



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

REQUEST FOR PROPOSAL
for
EDUCATION LEADERSHIP DEVELOPMENT
OPPORTUNITY (ELDO) GRANT

Every Student Succeeds Act
TITLE II, PART A

2019/20

Due on January 31, 2020

These instructions are provided to help prepare a grant application/proposal for **ELDO** grant. Specific requirements are provided for key features and proposal requirements. If you have any questions, please call Abdallah Bendada at 608-267-9270.



Division for Academic Excellence

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Carolyn Stanford Taylor, PhD, State Superintendent

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APPLICATION INSTRUCTIONS

For Institutions of Higher Education, School Districts, and Nonprofit Organizations Seeking An Education Leadership Development Opportunity GRANT

I. Introduction/Background

In December of 2015, the Every Student Succeeds Act (ESSA) became law. **SUPPORTING EFFECTIVE INSTRUCTION** Grant Programs (Title II) are a major component of the ESSA legislation. The Title II, Part A program is designed, among other things, to provide students from low-income families and minority students with greater access to effective educators.

These programs encourage evidence based as a means for improving student academic performance. As schools are responsible for improving student learning, it is essential to have highly effective teachers, principals and other leaders leading the way. High-quality teaching and learning requires a diverse cohort of educators, including teachers, principals, and other school leaders, to be prepared and supported to meet the many challenging demands that they and their students face, particularly underserved students and students of color.

Title II, Part A of ESSA program is intended to increase the academic achievement of students by enhancing the teachers, principals, assistant principals, and other school leaders to become highly effective. At the core of this improvement effort are partnerships between high-need school districts including private schools within the boundaries of the high-need district, and education organizations. Private schools within the boundaries of the participating high-needs districts must be offered equitable participation. In addition, other community partners with an interest in supporting improved leadership development are encouraged to participate in the proposal.

Program Description

- A. Purpose:** The Title II Part A Leadership Development program is a federally funded formula grant under Title II, Part A to states that supports improved student achievement through enhanced training for teachers, principals, and other school leaders. State educational Agencies (SEAs) are responsible for conducting sub-grant and determining awards. Proposals will be from high-need school districts partnering with Leadership Development education organization. Together, partners will create, implement and evaluate a program designed to improve instruction.

Effective principals can do what effective teachers cannot. They can create a climate that encourages learning and achievement, not just in a single classroom but throughout a school. They can foster better instruction school-wide. The program seeks to identify strategies that coherently enables, enhances and sustains high quality professional development for school leaders. The focus is to increase the understanding of the teacher growth.

B. Wisconsin Priority:

1. Principals and assistant principals

The priority of the project shall be working to establish a sturdy principal “pipeline” – i.e., a system to produce a large and steady supply of effective school leaders. Ideally, these pipelines have four strong, interlocking parts:

Standards. Clear, rigorous job requirements detailing what principals and assistant principals must know and do.

High-quality training. Pre-service training programs that admit only high-potential candidates and then provide them with training suitable for district schools.

Selective hiring. A set of procedures enabling districts to hire well-trained candidates as school leaders and match them to the right schools.

Leader evaluation and on-the-job support. Regular evaluation of principals by districts along with the provision of professional development that helps school leaders overcome weaknesses pinpointed in the assessments.

The analysis of student achievement data indicate that the achievement gap between the socioeconomic groups and among the ethnic groups continued to grow over the last ten years. In order to close the achievement gaps between the groups, school districts will partner with Leadership Development Education organizations to strengthen the effectiveness of principals and assistant principals to become effective leaders. Grants will be awarded each year depending on funding from the U.S. Department of Education as follows:

- Award Year : June 1, 2020 through August 31, 2021

The program will support proposals to **support school principals, through a variety of strategies such as:**

- Partner with organizations to provide leadership training and opportunities for principals and other school leaders to hone their craft and bring teams together to improve school structures.
- Offer community of learning opportunities where principals and other school leaders engage with their school teams to fully develop broad curriculum models.
- Develop opportunities for principals and other school leaders to collaborate, problem-solve, and share best practices.

II. Key Features

A. Partnerships: The proposals will be designed, implemented and evaluated by partnerships whose primary partners consist of high-need school districts, eligible private schools and an Educational Leadership Development organization. Private schools within the boundaries of any high-need school district may participate directly in the program through the school district. Additional partners might include; faculty of IHE’s in the departments of engineering and technology, other public school districts, public charter schools, businesses, and nonprofit or for-

profit organizations concerned with educational leadership development. The Principal Investigators, the project director, and the project coordinators must be employed by one of the primary partners at the time of the submission of the proposal. The fiscal agent shall be the Educational Leadership Development Organization. Partners will engage in the proposed activities at both the institutional and individual levels, and share goals, responsibilities, accountability, and oversight for the proposal. All coursework and training materials must be approved by the ELDO. All participating principals and assistant principals must be American citizens or hold permanent residency status.

1. Needs Assessment: The program activities for the proposal must be based on the results of a comprehensive needs assessment that addresses the effectiveness of the principals and assistant principals as school leaders. It will identify areas of growth to help school leaders more fully understand the growth of teachers and assist with the necessary professional development activities that will impact the student learning and strategies for instruction that engage students in active learning.

2. Evidence based strategies: The proposal's training for staff development will correlate identified content and pedagogy needs to evidence-based activities explaining how the proposed staff development is expected to improve student academic achievement and strengthen the quality of teachers.

3. Evaluation: Each partnership proposal will include rigorous, measurable objectives that specifically include improved student academic achievement, and an evaluation of the staff development activities. In addition, an Accountability Summary will include documenting evidence of growth toward all objectives, school leaders increased understanding of how teachers grow and indications that student achievement has increased.

4. Eligible High Need School Districts: To be eligible for an ELDO Grant, an applicant must demonstrate a need for improvement based on recent data and a recent comprehensive needs assessment of the participating schools leaders. The proposal must also demonstrate that the participating teachers serve a sufficient number of students exhibiting this need.

III. Proposal Requirements

Each component (excluding appendices) of the proposal must be double-spaced and the font used must be at least 12-point. Proposals must contain the following sections:

A. General Information: The Assurances and Eligibility cover page must be signed and submitted by an official representative from the Primary IHE or the primary high need LEA. All administrative duties must be performed by the primary partners.

1- Abstract: All applicants must provide a summary that briefly describes the proposal's vision, goals and activities, as well as any key features that will be addressed and the expected benefits of incorporating them. *The abstract may not exceed 1 page.*

2- Program Narrative: The project narrative should contain the following elements and *shall not exceed 20 pages:*

Section 1: Needs Assessment

The project description will document and coherently explain a correlation from the needs assessment to the identified objectives

and goals within the proposal. The following items are required to satisfy the needs assessment:

- Use of the WISEsuit to analyze data of the participating schools
- **Alignment of instructional material to the Wisconsin Framework for Principal Leadership**
- Provide convincing evidence that the primary school district has a significant large population of students who have historically been under-represented and under-served using the WISEsuit data information.
- Include an analysis of objective data to establish a baseline that has guided the proposal's program and instructional activities. (Attach current student achievement and district performance data.)

Section 2: Evidence based Strategies

The project description will discuss and cite the current state of research to support the proposal's project. This *brief literature review* should clearly indicate why the proposed activities were selected and their direct correlation to the needs assessment. If the proposal builds on prior work, the new project proposal will identify the results of prior learning and how those results correlate to the newly proposed activities. The following items are required to satisfy Evidence based:

- Provide a literature review that defines the project's proposed activities and how these activities correlate to improved pedagogical skills and student achievement.
- Provide references that employ sound research methods such as (a) experimental design, and (b) quasi-experimental design using demographic alignment of similar schools and/or districts and others.

Section 3: Work Plan

The proposal must clearly describe the objectives and subsequent goals. The proposal will provide a timeline consisting of the type, dates, duration, intensity, grade level and number of school leaders participating in specific professional development activities along with the primary responsibility of each of the partners. All activities shall be developed through a meaningful collaboration between DPI and the other partners. The following items are required to satisfy the work plan:

- Describe and correlate specific program activities addressing the identified needs.
- Define the responsibilities of all partners and their plan to account for all of the objectives and subsequent goals.
- Include the described timeline.
- Include the potential number of students impacted by the proposal
- Describe how the participants are expected to transition and demonstrate consistent use of engaged learning activities in the classroom from the proposed content-based professional development activities.
- Explain the correlation of professional development activities with the student learning objectives (SLO).
- Explain how the proposal's professional development activities are aligned with Wisconsin Educator Effectiveness System.

Section 4: Commitment and Capacity of Partnership

The project description must clearly demonstrate that the primary school district and the primary organization submitting the proposal have the capability of project oversight including managing the project, organizing the work, and meeting deadlines. All program coordinators, directors, and instructional staff must be employed by the primary partners at the time of submission. The following items are required to satisfy the commitment and capacity partnership:

- Describe how the program team members will manage the program and meet the deadlines set forth in the proposal.
- Provide a brief description of the programs team processes for meeting identified needs and deadlines.
- Provide a brief description of the programs team decision-making processes.
- Describe the role of each of the partners in this collaborative relationship.
- Explain how the partnership will be sustained beyond the three year grant period.
- Provide a brief description of how the partnership selected/developed the program activities, including the types of organizations involved in the process

Section 5: Evaluation Plan

Each proposed project should provide a description, identify the research and evaluation methods that will be used, and explain why those methods are appropriate to the issues or questions that the proposal addresses. **All projects must have an external evaluator.** This includes the expenses of the evaluator, the cost of assessment instruments, and the expenses associated with the observation visits and data analysis. DPI requires applicants to use at least quasi-experimental designs. The proposal's activities must be clearly correlated to the results of the needs assessment and describe how the activities will help the Program build a rigorous, cumulative, reproducible, and usable body of findings. The following items are required to satisfy the evaluation:

- Provide a description that links the external evaluation to the desired teacher and student outcomes.
- Describe a process evaluation plan that provides detailed information on participants that were served as well as service delivery methods to include scope, duration, and other indicators of implementation fidelity.
- Provide an evaluation plan based on an experimental or quasi-experimental design.
- Provide an evaluation plan that states measurable teacher and student objectives along with annual targets which describe progress toward meeting the objectives and subsequent goals.
- Describe how the activities in the project will engage school leaders in the focused professional learning leading to effective leaders
- Describe how the evaluation plan measures the SLO.

Section 6: Budget Justification

The budget must clearly be tied to the scope and requirements of the proposed project. The budget narrative will describe the basis for determining allocated monies shown on the project budget page.

All proposals should include provision for evaluation of the activities in budget. The following items are required to satisfy the budget justification:

- Provide details for each budget category.
- Describe how other funds will be used to help support this program.
- Include the budget summary.

Appendix: While reviewers are only expected to read and score the 20-page narrative, the Appendix which is not counted as part of the 20-page limit, **may** include the following:

- Letters of commitment from the partners;
- Resumes of key faculty and staff (each resume cannot be over 2 pages);
- Elaboration of data (e.g., charts, tables, graphs) used to establish need, or elaboration of research or evidence base used to design this program;
- Evidence of impact from prior professional development efforts.

V. Submission and Review

A. Submission: To be considered for funding, proposals must be submitted to the department by 4:30 p.m. on January 31, 2020 by a representative from the primary partners. Incomplete applications will not be considered

B. Review Process: Proposals will be reviewed for completeness and compliance with the requirements set forth by the DPI to confirm eligibility. The decision of the department is final. Applicants will be notified in writing if their proposal is eliminated.

An expert review panel will evaluate and score eligible applications in light of the required components and the established criteria. The review panel will make monetary award recommendations to the DPI. Consideration is based upon the following criteria: final score assigned each proposal by the review panel; a cost-effectiveness ratio determined by the relationship between the number of participants served, the total cost of the program; and geographic distribution.

Following the review, the DPI staff will contact selected project directors to discuss any modifications of the project plan that may be required. To maximize the effects of limited funds, applicants whose grants are recommended may be requested to revise the project budget and/or scope of work.

Award Administration

A. Reporting Requirements: Each eligible partnership receiving a grant must report annually to the DPI by submitting the Annual Performance Report through the online system. Further information regarding reporting requirements and forms are available on the website at "website here"

E. Assurances: The partnership assures that:

- 1) the partners will comply with all assurances associated with the ESEA and EDGAR provisions;
- 2) The partners will follow the protection of human subjects (IRBs), and FERPA policies; and
- 3) the partners will contact private schools within the partnership geographic area to give the opportunity to participate in the program.

