs that have already indicated an interest in having their early career principals participate in the program include Bacon County Schools, Burke County Schools, Clarke County Schools, Fannin County Schools, Greene County Schools, Lincoln County Schools, Lumpkin County Schools, Warren County Schools, and Washington County Schools. The average percentage of students in these nine school districts that are eligible for free or reduced priced lunch is 70%, and the average graduation rate in these nine school districts is 79%.

Race to the Top school districts from which early career principals will be recruited to participate in the second cohort of the Early Career Principal Residency Program include: Atlanta Public Schools, Bibb County Schools, Chatham County Schools, Clayton County Schools, DeKalb County Schools, Dougherty County Schools, Muscogee County Schools, Pulaski County Schools, Richmond County Schools, and Valdosta City Schools. The total student population in these 10 school districts based on 2009-10 student enrollment data is 339,002. The average percentage of students in these ten school districts that are eligible for free or reduced priced lunch is 73% and the average graduation rate in these ten school districts is 76%. None of these ten school districts made Adequate Yearly Progress (AYP) for 2009-10 and 190 individual schools within the ten school districts failed to make AYP during the 2009-10 school year.

SECTION 6: SERVICE DELIVERY AREA

Primary county or counties to be served: Bacon County Schools, Burke County Schools, Clarke County Schools, Fannin County Schools, Greene County Schools, Lincoln County Schools, Lumpkin County Schools, Warren County Schools, and Washington County Schools, Atlanta Public Schools, Bibb County Schools, Chatham County Schools, Clayton County Schools, DeKalb County Schools, Dougherty County Schools, Muscogee County Schools, Pulaski County Schools, Richmond County Schools, and Valdosta City Schools

List other counties to be served (if any): all included above

Congressional District(s) to be served: Potentially serving districts 10th, 12th, 1st, 8th, 5th, 3rd, 9th, 2nd, 4th, 6th, 13th,

SECTION 7: PROGRAM ACTIVITIES

The activities to be funded with the Innovation Fund Grant include:

- Engage in collaboration with school systems to delivery an induction program for early career principals.
- Implementation of a two-year Early Career Principal Residency Program;
- Provide financial support to at least ten principals of high-need schools from school districts that serve some of Georgia's most economically disadvantages students;
- Develop a cadre of well trained, highly-effective mentors to work with participants in the Early Career Principal Residency Program;
- Enhance the program's current technology platform to link and support a community of early career principals from across the State;
- Enhance the program evaluation component to demonstrate the impact of the Early Career Principal Residency Program on the performance of program participants and to track results achieved in participants' schools.

SECTION 8: APPLICANT AGENCY FISCAL INFORMATION

1. Month of Fiscal Year End: June
2. Attach to the application, the applicant agency's financial audit.
3. Is applicant agency delinquent on any federal debt? NO YES If yes, attach a detailed explanation.
4. Did applicant agency receive 80 percent or more of its annual gross revenue in federal awards in its preceding fiscal year; and \$25,000,000 or more in annual gross revenue from federal awards and in so doing is required to comply with "Federal Funding Accountability and Transparency Act"? NO YES If yes, attach names and total compensation of the five most highly compensated officers of the grantee.

SECTION 9: AUTHORIZING SIGNATURES

I, the undersigned, an authorized representative of the applicant, have read, understand, and agree to all relative conditions specified in the Race to the Top Innovation Fund Request for Proposals and having read all attachments thereto do submit this application on behalf of the applicant agency. If awarded a grant to implement the provision herein, I do certify that all applicable federal and state laws, rules, and regulations thereto will be followed.

APPLICANT AGENCY:

Signature and Title

Date


Jacob Maas
Senior Grants Officer

10/31/11

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Georgia Race to the Top Innovation Fund Grant Proposal UGA/GAEL Early Career Principal Residency Program

Enterprise Grant Proposal Narrative

Executive Summary: The College of Education (COE) at the University of Georgia (UGA) in partnership with the Georgia Association of Educational Leaders (GAEL) has developed a two-year induction program for early career principals. The Early Career Principal Residency Program, launched in October 2010, is open to participation by early career principals from all of Georgia's 180 school districts. Current research has determined that quality leadership at the school level significantly impacts student achievement. Leithwood, Louis, Anderson, and Wahlstrom (2004) found in their review of research that not only does leadership matter, but it is second only to teaching among school-related factors that affect student learning. According to a review of the literature sponsored by the Wallace Foundation and conducted by the Stanford Educational Leadership Institute, principals who participate in high-quality pre- and in-service leadership development programs are significantly better prepared for virtually every aspect of principal practice, are more committed to staying in their jobs, spend more time on instructionally focused work, and make developing and supporting their teachers a priority (Davis, Darling-Hammond, LaPoint, & Meyerson, 2005).

The Early Career Principal Residency Program annually accepts up to 25 school leaders into the program who have been in the principalship from 0-3 years. This leader induction program includes a combination of face-to-face seminars, interactions with experts in educational leadership, performance-based activities linked to job-embedded learning, a mentoring/coaching component to provide candidates with ongoing support, a focus on developing the cohort as a community of learners, and the integration and use of technology to connect the cohort and support content delivery.

Leadership development and induction for new school administrators, in addition to being identified as a priority for the Innovation Fund grants and being a requirement for Race to the Top school districts, is one of the top priorities identified by the COE's Superintendents Education Policy Advisory Group. This group of superintendents recognizes that newly-minted principals need much more than a "pat on the back and a key to the school" in order to be successful. Yet many school districts do not have formal support or induction programs for new principals. The Early Career Principal Residency Program addresses this largely unmet need by providing real time, high quality professional learning for new school leaders when they need it most and when it will have the greatest potential impact on student learning.

The primary purpose of this Georgia Race to the Top Innovation Fund Enterprise grant proposal is to secure additional financial support for the Early Career Principal Residency Program so that early

career principals from some of Georgia's highest need schools will have an opportunity to participate in this leader induction program. Many of the early career principals from these school districts likely would not be able to participate in the program without grant-supported financial assistance. Grant funds will also be used to invest in building a mentoring/coaching and technology infrastructure to support participants beyond the two-year program and to sustain the program for future cohorts.

Section 1: Partnership Overview: The entities that make up the partnership for this enterprise grant proposal include: The College of Education at the University of Georgia, the Georgia Association of Educational Leaders, and multiple Local Education Authorities (LEA). While LEAs are not listed as official partners in this enterprise grant application, the partnership will work closely with LEAs who elect to enroll their early career principals in the program to provide support for the principal inductees as the program is implemented. LEAs that have already indicated an interest in having early career principals participate in the program include Bacon County Schools, Burke County Schools, Clarke County Schools, Fannin County Schools, Greene County Schools, Lincoln County Schools, Lumpkin County Schools, Warren County Schools, and Washington County Schools. In addition to these nine school districts, early career principals from ten of the Race to the Top school districts will be recruited to participate in the program.

The mission of UGA's COE is to enhance education, workforce development, health, and policy for the well-being of society through (a) the creation, communication and application of new knowledge; (b) preparation of scholars, researchers, educators and other professionals to meet the needs of our increasingly diverse, global, technological society; and (c) outreach initiatives engaged with matters related to the local community, state, nation, and world. GAEL's mission is to improve public education in Georgia through high quality leadership development and advocacy and to serve as a resource network for educational leaders. Georgia school districts that will have principals participating in the program have as a common thread in their mission statements of promoting the academic achievement and success of the students they serve.

The collective mission and vision of the partnership: The vision of the Early Career Principal Residency Program as well as the collective partnership is for each school in Georgia to be led by a highly effective principal who has the knowledge and ability to promote the success of all students. The collective partnership's mission is to provide early career principals with a high quality, performance-based professional learning program that integrates theory and practice to ensure that participants have the knowledge and skills to positively impact student achievement.

Past performance of the lead partner: The entities that comprise this partnership have extensive expertise and experience in the development and delivery of programs to meet the needs of educational leaders that lead to positive student outcomes through degree programs, professional conferences, and

professional learning. The COE at the UGA, the lead partner in the partnership, has decades of experience developing and managing educational programs and partnerships. The COE is perennially ranked among the nation's top research-extensive institutions. The COE, one of the largest and most diverse institutions of its kind in the United States, is a center for innovative research, and the college engages in teaching and service projects of local, national, and international interest. The college's outstanding faculty of 233 members serves an enrollment of over 4,500 students per semester. The COE Educational Leadership and Administration faculty, which works most directly with the Early Career Principal Residency Program, recently ranked 10th in the nation in the third annual Faculty Scholarly Productivity Index. GAEL also has decades of experience in providing high-quality professional learning to educational leaders throughout the State. During fiscal year 2011, GAEL provided and assisted its affiliate organizations in providing approximately 30 workshops and conferences to educational leaders in Georgia.

Section 2: Need for Project. Principals today face many challenges and are under intense pressures to ensure the academic success of students and demonstrate continuous improvement in their schools. These challenges and pressures are even more intense for new school leaders, especially those in high-need schools. Novice principals should not be left to simply “sink or swim.” A formal support system for early career principals can help them address and meet many of the challenges they face.

While principal leadership is considered essential for school success, support for new principals has only recently been recognized as important (Silver, Lochmiller, Copeland, & Tripps, 2009). With many school districts lacking formal support or induction programs for new principals, the Early Career Principal Residency Program addresses a largely unmet need by providing research-based, job-embedded professional learning which will help new school leaders meet the demands of their positions, create more stability in the principalship, and promote the academic success of all students.

In addition to being identified as a priority for the Innovation Fund grants and being a requirement for Race to the Top school districts, leadership development and induction for new school administrators, is one of the top priorities identified by the COE's Superintendents Education Policy Advisory Group. This group of superintendents recognizes that newly-minted principals need much more than a “pat on the back and a key to the school” in order to be successful. Yet many school districts do not have formal support or induction programs for new principals. The Early Career Principal Residency Program addresses this largely unmet need by providing real time, high quality professional learning for new school leaders when they need it most and when it will have the greatest potential impact on student learning.

Description of the specific target population and geographic location to be served: Research suggests that the impact of leadership tends to be greatest in schools where the learning needs of students

are most acute. There are virtually no documented instances of troubled schools being turned around in the absence of intervention by talented leaders (Leithwood, Louis, Anderson, & Wahlstrom, 2004). With funding from the Georgia Race to the Top Innovation Fund grant, we will identify and recruit at least ten (10) early career principals of high-need schools from Race to the Top school districts that serve some of Georgia's most economically disadvantaged students for participation in the second cohort. Many of the early career principals from these school districts likely would not be able to participate in the program without financial assistance.

Race to the Top school districts from which early career principals will be recruited to participate in the second cohort of the Early Career Principal Residency Program include: Atlanta Public Schools, Bibb County Schools, Chatham County Schools, Clayton County Schools, DeKalb County Schools, Dougherty County Schools, Muscogee County Schools, Pulaski County Schools, Richmond County Schools, and Valdosta City Schools. The total student population in these 10 school districts based on 2009-10 student enrollment data is 339,002. The average percentage of students in these ten school districts that are eligible for free or reduced priced lunch is 73% and the average graduation rate in these ten school districts is 76%. None of these ten school districts made Adequate Yearly Progress (AYP) for 2009-10 and 190 individual schools within the ten school districts failed to make AYP during the 2009-10 school year.

Section 3: Quality of Project Design. The plan for the Early Career Principal Residency Program is to begin a new cohort each year. The current cohort, which began October 2010, includes 15 early career principals from 9 different school districts in Georgia representing elementary, middle, and high schools. School districts represented in the current cohort include: Burke County, Carrollton City, Clarke County, Franklin County, Lee County, Lowndes County, Oglethorpe County, Pierce County, and White County. The total student population in these 15 schools based on 2009-10 student enrollment data is 11,074. The average number of students per school is 738.

Based on expressed interest, we expect to have at least 15 early career principals from 9 school districts serving approximately 32,000 students in the second cohort which is scheduled to begin January 2012. LEAs that have already indicated an interest in having their early career principals participate in the program include Bacon County Schools, Burke County Schools, Clarke County Schools, Fannin County Schools, Greene County Schools, Lincoln County Schools, Lumpkin County Schools, Warren County Schools, and Washington County Schools. The average percentage of students in these nine school districts that are eligible for free or reduced priced lunch is 70%, and the average graduation rate in these nine school districts is 79%.

Extent to which the eligible applicant demonstrates that there are evidence-based findings or a reasonable hypothesis that implementation of the proposed practice, strategy, or program will have a

statistically significant, substantial and important effect on improving student outcomes. Though the idea for the Early Career Principal Residency Program came from the Superintendents Education Policy Advisory Group, there is much research to support this type of professional learning or induction program for early career principals. A report by Stanford researchers identified a number of effective training practices for new school leaders based on an examination of exemplary programs. They include: a standards-based, coherent curriculum; instruction that integrates theory and practice; knowledgeable faculty, including experienced practitioners; and well-designed supervised internships (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007). Providing high quality mentoring and induction programs for new principals has been identified as one of the essential strategies for how districts can effectively support principals in the school improvement process (Bottoms and Schmidt-Davis, 2010). Augustine, et al., (2009), found that mentoring, coaching, and organizing networks of school leaders to support each other's learning are three of the initiatives that are being implemented at the state and district levels to influence instructional leadership in schools. These researchers also found that some of the states in their study had begun mandating mentoring or coaching for all new principals.

The extent to which the proposed project represents an exceptional approach to the priorities the eligible applicant is seeking to meet (i.e. addresses a largely unmet need, etc.) The impetus for the Early Career Principal Residency Program came directly from the COE's Superintendents Education Policy Advisory Group based on superintendents' recognition that new principals need a comprehensive induction program in order for them to be successful. Though a few of Georgia's very largest school districts provide induction programs for their new school leaders, most of the school districts do not have the capacity or the resources to provide high quality programs for their early career principals. As such, the Early Career Principal Residency Program addresses a largely unmet need in our State and its innovativeness is derived from the fact that there are very few formal induction programs in existence for early career principals. Superintendents in Georgia have directly expressed a strong need for a well-designed principal induction program.

Clearly, the quality of professional learning that principals receive when they assume their positions has a lot to do with whether they can meet the increasingly high expectations and demands placed on them. If we truly wish to improve student learning and achievement in schools, then there must be more emphasis placed on supporting new school leaders. Leadership training should not end when aspiring leaders complete their leadership certification requirements or are hired as principals; it should continue with a high quality induction program for new school leaders.

The primary goals of the Early Career Principal Residency Program are to:

- Develop school leaders who have the knowledge and ability to promote the success of all students;

- Increase the retention rate of educational leaders in the principalship;
- Improve principals' ability to support teachers in a manner that results in an increase in the level of faculty and staff stability in schools;
- Increase student academic achievement and close academic achievement gaps among sub-groups of students;
- Improve participants' levels of proficiency on the Educational Leadership Constituents Council Standards/Elements.

The structure of the overall program is closely aligned with the state's new Principal Induction Guidelines created through the RT3 initiative. Participants will be identified by school districts to participate in the program and the following outlines an overview of the participant's experience while in the program:

Step 1: ECPRP to collect baseline data on the inductee:

- Determine the level of knowledge, skills, previous/recent professional preparation/development and experience of the inductee – as related to the ELCC standards – using an assessment prepared by ECPRP.
- Using the 360° Leadership Assessment, the program will establish the inductee's self-efficacy and the perceptions of the inductee's supervisor and faculty/staff in the building to be an effective leader in a school. This will serve as the baseline performance assessment.

Step 2: ECPRP to work with the school system on the selection and preparation of a mentor:

- Identification of a mentor who is appropriately matched to the inductee. Selection criteria for the mentor should include the following:
 - ✓ 1) experience as a school principal or district administrator, as appropriate, and should be regarded as effective by their peers;
 - ✓ 2) selected to match the experience of the inductee;
 - ✓ 3) has well-developed interpersonal skills including the ability to listen and question effectively, explore multiple solutions to problems, and the ability to empathize with others;
 - ✓ 4) has effective oral and written communication skills;
 - ✓ 5) has an understanding of adult learning theory; and
 - ✓ 6) has an awareness of the political, social and practical realities of the context of the inductee.

- ECPRP to provide training for the mentor through the Georgia School Superintendents Association and is based largely on the Coaching Clinic® model.
- School system to support the mentor's preparation for working with the inductee. This may include release time for mentor and inductee to meet.

Step 3: ECPRP to facilitate the collaboration between the school system and the mentor to develop an action plan which should include:

- Development of (if one does not exist) a plan to orient the inductee to state, district, school and community expectations, including a focus on the Georgia Code of Ethics for Educators, to be conducted by the mentor. Mentor will work with the school system level personnel to develop this plan. This activity will provide the basis for the beginning of an ongoing relationship with the inductee. The orientation plan should include the following:
 - ✓ Orientation to district, school, and community relative to:
 - Organizational resources, assistance, and support
 - Organization Chart for the system with contact information to include “who, what, where, why, when, how and how much...”
 - Community services and resources
 - District and school calendar with focus on deadlines and testing schedule
 - ✓ Specific organization/district/school suggestions for starting and ending the school year.
 - ✓ Overview of the social, cultural and economic characteristics of the community as well as the climate of the school, including a brief history of the school.

Step 4: Inductee to develop an individualized Professional Growth Plan (PGP)

- ECPRP to provide the inductee the analysis of the baseline data collection activities.
- Mentor to work with the inductee to develop a Growth Plan (PGP) based on the baseline data analysis. This plan should have measureable objectives, evaluation strategies, and a timeline.

Step 5: Inductee to participate in ECPRP professional learning program.

- Professional learning opportunities aligned with the ELCC standards and customized for each participant. The following activities are examples of how this customization will be incorporated.

- ✓ Participants will bring their own school data when the program will present information on using data to drive decision making, both at the school and classroom level, and how to lead in these efforts.
- ✓ Participants will bring their current School Improvement Plan for group activities on analyzing effectiveness of the plan.

Content for the program is developed around the Educational Leadership Constituents Council (ELCC) Standards for Advanced Programs in Educational Leadership. The ELCC Standards are embedded in the Georgia Professional Standards Commission's rules governing Educational Leadership preparation and are utilized by all higher education institutions in the State that provide graduate degree programs in Educational Leadership. These Standards include the development and articulation of a vision of learning, promoting the success of all students through the development of a positive school culture and effective instructional program, managing the organization, developing collaborations with families and the community, acting with integrity, fairness, and in an ethical manner, and understanding, responding to, and influencing the larger political and social context. In addition to utilizing the ELCC Standards, an advisory group comprised of Georgia superintendents, central office personnel, and experienced school principals provided guidance on program content based on their observed needs of early career principals. Program content and specific topics are aligned with the school year calendar and presented when the information is most timely for new principals. Following are content topics and the timeline for delivery of the topics as implemented with the 1st cohort. The 2nd cohort, scheduled to begin in January 2012, will receive a revised order of sessions based on two sources of information: 1) feedback from cohort 1 and 2) needs identified by the incoming cohort.:

Professional Learning Sessions: Year 1

October -	Transitioning from Assistant Principal to Principal Engaging in and learning from reflective practice Leading schools Creating a vision and mission for the school
December -	School culture and climate to support student achievement Instructional supervision
February -	Employee performance; teacher evaluation Leading effective professional development
March -	Recruiting, developing, supporting, and retaining quality teachers Working in a political environment
May -	Interpreting and utilizing assessment data to improve student achievement

- Managing fiscal resources
- Ending the school year successfully
- July - Leading school improvement planning
- Distributed/shared leadership
- Beginning the school year successfully

Professional Learning Session: Year 2

- September - Data-driven decision making
- Meeting the needs of a diverse student population
- December - Improving problem solving skills and strategies
- Organizational supervision
- January - Conflict resolution
- School/community relations
- Dealing with the media
- March - Shaping public policy to support education
- Developing effective school partnerships
- May - Implementing the change process
- Code of Ethics for Educators, legal issues
- July - Presentations by candidates of their schools' development/progress over the past two years

Participants in the program are afforded opportunities to engage in problem-based learning associated with the above topics where they identify problems in their schools, generate responses or solutions, implement them, assess the results, and reflect on their work. Emphasis throughout the program is placed on the participants becoming reflective practitioners. Through reflection, early career principals can accelerate the rate by which they convert theoretical knowledge and practical skills to the professional wisdom needed to become highly-effective school leaders.

The Early Career Principal Residency Program is provided through a cohort model with participants meeting twelve times over the course of the two-year period. The cohort model affords participants frequent opportunities to be together, exchange ideas, and learn from each other, a process often referred to as social learning theory (Bandura, 1977). Sessions are typically scheduled for Friday afternoons and Saturdays to minimize the amount of time that principals are away from their schools. Sessions are held on the UGA campus in Athens or are aligned and held in conjunction with GAEL conferences in other locations around the state. When sessions are aligned with GAEL conferences, participants have opportunities to interact, share ideas, and network with educational leaders throughout Georgia. Also, attendance at the GAEL conferences encourages participants to become actively involved

in their specific professional organizations (Elementary, Middle, or Secondary School Principals Associations).

Instruction in the program is provided by university faculty and current educational leaders through an integration of theory and practice and a co-teaching model. Participants have opportunities to learn from leading researchers and scholars in their fields. Practitioners who have achieved positive results in their schools facilitate participants' immediate application of knowledge through case studies, problem solving, and other interactive learning strategies. Some of the scholars and practitioners who have already served as program faculty include: Drs. Wendy Ruona, Sally Zepeda, April Peters, and Max Skidmore, all UGA COE faculty members; Mr. Wes Taylor, Principal, Lowndes County High School and 2011 National High School Principal of the Year; Dr. Bill Kruskamp, Principal, Creekland Middle School, Gwinnett County Schools; Ms. Janne Childs, Principal, Wells Elementary School, Jones County Schools; Ms. Valerie Suessmith, Assistant Superintendent for Human Resources, Henry County Schools; Mr. Ted Gilbert, Associate Superintendent for District Services, Clarke County Schools; Ms. Christy Willis, Director of Finance, Henry County Schools; Dr. Cyndy Stephens, Director of Educator Workforce Development and Recruitment, Georgia Professional Standards Commission; Ms. Kathy Platt, Associate Superintendent for Instructional Technology, Georgia Department of Education; and Mr. Phil Hartley of the Harbin, Hartley, and Hawkins Law Firm.

Participants in the Early Career Principal Residency Program are provided on-going support through a trained coach/mentor who has experience in school settings similar to the participants'. Mentors/Coaches in the program are highly-effective principals from the same school district or nearby school districts who are recommended by their superintendents. Mentor training, provided through the Georgia School Superintendents Association, a GAEL affiliate organization, is based on the Coaching Clinic® model and is presented in a context to meet the specific needs of educational leaders. The highly-effective, trained mentor provide the early career principals opportunities to collaborate and share ideas and experiences which is a novel experience for many because often, principals do not have the opportunity to share and reflect with each other.

A technology platform is utilized in the development of a community of learners and for communication among participants, mentors, program presenters, and others associated with the Early Career Principal Residency Program. A website has been developed where participants have opportunities to post their reflections, ask questions, access program materials, and participate in threaded discussions. Based on feedback from participants, presenters, and outside consultants, this vehicle for program delivery and support has been underutilized with the first cohort and will be enhanced and updated to better utilize this resource.

How will this proposal advance the state's ST3 strategy and/or other plans to improve student performance? The Early Career Principal Residency Program is closely aligned with the State's Race to the Top strategies of ensuring an equitable distribution of effective principals and providing effective support to principals. In fact, all Race to the Top school districts will be required to provide principal induction programs for their new school leaders beginning with the 2012-13 school year. One means of ensuring an equitable distribution of effective principals is to increase the capacity of those who are already in place, especially those who are in some of the lowest-achieving schools. Attention must also be given to improving the stability in the principalship. Principal turnover has been shown to have measurable negative effects on school culture as well as significant negative effects on student achievement (Lois, Leithwood, Wahlstrom, & Anderson, 2010). The Early Career Principal Residency Program serves as a system of continuous support for new school leaders that bridges the gap between their pre-service education and real-time, performance-based professional learning at a time when they need it most. This comprehensive induction program for new school leaders will help to improve leader quality and, ultimately, student learning.

RACE TO THE TOP INNOVATION FUND SCOPE OF WORK				
NAME OF PARTNERSHIP: UGA/GAEL EARLY CAREER PRINCIPAL RESIDENCY PROGRAM				
PLEASE NOTE: THE PROGRAM IS PRESENTED AS A WHOLE AND DOES NOT HAVE SPECIFIC ACTIVITIES THAT ARE ALIGNED ONLY TO SPECIFIC GOALS. THEREFORE, THE PROGRAM ACTIVITIES PRESENTED BELOW HOLISTICALLY ADDRESS THE GOALS OF THE PROGRAM.				
GOAL 1: DEVELOP SCHOOL LEADERS WHO HAVE THE KNOWLEDGE AND ABILITY TO PROMOTE THE SUCCESS OF ALL STUDENTS.				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Use baseline data to develop an individualized professional growth plan under the guidance of the mentor.	ECPRP will conduct assessments, analyze data and provide results to inductee. Mentor will work with inductee to develop an individualized plan.	Beginning of program	ECPRP program coordinator, Evaluation Team, Mentor	Grant funds
Orientation to school, district, and community provided by mentor.	Mentor will work with school system representative to develop an orientation plan. Mentor will meet with the inductee to provide orientation and solicit questions.	Beginning of program	Mentor, school system representative	Grant funds, release time provided by school system to allow for contact time.
Program sessions	Information sessions aligned with ELCC standards. Presenters (experts in theory and in practice) are identified. Curriculum is planned by development team and communicated to presenters. GAEL conference included in the calendar.	Program sessions spread across a 2 yr pd. Aligned scheduled with GAEL conference.	Planning team made up of UGA and GAEL representatives.	Combination of tuition paid by participants, grant funds, in-kind by UGA & GAEL, and COE/UGA foundation funds.
Website community of learners	Establish a community of learners through a web-based environment for sharing ideas, providing support, and reflecting on learning.	Ongoing throughout the program.	Planning team made up of UGA and GAEL representatives.	GAEL Partner – SRG Tech provides in-kind support
Homework assignments	Each presenter will develop reflection questions to be posted on the website for participant response.	After each session	Planning team made up of UGA and GAEL representatives and presenters.	No funds necessary
Provide a cadre of experienced administrators as mentors/coaches for the participants.	Identify coaches for each participant with consideration of appropriate match by geography and previous experience. Provide mentors/coaches initial training using the GSBA model.	Beginning of program - After selection of participants; early winter 2012	Planning team made up of UGA and GAEL representatives and GSBA trainers.	Grant funds
Mentors/coaches meet with assigned early career principal.	Introduce mentors/coaches assigned to early career principal at opening reception; provide additional opportunities for face-to-face meetings throughout the program.	Beginning session in Jan. 2012 and at all GAEL conferences.	Planning team made up of UGA and GAEL representatives	Grant funds
Provide mentors/coaches ongoing support	Schedule (face-to-face & electronic) checkpoints with mentors/coaches to problem solve issues they encounter as they work with their assigned early career principal. Collect periodic feedback from mentors/coaches.	End of first year, midpoint in 2 nd year and end of 2 nd year.	Planning team made up of UGA and GAEL representatives and GSBA trainers.	Grant funds

GOAL 2: INCREASE THE RETENTION RATE OF EDUCATIONAL LEADERS IN THE PRINCIPALSHIP.				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Program sessions	Information sessions aligned with ELCC standards. Presenters (experts in theory and in practice) are identified. Curriculum is planned by development team and communicated to presenters. GAEL conference included in the calendar.	Program sessions spread across a 2 yr pd. Aligned/scheduled with GAEL conferences.	Planning team made up of UGA and GAEL representatives.	Combination of tuition paid by participants, grant funds, in-kind by UGA & GAEL, and COE/UGA foundation funds.
Website community of learners	Establish a community of learners through a web-based environment for sharing ideas, providing support, and reflecting on learning.	Ongoing throughout the program.	Planning team made up of UGA and GAEL representatives.	GAEL Partner – SRG Tech provides in-kind support
Homework assignments	Each presenter will develop reflection questions to be posted on the website for participant response.	After each session	Planning team made up of UGA and GAEL representatives and presenters.	No funds necessary
Provide a cadre of experienced administrators as mentors/coaches for the participants.	Identify coaches for each participant with consideration of appropriate match by geography and previous experience. Provide mentors/coaches initial training using the GSBA model.	Beginning of program - After selection of participants; early winter 2012	Planning team made up of UGA and GAEL representatives and GSBA trainers.	Grant funds
Mentors/coaches meet with assigned early career principal.	Introduce mentors/coaches to assigned early career principal at opening reception; provide additional opportunities for face-to-face meetings throughout the program.	Beginning session in Jan. 2012 and at all GAEL conferences.	Planning team made up of UGA and GAEL representatives	Grant funds
Provide mentors/coaches ongoing support	Schedule (face-to-face & electronic) checkpoints with mentors/coaches to problem solve issues they encounter as they work with their assigned early career principal. Collect periodic feedback from mentors/coaches.	End of first year, midpoint in 2 nd year and end of 2 nd year.	Planning team made up of UGA and GAEL representatives and GSBA trainers.	Grant funds
GOAL 3: IMPROVE PRINCIPALS' ABILITY TO SUPPORT TEACHERS IN A MANNER THAT RESULTS IN AN INCREASE IN THE LEVEL OF FACULTY AND STAFF STABILITY IN SCHOOLS.				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Program sessions	Information sessions aligned with ELCC standards. Presenters (experts in theory and in practice) are identified. Curriculum is planned by development team and communicated to presenters. GAEL conference included in the calendar.	Program sessions spread across a 2 yr pd. Aligned/scheduled with GAEL conferences.	Planning team made up of UGA and GAEL representatives.	Combination of tuition paid by participants, grant funds, in-kind by UGA & GAEL, and COE/UGA foundation funds.
Website community of learners	Establish a community of learners through a web-based environment for sharing ideas, providing support, and reflecting on learning.	Ongoing throughout the program.	Planning team made up of UGA and GAEL representatives.	GAEL Partner – SRG Tech provides in-kind support
Homework assignments	Each presenter will develop reflection questions to be posted on the website for participant response.	After each session	UGA and GAEL reps and presenters.	No funds necessary

Provide a cadre of experienced administrators as mentors/coaches for the participants.	Identify coaches for each participant with consideration of appropriate match by geography and previous experience. Provide mentors/coaches initial training using the GSBA model.	Beginning of program - After selection of participants; early winter 2012	Planning team made up of UGA and GAEL representatives and GSBA trainers.	Grant funds
Mentors/coaches meet with assigned early career principal.	Introduce mentors/coaches to assigned early career principal at opening reception; provide additional opportunities for face-to-face meetings throughout the program.	Beginning session in Jan. 2012 and at all GAEL conferences.	Planning team made up of UGA and GAEL representatives	Grant funds
Provide mentors/coaches ongoing support	Schedule (face-to-face & electronic) checkpoints with mentors/coaches to problem solve issues they encounter as they work with their assigned early career principal. Collect periodic feedback from mentors/coaches.	End of first year, midpoint in 2 nd year and end of 2 nd year.	Planning team made up of UGA and GAEL representatives and GSBA trainers.	Grant funds
GOAL 4: IMPROVE PARTICIPANTS' LEVEL OF PROFICIENCY ON THE EDUCATIONAL LEADERSHIP CONSTITUENTS COUNCIL STANDARDS/ELEMENTS.				
ACTIVITY	IMPLEMENTATION STEPS	TIMELINE	RESPONSIBILITY	FUNDING SOURCE
Use baseline data to develop an individualized professional growth plan under the guidance of the mentor.	ECPRP will conduct assessments, analyze data and provide results to inductee. Mentor will work with inductee to develop an individualized plan.	Beginning of program	ECPRP program coordinator, Evaluation Team, Mentor	Grant funds
Program sessions	Information sessions aligned with ELCC standards. Presenters (experts in theory and in practice) are identified. Curriculum is planned by development team and communicated to presenters. GAEL conference included in the calendar.	Program sessions spread across a 2 yr pd. Aligned scheduled with GAEL conference.	Planning team made up of UGA and GAEL representatives.	Combination of tuition paid by participants, grant funds, in-kind by UGA & GAEL, and COE/UGA foundation funds.
Website community of learners	Establish a community of learners through a web-based environment for sharing ideas, providing support, and reflecting on learning.	Ongoing throughout the program.	Planning team made up of UGA and GAEL representatives.	GAEL Partner – SRG Tech provides in-kind support
Homework assignments	Each presenter will develop reflection questions to be posted on the website for participant response.	After each session	Planning team made up of UGA and GAEL representatives and presenters.	No funds necessary
Provide a cadre of experienced administrators as mentors/coaches for the participants.	Identify coaches for each participant with consideration of appropriate match by geography and previous experience. Provide mentors/coaches initial training using the GSBA model.	Beginning of program - After selection of participants;	Planning team made up of UGA and GAEL representatives and GSBA trainers.	Grant funds
Mentors/coaches meet with assigned early career principal.	Introduce mentors/coaches to assigned early career principal at opening reception; provide additional opportunities for face-to-face meetings throughout the program.	Beginning session and at all GAEL conferences.	Planning team made up of UGA and GAEL representatives	Grant funds
Provide mentors/coaches ongoing support	Schedule (face-to-face & electronic) checkpoints with mentors/coaches to problem solve issues they encounter as they work with their assigned early career principal. Collect periodic feedback from mentors/coaches.	End of first year, midpoint in 2 nd year and end of 2 nd year.	Planning team made up of UGA and GAEL representatives and GSBA trainers.	Grant funds

Section 4: Quality of Project Evaluation:

The extent to which the methods of evaluation will provide high-quality implementation data and performance feedback, include rigorous student progress goals, and permit periodic assessment of progress toward achieving intended outcomes.

The evaluators will provide implementation data and performance feedback needed to periodically assess ECPRP's progress towards achieving its intended outcomes:

The following rigorous student progress goals have been established for participating principals' students and schools: (a) the percent of students who meet or exceed standards on math and reading CRCT and EOCT will increase by 5%, (b) 100% of schools not making AYP at the beginning of the program will make AYP by the end of the program, and (c) high-school student graduation rates will increase by 5% over a two-year period.

To measure progress towards achievement of these goals, the evaluator will collect and analyze the following data from the participating principals' school report cards (as reported by DOE): (a) student CRCT math and reading data for elementary and middle school principals and end-of-course test data in math and English language arts for high school principals, (b) schools' AYP status, (c) and high-school graduation rates. Baseline data will be collected for the year prior to a principal's enrollment in the program and collected for each subsequent year. Data will be compared at the end of each year to assess the progress towards achieving the intended outcomes.

Other intended outcomes of the ECPRP include improving principals' overall competency and performance, their ability to support teachers, their sense of self-efficacy, and their retention rates. The program's positive impact on participating principals' knowledge and ability will be measured using the 360° Leadership Assessment, the Leadership Assessment of Performance Standards (component of the LEM), and the Leader Keys Evaluation System. In addition, principals' increased proficiency with the Educational Leadership Constituents Council (ELCC) Standards/Elements, will be measured using an assessment prepared by ECPRP. Through the 360° Leadership Assessment, principals receive anonymous feedback from peers, staff, and their supervisors from which they can generate individual professional development plans that focused on their specific needs and become more self-aware and effective school leaders. The rate of retention of participating principals' in their positions will be assessed through school district data, and their plans for remaining in education leadership will be assessed through a survey administered in Year 3 after they complete the ECPRP.

Evaluators will assess the quality of the implementation, collect information about the key elements of the program, and gather performance feedback to support continuous improvement of the program by answering the following questions.

Are activities described in the proposal occurring according to the intended timeline? Evaluators will assess whether the ECPRP recruited and enrolled 25 principals, including 10 from high-need schools, each year; conducted the planned instructional sessions; recruited trained coaches to provide ongoing support to participating principals; and provided a program website for participants, coaches, program presenters/instructors, and other associated with the program to communicate and collaborate. The evaluators will examine participant enrollment rosters, examine session and conference attendance documents, review participants' school information, review the program website and periodically monitor usage, review documentation of participant and coach interactions, and observe a selection of instructional sessions and coaching meetings.

Is the ECPRP providing high-quality instruction relevant to new school leaders? On-going feedback from program participants will be collected through evaluation forms completed after each instructional session. The responses will be used to inform program providers of how valuable participants' perceived the sessions to be, their opinions regarding the quality of the instruction, additional information they would like to have regarding session topics, and recommendations for how sessions could be improved. In addition, the principals in each cohort will be asked for additional feedback on the ECPRP's content and instruction on surveys administered each year. A survey administered in Year 3 will ask how they continue to benefit from the instruction after completing the program. A selection of participating principals will also have the opportunity to provide feedback during interviews and/or focus groups, and a selection of presenters/instructors will also provide their perspective and recommendations through interviews and/or focus groups.

Are the ECPRP mentors providing participants ongoing, high-quality support and opportunities for collaboration? Documentation will be examined to ensure that that the coaches in the program receive training and that they were assigned to principal participants using the criteria outlined on page six of this proposal. Coaches will be asked to complete evaluation forms to provide feedback on how well they think the training prepared them and what improvements are needed. The evaluator will review the action plans developed by the mentors, in collaboration with their school districts, for working with their assigned principals, the individualized Professional Growth Plans created by principals in collaboration with their mentor, and evidence of the program's on-going support of mentors. The quality and efficacy of the program's mentoring model will be evaluated based on feedback from participants and mentors collected through surveys administered each year. Participants and mentors will complete surveys in Year 3 that will provide information regarding the continued benefits of the relationships after completion of the program. A selection of participant principals and mentors will also be interviewed and/or will participate in separate focus groups (i.e., one for principals and another for mentors).

Is the ECPRP website facilitating the development of a community of learners and communication between participants, mentors, presenters/instructors, and other associated with the program? Feedback regarding the usability, utilization, and benefits and/or needed improvements of the website will be gathered through participant, mentor, and presenters/instructor surveys, interviews, or focus groups. The website will also serve as a source of valuable feedback for ECPRP staff. Participant activities on the website include responding to questions posted by session presenters and comment on topics on the threaded discussion board and maintaining personal journals. Through surveys and interviews with program staff, evaluators will collect information on program staff's monitoring of the website and use of information obtained there to make program improvements.

The extent to which the evaluation will provide sufficient information about the key elements and approach of the project so as to facilitate replication or testing in other settings.

As part of the implementation evaluation, evaluators will identify the key components, strategies, and practices essential to the ECPRP's success to facilitate replication of the program in similar and different settings and populations and to improve fidelity of implementation in further testing. As part of the evaluation, the evaluators will create a logic model that will serve as a visual map of how the key elements and approaches connect and support each other to achieve the intended outcomes. Participants and project staff and leadership will be interviewed to collect feedback on what makes some aspects of the program more successful than others, what challenges and barriers did they encounter, and which strategies used to implement program components—such as the instructional sessions, mentoring relationships, and program website—are essential for replication.

The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

The University of Georgia's PEG group has over 15 years of experience conducting program and policy evaluations and research for educational institutions and agencies at district, state, and federal levels. PEG's services include conducting needs assessments, creating logic models, designing and implementing evaluation plans and data-collection instruments, collecting and analyzing quantitative and qualitative data using evidence-based methods, providing formative and summative findings and recommendations, and preparing reports and presentations for diverse stakeholders and policymakers. PEG's evaluation of the project will include both quantitative and qualitative methods, including (a) participant surveys, interviews, and/or focus groups; (b) document analysis; (c) analysis of student academic growth; and (d) observations. When possible, data from multiple sources will be crosschecked to ensure the validity and reliability of the research. The project partners and evaluators will fully comply with all Race to the Top Innovation Fund data-collection and reporting requirements and will fully cooperate with federal and state evaluations of the proposed grant project.

APPROACH TO PROJECT EVALUATION FOR ENTERPRISE GRANT APPLICANTS

GEORGIA BENEFITS FROM A MEASURABLY STRONGER COMMITMENT FROM PUBLIC AND PRIVATE SECTORS TO SUPPORT AND ADVANCE POSITIVE ACADEMIC OUTCOMES FOR STUDENTS		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
Dollar amount raised or leveraged to support ongoing implementation of proposed initiative	Quarterly reports from the Foundation Office on fund balance.	Quarterly reports
GEORGIA BENEFITS FROM AN INCREASED NUMBER AND PERCENTAGE OF STUDENTS AND TEACHERS WHO WILL HAVE ACCESS TO INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES RELATED TO APPLIED LEARNING AND TEACHER/LEADER RECRUITMENT AND DEVELOPMENT		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
Twenty-five (25) early-career principals will participate in the two-year cohort of the Early Career Principal Residency Program each year with a new cohort starting each year. Anticipated total of 75 over 3 years.	Review documentation of enrollment and attendance of sessions and GAEL conferences.	Enrollment data will be collected each year. Attendance data will be collected at each session of the program.
GEORGIA BENEFITS FROM A STRONGER UNDERSTANDING OF THE TYPES OF INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES THAT WILL LEAD TO POSITIVE IMPROVEMENTS IN APPLIED LEARNING, TEACHER INDUCTION, AND HOMEGROWN TEACHER PIPELINE EFFORTS		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
Analysis of pre-test, midpoint, and post-test scores on the self-assessment section of the 360 Leadership Assessment will reveal that 100% of participating principals increase their self-efficacy to perform as a leader on at least 85% of the 47 items.	Pre and post-assessment purchased for each participant. Data are collected from three sources – self assessment, supervisor (usually the Superintendent) and 10 faculty and/or staff randomly selected by the ECPRP program. Data sources receive an email asking them to complete the assessment.	At the beginning of the program, at the midpoint of the program, and finally at the completion of the program for each cohort of principals.

<p>All participants (100%) will remain in their current or similar administrative position the year after the end of the program.</p>	<p>Follow-up survey will be administered by the program (Survey Monkey email survey) to all participants one year from the completion of the program.</p>	<p>Data will be collected through a follow-up survey administered in Year 3 of the grant – one year past the end of the program.</p>
<p>Seventy-five percent (75%) of participants will continue to benefit from the coaching component after the program has ended.</p>	<p>Follow-up survey will be administered in the spring of year 3 of the grant to collect data from participants and coaches.</p>	<p>Administered spring of Year 3, one year from the end of the program.</p>
<p>Principals in RT3 systems: 100% of participating principals will earn a score of Proficient or higher on all of the Leader Assessment of Performance Standards (LAPS) by the end of the program.</p> <p>Principals in non-RT3 systems: 100% of participating principals will earn a score of Proficient or higher on the identified/selected standards from the Leader Keys on which they are evaluated by the end of the program.</p> <p>Data collection across three data points will provide the opportunity to track growth across the program.</p>	<p>School systems will evaluate the performance of the principal using the instruments in use at the time. The program will collect this data from the school systems. The school systems will provide this data as part of their contribution to the partnership.</p>	<p>Principals in RT3 systems:</p> <ol style="list-style-type: none"> 1. Performance data on the year prior to program entry using Leader Keys (if employed previous year) or LAPS (if rolled out). 2. LAPS at end of first year of program (mid-point of program). 3. LAPS at end of program. <p>Principals in non-RT3 systems:</p> <ol style="list-style-type: none"> 1. Leader Keys from previous year (if the principal was employed the previous year). 2. Leader Keys performance data at mid-point of program or end of first year of the cohort. 3. Leader Keys performance data at end of program.
<p>Comparison of the 15 lowest competency ratings on the pre-test of the 360° Leadership Assessment completed by the faculty/staff and supervisors to the post-test for the same items will reveal that 100% of participating principals will increase their average competency rating as scored by the supervisors and faculty/staff on all 15 items.</p>	<p>Pre-, midpoint, and post-assessment purchased for each participant. Data are collected from three sources – self assessment, supervisor (usually the Superintendent) and 10 faculty and/or staff randomly selected by the ECPRP program. Data sources receive an email asking them to complete the assessment.</p>	<p>Program entry: pre-assessment End of first year of the program: midpoint assessment End of program: post-assessment</p>

<p>Analysis of the Climate Survey, administered as part of the Governance and Leadership component of the Leader Keys Evaluation System, will reveal that 100% of participants will have an increase in performance on the Climate Survey. (Note: For non-RT3 participants, an alternative climate survey will be utilized.)</p>	<p>School systems will evaluate the performance of the principal using the instruments in use at the time. The program will collect this data from the school systems. The school systems will provide this data as part of their contribution to the partnership.</p>	<ol style="list-style-type: none"> 1. Climate survey results on the year prior to program entry (if employed previous year). 2. Climate Survey results at end of first year of program (mid-point of program). 3. Climate Survey results at end of second year of program (end of program).
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GEORGIA BENEFITS FROM IMPROVED STUDENT OUTCOMES		
INDICATOR(S)	DATA COLLECTION METHODS(S)	FREQUENCY OF DATA COLLECTION/REVIEW
<p>The percent of students in participating principals' schools who meet or exceed standards on math and reading CRCT will increase by 5% over a two-year period.</p>	<p>Data will be collected from the school report card as reported by the DOE.</p>	<p>Data will be collected prior to beginning the program and each subsequent year.</p>
<p>100% of participating principals' schools not making AYP at the beginning of the program will make AYP by the end of the program</p>	<p>Data will be collected from the school report card as reported by the DOE.</p>	<p>Data will be collected prior to beginning the program and each subsequent year.</p>
<p>The graduation rate for students of high school principals participating in the program will increase by 5% over a two-year period.</p>	<p>Data will be collected from the school report card as reported by the DOE.</p>	<p>Data will be collected prior to beginning the program and each subsequent year.</p>

Section 5: Quality of Project Management Plan: The organizations and many capable and experienced individuals associated with this partnership have extensive expertise and experience in the development and delivery of programs to meet the needs of educational leaders that result in positive student outcomes through degree programs, professional conferences, and professional learning. Both the COE and GAEL have decades of experience in providing high-quality educational and professional learning programs for educators. The College of Education at the University of Georgia is perennially ranked among the nation's top research-intensive institutions. The COE provides pre-service, graduate, and non-degree programs to educators throughout Georgia. GAEL, with affiliates that include the Georgia Elementary School Principals Association, the Georgia Middle School Principals Association, the Georgia High School Principals Association, the Georgia Council of Administrators of Special Education, the Georgia Association of Curriculum and Instructional Supervisors, and the Georgia School Superintendents Association, is committed to improving education in Georgia through high quality leadership development. GAEL and its affiliate organizations provide professional learning for leaders in Georgia through approximately 30 conferences and workshops annually. The COE and GAEL have a proven track record which demonstrates a high level of confidence in the ability of these two partnering organizations to deliver the Early Career Principal Residency Program on time, within budget, and in a manner that achieves the program's goals. The indisputable evidence of the capacity of the partnering organizations to deliver the Early Career Principal Residency Program is the fact that the first cohort of the program began in October 2010. To date, candidates in this cohort have already participated in seven sessions that have been held on the University of Georgia Athens campus and the University of Georgia Griffin campus. The remaining five sessions for the first cohort have been scheduled and planned.

Qualifications, relevant training and experience of the project director and key project personnel and how that experience can be leveraged to enable the success of the project. Dr. Jack Parish, COE Department of Lifelong Education, Administration & Policy faculty member and Executive Director of GAEL, is the Director of the Early Career Principal Residency Program. Dr. Parish has been a professional educator for 32 years serving as classroom teacher, assistant principal, principal, human resources administrator, assistant superintendent for curriculum and instruction, superintendent, and COE faculty member. His vast experience has provided opportunities to work with and lead educators at every stage of their careers, thus he is well suited to direct the Early Career Principal Residency Program. His primary work with the project includes, working with the advisory committee, coordinating planning team meetings, developing session agendas, securing program presenters, and overseeing the program budget.

Tracy Elder is a Public Service Representative, a faculty position in the Dean's office of the COE, and serves as the Assessment Coordinator for the COE. Additionally, she provides support for the Early Career Principal Residency program as part of her responsibilities in the Office of Outreach and Engagement. Her prior experience as an administrator in a middle school and various leadership roles at the system level have prepared her to work with this program. She has extensive experience in the oversight of research projects of all sizes. She served as the Project Director for a multi-site research grant for five years with responsibility for the overall management of the project including supervision of a large staff, fiscal responsibility for budget management, oversight of all data collection activities, and maintenance of records and data for over 1,500 research participants. Ms. Elder served as the Program Coordinator for the Comprehensive School Reform (CSR) Evaluation Project under contract with the Georgia Department of Education. In addition to conducting and reporting on school site visits for this contract, Ms. Elder coordinated the work of over 20 other evaluators. In her most recent project, Ms. Elder was lead developer and project coordinator for a project to develop the new statewide teacher evaluation system for the State of Georgia under a contract with the Georgia Department of Education.

Dr. April Peters, Assistant Professor, Department of Lifelong Education, Administration, and Policy, COE, has experience in the K-12 context as a middle school teacher, a school social worker, Dean of students and a high school principal. Her research interests include: examining the ways that districts provide mentoring and support for early career administrators; and leadership and small school reform. Her work with the Early Career Principal Residency Program includes co-developing session descriptions, serving on the planning team, and serving as a presenter.

Deborah White, Georgia Association of Curriculum and Instructional Supervisors (GACIS) Executive Director and GAEL Leadership Development Director, has over 30 years of experience in public education from classroom teacher to superintendent. Representing GACIS, with 600+ members, and GAEL, Mrs. White works closely with K-12 leaders, the Georgia Department of Education, and other educational agencies to build the capacity of schools to support effective leadership, in designing meaningful work and resources for teachers and students, and providing professional development opportunities to improve teaching and learning. Her primary work with the project is with program planning and serving as the liaison between GAEL and the COE.

Dr. Ronald C. Cervero, Professor and Associate Dean for Outreach and Engagement, COE, has a long-term record of scholarship and leadership on professional development across a range of professions, including physicians, nurses, educators, and judges. His primary work with the project is to provide college-level leadership, oversight, and fiscal management through the Office of Outreach and Engagement.

Section 6: Quality of Sustainability Plan: As previously stated, the first cohort of the Early Career Principal Residency Program began October 2010. Financial resources to operate the first cohort of the program have come from several sources. Participants were required to pay a registration/tuition fee of \$2,500 for the two-year program; however, the participant registration/tuition fee does not come close to fully funding the operation of the program. Financial support and assistance for the program have also been provided through the Cam D. Dorsey, Jr. endowment to the COE and through a one-time gift from the Patrick Family Foundation. In addition to the aforementioned monetary contributions, the COE, GAEL, and SRG Technology have provided a tremendous level of in-kind services to support the program. UGA and GAEL will continue to pursue financial support for the program through public and private grant funding from organizations that recognize the impact that school leadership has on student achievement and value providing high quality education and training for early career principals.

Though members of the first cohort are only nearing the half-way point in the two-year program, we have already received many positive comments from participants and superintendents. Ellen Sabatini, second-year principal of David C. Barrow Elementary School in Clarke County, states, “I have enjoyed getting to know and talking with other early career principals around the state. We have been able to share ideas and problem-solve, as well as learn from experts in the field from both the theoretical and practitioner perspectives. As a new principal, there is so much to think about and so much to do each day, so it’s important to have this time to think about the big picture and plan for the future.” “The Early Career Principal Residency Program is an excellent way for inexperienced principals to enhance their skills and learn new skills,” said Paul Shaw, former superintendent of White County Schools. “The program provides a healthy balance of theory and practice. The program gives participants an opportunity to work with peers, to keep abreast of current trends and state initiatives, as well as the opportunity to interact with professors. I am pleased to have a principal enrolled in this program. I believe she will benefit greatly from the many aspects of the program and through her exposure to a variety of ideas.” Stanley DeJarnett, former superintendent of Morgan County Schools and member of the College of Education’s Superintendents Education Policy Advisory Group states, “This program is just what Georgia needs today to ensure that our schools and systems have well-prepared, visionary leaders. The program bridges the gap between research and practice, pre-service training and the demands of the new work of 21st century education leaders.”

With funding through the Innovation Fund Grant the partnership will be able to pay the total program participation costs for principals from some of Georgia’s schools that have the greatest need and who would not otherwise have the opportunity to participate in the program. Financial resources from the Innovation Fund Grant will also allow the partnership to increase its cadre of well-trained, highly-effective principals to serve as coaches, enhance the program’s technology component, and implement a more

robust data collection and program evaluation component, all of which will remain in place and be sustained well beyond the length of the grant.

The extent to which the eligible applicant demonstrates that it has the resources to implement the plan beyond the length of the grant, with or without future Innovation Fund support. The COE and GAEL, in partnership with multiple LEAs, have the capacity, expertise, experience, and commitment to provide an exemplary induction program for early career principals. The development of school leaders who are in the induction phase of their careers must be intentional and focused on their specific needs. Leadership capacity building can best be achieved through a formal support system. The Early Career Principal Residency Program provides principals with real-time, professional learning at a time when they need it most and when it will have the greatest potential impact on student learning. With funding through the Innovation Fund Grant the partnership will be able to serve a larger number of early career principals in the program and serve principals from some of Georgia's highest need schools. This project addresses a largely unmet need in our state, one that is innovative due to the fact that most school districts do not have formal principal induction programs in place, and one that will prove worthy of scaling to serve a significantly larger number of early career principals throughout Georgia and, ultimately, have a positive impact on student achievement.

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UGA/GAEL Early Career Principal Residency Program

Budget Narrative – Innovation Funds

Personnel & Fringe Benefits

Description	Year 1	Year 2	Year 3	Total
Jack Parish, PI	0	0	0	0
Scott Pollack, 11% calendar-year effort annually	\$4,828	\$4,973	\$5,122	\$14,923
Fringe Benefit for Scott Pollack @ 42% each year	\$2,028	\$2,089	\$2,151	\$6,268
Totals	\$6,856	\$7,062	\$7,273	\$21,191

Jack Parish will serve at PI on this program but is not requesting Innovation Fund support. Dr. Parish will act on behalf of the Georgia Association of Educational Leaders (GAEL) and the University of Georgia as the Director of the Early Career Principal Residency Program.

Funds are requested to support the full evaluation of this program (estimated to be 25 participants). The Program Evaluation Group (PEG) in the College of Education will implement the evaluation plan for this project. Mr. Scott Pollack, senior evaluator for PEG, is requesting 11% of his salary annually plus fringe benefits at the rate of 42% per year for each year of the grant.

Mr. Pollack has BS and MS degrees in psychology, and he specializes in quantitative data analysis. He has worked on a number of high-impact, federally funded evaluation projects including Reading First and Comprehensive School Reform. Mr. Pollack is currently working on evaluations of Forsyth County School's Investing in Innovation (USDOE), Georgia's supplemental education services, the Georgia STEM Accessibility Alliance (NSF), and 21st Century Community Learning Centers throughout the state. Mr. Pollack's work on the project will include quantitative and qualitative analysis for outcome and implementation process measures. His analyses will include participant and coach survey data, Adequate Yearly Progress rating of participants' schools, average passing rates on the CRCT of students enrolled in participants' schools, and pre- and post-scores on participant assessments. Each year of the grant will include data analysis and reporting with a final report submitted at the end of year three.

Travel

Description – Principal Travel	Year 1	Year 2	Year 3	Total
Travel funds to support 10 participants from high need schools @ .51 per mile	\$6,120	\$6,120	0	\$12,240
Hotel and per diem (dinner) for each session (\$96 + \$15)	\$6,660	\$6,660	0	\$13,320
Totals	\$12,780	\$12,780	0	\$25,560

The grant proposes to provide full support to 10 principals from high need school districts to participate in the Early Career Principal Residency Program. Mileage reimbursement for each session using an average of 200 miles round trip @ \$.51 per mile for 10 participants for 12 sessions is estimated at \$12,240 for two years or \$6,120 per year.

Each year principals will attend six, two-day sessions, which will require one overnight stay per session. The cost of a hotel room \$96 per night (Athens, GA rate of \$77 + 25%) per participant (\$96/night x 10 participants x 12 sessions) for a total of \$11,520 for two years or \$5,760 per year. Dinner the evening of the first day of each session is not covered by the program and funds are requested to provide reimbursement to 10 participants at the dinner per diem rate of \$15 per participant for 12 sessions for a total of \$1,800 for two years or \$900 per year.

Description – Coach Travel	Year 1	Year 2	Year 3	Total
Coach Travel to Training (initial and follow-up)	\$5,100	\$2,550	0	\$7,650
Coach Hotel & Expenses (1 trip)	\$2,775	0	0	\$2,775
Coach Travel (Mileage for 6 face-to-face coaching trips)	\$2,295	\$2,295	0	\$4,590
Totals	\$10,170	\$4,845	0	\$15,015

The coaches will participate in a training session and will receive support from the trainer in two follow-up sessions. The coaches' training will be held in the Macon area to provide a centralized location. Mileage for 25 coaches is estimated to be an average of 200 miles round trip per coach at a mileage reimbursement rate of @ \$.51 per mile for a total of \$2,550. Reimbursement for two, one-day follow-up sessions held in the Macon area is also estimated at \$2,550 per session. One session will be held at the

midpoint of the first year and the second follow-up will be held early in the second year.

One overnight trip will be necessary to accommodate the training sessions in year 1. Travel funds to cover one night hotel (\$96) and dinner (\$15) are estimated to be \$111 per coach for a total of \$2,775.

In addition, each coach is expected to meet with their protégé at least once each month via phone, email or face-to-face. Travel funds to support six face-to-face meetings are included in the budget at the rate of \$.51 per mile for an average of 60 miles round trip for a total cost of \$4,590.

Description – Presenter Travel	Year 1	Year 2	Year 3	Total
Presenter Travel (1 trip @ \$102 each)	\$1,224	\$1,224	0	\$2,448
Presenter Hotel (1 night @ \$96+ \$15 each x 6 presenters)	\$666	\$666	0	\$1,332
Totals	\$1,890	\$1,890	0	\$3,780

Presenters are invited from all over the state and must travel to Athens for most sessions. Mileage is estimated to be 200 miles round trip for each presenter at a reimbursement rate of \$.51 per mile. There are two presenters each session with 6 sessions each year for a total of \$1,224 per year for 2 years.

For those traveling distances that require overnight accommodations, a hotel room and dinner are budgeted for the presenters. Budget is based on an assumption that half of the presenters will need a room for one night (Athens, GA rate of \$96 and \$15 dinner per diem x 6).

Supplies

Description	Year 1	Year 2	Year 3	Total
Legal Issues USB Resource Guide (10 principals x \$250)	\$2,500	0	0	\$2,500
Books (10 principals x \$100 each)	\$500	\$500	0	\$1000
Supplies (10 principals x \$50 each)	\$250	\$250	0	\$500
Totals	\$3,250	\$750	0	\$4,000

The GAEL Spring Legal Issues Conference provides attendees the opportunity to purchase a USB resource guide developed by the conference presenters. The grant proposes to purchase this resource for

the 10 supported principals (10 principals x \$250 each).

Various presenters select professional reading materials for the participants. The grant proposal includes funds to purchase the reading materials for each participant. Examples of reading materials purchased for the previous principal cohort include books written by Dr. Sally Zepeda, one of the presenters, entitled **The Principal as Instructional Leader**, and a book on school culture and climate selected by a faculty member in the College of Education at UGA. Books and resources for principals are estimated to be \$100 per principal. The grant proposal is requesting \$100 for each of the supported principals (10).

Supplies to support the program include a binder for each principal, presentation materials, copying costs, etc. This is estimated to be approximately \$50 per supported principal.

Contractual

Description	Year 1	Year 2	Year 3	Total
Training for 25 new coaches	\$6,250	\$1,250	0	\$7,500
Totals	\$6,250	\$1,250	0	\$7,500

The grant proposal requests funds to develop a cadre of trained coaches to act as mentors for all principals participating in the program. The long term plan is to develop this group to support future cohorts. Therefore, these funds are viewed as an investment in the sustainability of the program. Training will be contracted with Dr. Debra Hardin and Dr. Dorie Stiles, professional coaching trainers. Drs. Hardin and Stiles currently provide the coaches training for the Georgia School Superintendents Association. Initial training for 25 coaches is \$5,000 and two follow-up training sessions, one in year 1 and one in year 2, are budgeted at \$1,250 per session.

Other Direct Costs

Description	Year 1	Year 2	Year 3	Total
Honoraria: Coaches (25 @ \$750 each)	0	\$18,750	0	\$18,750
Totals	0	\$18,750	0	\$18,750

Each participant in the program will be assigned a coach to serve as a mentor during the program. The coach is agreeing to provide support to the protégé for a minimum of two years with contact at least once each month via phone, email or face-to-face. Each coach will be offered an honorarium in the amount of \$750 for this service. Funds are requested to support the total coaching component for all program participants (25) to be distributed at the end of year 2.

Description	Year 1	Year 2	Year 3	Total
Honoraria: Presenters (2 per session x 12 sessions x \$750 each)	\$9,000	\$9,000	0	\$18,000
Totals	\$9,000	\$9,000	0	\$18,000
<p>The program is comprised of 12 sessions over a two-year period with a minimum of two presenters each session. Each presenter is asked to develop a presentation around the ELCC standard scheduled for that session, develop reflection questions and other homework assignments, and provide follow-up support to participants as they implement and process the content delivered in the session. Many of these speakers will be COE faculty, state agency representatives, and experts in the field. In some cases, presenters are not allowed to accept compensation for the service. Speakers' honoraria are for those who take time out of their normal workweeks to make these presentations.</p>				

Description	Year 1	Year 2	Year 3	Total
Meeting Package fee for 10 meetings at Georgia Center, Athens, GA – 15 people Year 1: 4 mtg @ \$47 + \$76 = \$264 per person Year 2: 5 mtg @ \$47 = \$235 per person	\$3,960	\$3,525	0	\$7,485
Totals	\$3,960	\$3,525	0	\$7,485
<p>Ten of the 12 sessions will be held at the Georgia Center in Athens. The first session is 2 days for a total charge of \$76 per participant (fee charged by the Georgia Center for use of the facility). Each of the remaining 9 sessions is \$47 per participant. Funds are requested to support 10 principal participants from high-needs school districts and 3 UGA/GAEL personnel and 2 presenters for a total of \$7,485 for two years.</p>				
Description	Year 1	Year 2	Year 3	Total
Dinner reimbursement (2 dinners @ \$40 each for 10 participants)	\$400	\$400	0	\$800
Totals	\$400	\$400	0	\$800
<p>Coaches are trained on coaching techniques used during a business dinner. Each coach is asked to take their assigned protégé to dinner for two face-to-face meetings during the two-year program. The grant proposes to reimburse coaches for the expense of their dinner and the dinner of their assigned protégé.</p>				

This is estimated to be \$40 per dinner including taxes and gratuity and does not include alcohol (\$400 in Year 1 and \$400 in Year 2).

Description	Year 1	Year 2	Year 3	Total
Kick-off Reception (50 x \$25)	\$1,250	0	0	\$1,250
Meeting meals and refreshments in Athens (Break Fri., Box lunch, Breakfast Sat.)	\$1,500	\$1,500	0	\$3,000
July 2013 Banquet (at Summer GAEL- 25, Food & Plaque, budgeted \$75 per person)	0	\$1,875	0	\$1,875
Totals	\$2,750	\$3,375	0	\$6,125

Subsistence costs for the 12 sessions are included for the 10 participants from high-needs school districts. In Year 1, a kick-off reception to include food (no alcohol) will be held in Athens the evening of the first session for all participants to meet their coaches and to provide an orientation/introduction to sponsoring school superintendents, who are invited to the reception. Funds are requested to cover the cost for the 10 supported participants, their coaches and superintendents, UGA administrators, faculty and program staff and GAEL administrators for a total of 50 people at a cost of \$25 per person.

The cost for refreshments, breakfast and lunch during the 10 meetings held in Athens at \$30 per person per meeting will cost \$3,000 for 10 participants (\$1,500 in Year 1 and \$1,500 in Year 2).

In Year 2, the culminating event for the program is a banquet held at the Summer GAEL conference at Jekyll Island, July 2013. The banquet expenses for 10 participants, their coaches and superintendents (total of 25) is estimated to be \$75 per person for a total of \$1,875.

Description	Year 1	Year 2	Year 3	Total
Website development – enhancement to existing site	\$11,000	0	0	0
Totals	\$11,000	0	0	0

The current website has been provided at no cost to the project; however, the site is not adequately meeting the needs of the users. The grant proposal includes contracting for professional service of a web designer to enhance the existing website in year 1. Quotes have been solicited from external vendors to revamp the current site. This service is estimated to be \$11,000 and includes graphic design, image

production, content management system programming, training and post-launch technical support.
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Description	Year 1	Year 2	Year 3	Total
360° Leadership Pre/Post Assessment for Participants (25 @ \$150 per participant)	\$3,125	0	0	\$3,125
Total	\$3,125	0	0	\$3,125
<p>The 360° Leadership Assessment will be administered at the beginning and end of the program; however, the vendor bills for both assessments prior to the pre-test (a discount is offered if both are purchased together). The price is \$150 per participant. Funds are requested to support all evaluation activities for all participants, grant supported participants and tuition paying participants, for a total of 25 participants. This assessment will provide data for program analysis as well as feedback to individual participants on their strengths and weaknesses and assist them in developing a personal learning plan.</p>				

Indirect Costs

Description	Year 1	Year 2	Year 3	Total
Indirect Costs 10%	\$7,143	\$6,363	\$727	\$14,233
Total	\$7,143	\$6,363	\$727	\$14,233
Indirect Costs are calculated at 10% per RFP				

TOTAL COSTS

Description	Year 1	Year 2	Year 3	Total
Direct Costs	\$71,431	\$63,627	\$7,273	\$142,331
Indirect Costs	\$7,143	\$6,363	\$727	\$14,233
Total Costs	\$78,574	\$69,990	\$8,000	\$156,564

Budget Narrative – Non-Innovation Funds

The following expenses are a part of the overall program expenses and will be met by UGA's College of Education.

Personnel & Fringe Benefits

Description	Year 1	Year 2	Year 3	Total
Salary:				
Elder-15%	\$9,103	\$9,103	\$5,310	\$23,516
Bassett-6%	\$3,675	\$3,675	0	\$7,350
Hall-10%	\$3,892	\$3,892	0	\$7,784
Fringe benefits: (per year %s)				
Elder 27%	\$2,458	\$2,458	\$1,434	\$6,350
Bassett 29%	\$1,066	\$1,066	0	\$2,132
Hall 35%	\$1,362	\$1,362	0	\$2,724
Totals	\$21,556	\$21,556	\$6,744	\$49,856
<p>Faculty member Tracy Elder will devote 15% of her contracted service time to act as Coordinator for the program. Suzanne Hall, Business Manager for the Office of Outreach and Engagement, will provide 10% of her time in accounting and administrative duties for this program. Troy Bassett will provide 6% of his time to support the updates to the website and to develop and print all printed materials to support the program. Fringe benefits are included based on prior year actual amounts. Elder will supervise data collection and analysis and reporting in year 3; therefore, her time will continue into the last year of the grant.</p>				

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Governor's Office of Planning and Budget (OPB) and UGA/GAEL Early Career Principal Residency Program. The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of approved Innovation Fund projects. **Any partner named in the aforementioned project will only be considered a member of the partnership if they appear on this Memorandum of Understanding with the State**

I. SCOPE OF WORK

Exhibit 1, the Preliminary Scope of Work, indicates the work that the Partnership is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

- 1) Implement the plan as identified in Exhibit I of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by OPB, the Georgia Department of Education, the Governor's Office of Student Achievement and the US Department of Education;
- 3) Post to any website specified by the State in a timely manner, all non-proprietary products and lessons learned using funds associated with the Innovation Fund;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or agency conducting business on behalf of the State;
- 5) Be responsive to State requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Innovation Fund grant period, and (d) other matters related to the Innovation Fund grant and associated plans.

B. STATE RESPONSIBILITIES

The State agrees to:

- 1) Timely distribute the Partnership's grant during the course of the project period;
- 2) Provide feedback on the Partnership's status updates, annual reports, any interim reports, and projects plans and products; and
- 3) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) OPB and the Partnership will each appoint a key contact person for the Innovation Fund grant.
- 2) These key contacts from OPB and the Partnership will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Partnership grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) State and Partnership grant personnel will negotiate in good faith to continue to achieve the overall goals of the Innovation Fund.

D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE

If OPB determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, OPB will take appropriate enforcement action, which could include a collaborative process between OPB and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Partnership hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Agrees to implement the work indicated in Exhibit I, if funded;
- 3) Will comply with all terms of the grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top program and the applicable provisions of EDGAR (34 CFR Parts 74,75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS


This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

Partnership Executive Official – required:

 10/31/11

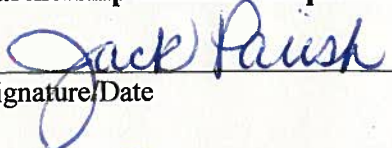
 Signature/Date

**Jacob Maas
Senior Grants Officer**

Print Name/Title

Partnership Member

Partnership Member – required:



 Signature/Date

Jack Parish, Executive Director, GAEL

 Print Name/Title

Partnership Member – required:

Signature/Date

Governor's Office of Planning and Budget – required:

Signature/Date

Print Name/Title

ASSURANCES

The Applicant hereby assures and certifies compliance with all federal statutes, regulations, policies, guidelines and requirements, including OMB Circulars No. A-21, A-87, A-110, A-122, A-133; E.O. 12372 and Uniform Administrative Requirements for Grants and Cooperative Agreements 28 CFR, Part 66, Common rule, that govern the application, acceptance and use of federal funds for this federally-assisted project.

Also the Applicant assures and certifies that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information
2. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal and federally - assisted programs.
3. It will comply with provisions of federal law which limit certain political activities of employees of a State or local unit of government whose principal employment is in connection with an activity financed in whole or in part by federal grants. (5 USC 1501, et seq.)
4. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act if applicable.
5. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
6. It will give the sponsoring agency or the Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the grant.
7. It will comply with all requirements imposed by the federal sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.
8. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.
9. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234, 87 Stat. 975, approved December 31, 1976, Section 102(a) requires, on and after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect federal assistance.
10. It will assist the federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 USC 470), Executive Order 11593, and the Archeological and Historical Preservation Act of 1966 (16 USC 569 a-1 et seq.) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties

listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the federal grantor agency to avoid or mitigate adverse effects upon such properties.

11. It will comply, and assure the compliance of all its sub-grantees and contractors, with the applicable provisions of Title I of the Omnibus Crime Control and Safe Streets Act of 1968, as amended, the Juvenile Justice and Delinquency Prevention Act, or the Victims of Crime Act, as appropriate; the provisions of the current edition of the Office of Justice Programs Financial and Administrative Guide for Grants, M7100.1; and all other applicable federal laws, orders, circulars, or regulations.
12. It will comply with the provisions of 28 CFR applicable to grants and cooperative agreements including Part 18, Administrative Review Procedure; Part 20, Criminal Justice Information Systems; Part 22, Confidentiality of Identifiable Research and Statistical Information; Part 23, Criminal Intelligence Systems Operating Policies; Part 30, Intergovernmental Review of Department of Justice Programs and Activities; Part 42, Nondiscrimination/Equal Employment Opportunity Policies and Procedures; Part 61, Procedures for Implementing the National Environmental Policy Act; Part 63, Floodplain Management and Wetland Protection Procedures; and federal laws or regulations applicable to Federal Assistance Programs.
13. It will comply, and all its contractors will comply, with the nondiscrimination requirements of the Omnibus Crime Control and Safe Streets Act of 1968, as amended, 42 USC 3789(d), or Victims of Crime Act (as appropriate); Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; Subtitle A, Title II of the Americans with Disabilities Act (ADA) (1990); Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; Department of Justice Non-Discrimination Regulations, 28 CFR Part 42, Subparts C, D, E, and G; and Department of Justice regulations on disability discrimination, 28 CFR Part 35 and Part 39.
14. In the event a federal or state court or federal or state administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, or disability against a recipient of funds, the recipient will forward a copy of the finding to the Office for Civil Rights, Office of Justice Programs.
15. It will provide an Equal Employment Opportunity Program if required to maintain one, where the application is for \$500,000 or more.
16. It will comply with the provisions of the Coastal Barrier Resources Act (P.L. 97-348) dated October 19, 1982 (16 USC 3501 et seq.) which prohibits the expenditure of most new federal funds within the units of the Coastal Barrier Resources System.
17. It will comply will all ARRA requirements. All funds must be spent with an unprecedented level of transparency and accountability. Accordingly, recipients of ARRA funds must maintain accurate, complete, and reliable documentation of all ARRA expenditures.

Authorizing Official:

Signature and Title

Jacob Maas
Senior Grants Officer

Date

10/31/11

NON-SUPLANTING CERTIFICATION

Regulations require certification to the effect that grant funds will not be used to increase state or local funds that would, in the absence of such grant aid, be made available for the purpose of this grant program.

CERTIFICATION:

I certify that grant funds will not be used to supplant state or local funds that would otherwise be available for implementation of this grant program.

I further certify that the program proposed in the grant application meets all the requirements of the applicable Race to the Top Innovation Fund Request for Proposal; that all the information presented is correct and that the applicant will comply with the provisions of the Governor's Office of Planning and Budget, all applicable federal and state laws, and the above mentioned certification should a grant be awarded.

Authorizing Official:

Signature


Jacob Maas
Senior Grants Officer

Title

10/31/11

Date

IMMIGRATION AND SECURITY FORM

A. In order to insure compliance with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act OCGA 13-10-90 et.seq., Contractor must initial one of the sections below:

Contractor has 500 or more employees and Contractor warrants that Contractor has complied with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act by registering at <https://www.vis-dhs.com/EmployerRegistration> and verifying information of all new employees; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq. Contractor has 100-499 employees and Contractor warrants that no later than July 1, 2008, Contractor will register at <https://www.visdhs.com/EmployerRegistration> to verify information of all new employees in order to comply with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq. Contractor has 99 or fewer employees and Contractor warrants that no later than July 1, 2009, Contractor will register at <https://www.visdhs.com/EmployerRegistration> to verify information of all new employees in order to comply with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq.

B. Contractor warrants that Contractor has included a similar provision in all written agreements with any subcontractors engaged to perform site under this Contract.

Authorizing Official:

Signature and Title


Jacob Maas
Senior Grants Officer

Date

10/31/11

CERTIFICATION REGARDING LOBBYING (ED 80-0013)

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 any 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 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 or 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.

Authorizing Official:

Signature and Title

Date

Jacob Maas
Senior Grants Officer

10/31/11

OTHER CERTIFICATIONS

Regulations require certification to the effect that grant funds will not be used to increase state or local funds that would, in the absence of such grant aid, be made available for the purpose of this grant program.

1. Any person associated with the program that has reasonable cause to believe that a child has been or is being abused, shall be required to report or cause report to be made with regard to the abuse as provided in O.C.G.A. 19-7-5.
2. Background investigations (Georgia Crime Information Center) are required on all persons with direct contact with children and youth. It is left to the discretion of the Partnership to determine the methodology for completing these investigations.
3. Establish/enforce an Internet Security Policy when minor participants and/or staff have online access (supervised or unsupervised). This includes any technology provided by PLC funding and technology used by participants.
4. The grantee agrees to comply with Public Law 103-227, also known as the Pro-Children Act of 1994, which requires that smoking not be permitted in any portion of any indoor facility owed or leased or contracted for by the grantee and used routinely or regularly for the provision of healthy care, day care, early childhood development site, education or library site to children under the age of 18. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the grantee.

Authorizing Official:

Signature

Jacob Maas
Senior Grants Officer

10/31/11

Title

Date