

THE WALLACE FOUNDATION
GRANT AGREEMENT: TERMS AND CONDITIONS

Grantee: The School Board of Broward County, Florida
Grant Amount: \$1,700,000
Purpose of the Grant: To participate in the Principal Supervisors Initiative
Term: July 1, 2015 – June 30, 2016
Grant ID#: 20140239.01

1. Use and Management of Grant Funds

- (a) The scope of work, workplan and budget for the Grant are in the attached Appendices A, A1, and B. The Grant is to be used as agreed-upon and represented in this Grant Agreement (“Agreement”) including appendices, and may not be used in any other way or for any other purpose without Wallace’s prior written approval. The Grant will support the work described in Appendix A (“Project”).
- (b) In all cases it is expected that Grant funds will be used exclusively to further your public charitable purposes consistent with your tax-exempt status.
- (c) The Grant funds are to be invested in U.S. Treasury Bills or an FDIC-insured certificate of deposit, checking or savings account or a money market mutual fund that is registered under the Investment Company Act of 1940 (Section 270.2a-7) until such time as the funds are expended to meet the purposes of the Grant, unless otherwise mutually agreed to in writing by you and Wallace. Any income earned by the Grant funds prior to expenditure may be used only for the projects and activities covered by this Agreement. You agree to include and specifically identify in your financial reports to Wallace any income earned by the Grant funds.
- (d) You agree to track all expenditures of Grant funds against the approved budget found in Appendix B.
- (e) You agree to maintain a record of all expenditures of Grant funds for a period extending at least three (3) years following the expenditure by you of all Grant funds received from Wallace and to permit Wallace or its representatives reasonable access during regular business hours to such financial records for the purpose of making such financial audits, verifications or other evaluations as Wallace deems necessary or appropriate, including the right to make copies of such information.

2. Representations and Warranties

- (a) Organization status
 - (i) You represent that your official name is “The School Board of Broward County, Florida”; that you are recognized by the Internal Revenue Service (“IRS”) as a tax exempt organization because you are a governmental

entity; that you are not a private foundation or a supporting organization; that such tax status remains in effect; and there is no issue presently pending by the IRS that could result in any change in your tax status. Your acceptance of any advances under this Agreement shall be deemed to constitute a reaffirmation of each and every representation by you in this Agreement.

- (ii) You represent that the execution and delivery of this Agreement and the performance of your obligations hereunder will not violate the terms of your certificate of authority, or government charter or status, and that this agreement constitutes a valid, legal and binding obligation by you, enforceable in accordance with its terms.

(b) Compliance with anti-lobbying regulations

Because the Code places certain restrictions on the use of grants made by private foundations such as Wallace, you agree that no portion of this Grant may be used for lobbying or to attempt to influence legislation (within the meaning of section 4945 (d)(1) of the Code or the outcome of any specific public election, or for voter registration within the meaning of section 4945(d)(2) of the Code.

(c) Compliance with anti-terrorism regulations

You agree to abide by United States laws, statutes and regulations prohibiting the financing of terrorism and restricting U.S. persons from dealing with any individuals, entities or groups subject to sanctions by the U.S. Treasury Department's Office of Foreign Assets Control. You will not promote, support or engage in violence, terrorism, or the destruction of any State, nor will you make subgrants or other payments to any entity that engages in such activities.

3. Withholding Payment and Termination or Expiration of Grant

Wallace reserves the right to withhold payment or terminate this Agreement under any of the following circumstances:

- (a) You fail to comply with the terms and conditions of this Agreement, including submitting timely deliverables and reports as described in Appendix A.
- (b) Any representations or warranties by you shall be or become untrue, and such failure or misrepresentation has not been corrected within thirty (30) days of receiving written notice from Wallace describing such failure. In such event Wallace shall provide a written notice of cancellation specifying a date of cancellation of not less than thirty (30) days from the date of such cancellation notice.
- (c) Significant changes in the organization's leadership or key project staff occur that Wallace believes, in its sole judgment, may threaten the implementation of the Program.
- (d) You become unable for any reason to carry out the purpose of the Grant.

In the event of termination of this Agreement, or upon expiration of the Grant, your previously approved expenditures and obligations incurred in good faith prior to the effective date of termination or expiration date, as the case may be, shall be considered authorized expenses under this Agreement. All other Grant funds must be returned to Wallace within ten (10) business days of the effective date of termination or expiration, as the case may be, unless Wallace agrees, in writing, that the Grant funds may be used to support other work.

Notwithstanding any termination of this Agreement you shall remain obligated to comply with the remaining provisions of the Agreement.

4. Publications, Presentations and Materials

- (a) If during the term of the Grant you create publications or other public materials related to the scope of this Grant, including but not limited to reports, webinars, articles produced for newsletters, email blasts or other in-house periodicals (hereinafter collectively referred to as “Products”), you shall retain the copyright to all such Products. However, you hereby grant, transfer and assign to Wallace a non-exclusive, royalty-free license to use, reproduce, excerpt, summarize, copy and distribute for non-commercial purposes any and all such Products for the full term of copyright, in all countries, in all languages and in all media now known or hereafter developed. You shall send Wallace an electronic version, in WORD and PDF format, of all such Products.
- (b) In addition, in the course of performing the work outlined in Appendix A, you may create conferences, lectures, panel discussions, webinars, or podcasts featuring Wallace-commissioned research or other Wallace Products (hereinafter collectively referred to as “Presentations”). You agree to provide Wallace the opportunity to review and comment on your recommended topics and speakers for all Presentations. These recommendations will be shared with Wallace with sufficient time to enable Wallace to suggest alternative or additional topics and speakers for your consideration, provided that such suggestions are received in a timely manner to meet your planning deadlines.

5. Reports

To provide an opportunity to reflect on the funded Project, its accomplishments, challenges, progress and lessons learned, Wallace requires narrative and financial reports on the outcome of the work supported by this Grant. Wallace is interested in your critical analysis of the progress made compared to your original goals (a plan vs. performance analysis), your reflections about what worked and what did not and why, and your observations about future directions your organization might take as a result of your funded work. Reporting requirements are included in Appendix A.

6. Participation in Studies and Evaluations; Information from Leader Tracking System

To support our shared goal to test ideas and practices that we can learn from and share broadly with the field, many grants require studies, evaluations or other efforts to elicit lessons and observations from grant-funded activities. These studies and evaluations result in public reports that are widely disseminated.

As partners in knowledge development, you agree to cooperate fully with Wallace and its designees, including cooperating with data collection activities.

As part of the Grant, Wallace may request information from your Leader Tracking System to be used to provide field leaders with useful information for strengthening principal supervisors' performance. In the event Wallace makes such a request, you and Wallace will together identify appropriate protections and procedures for sharing this information without violating any confidentiality.

7. Participation in Grantee Meetings, Learning Communities and Advisory Boards

- (a) You understand and acknowledge that Wallace asks all its grantees to: attend periodic meetings with other grantees and experts to facilitate the exchange of ideas; share experiences and documentation that contribute to Wallace's understanding of your work; advise about issues that may be relevant to the field in which you are working; and provide data and information that may be useful to Wallace's creation of certain knowledge products. In furtherance of these efforts, you agree to attend such meetings and provide such information as Wallace may reasonably request. You are authorized to use Wallace Grant funds to defray reasonable and necessary expenses incurred in connection with the activities described in this paragraph.
- (b) You agree to give Wallace advance written notice of all major meetings to be held in connection with the work related to the Grant, and to work with Wallace to schedule such meetings so its staff can attend.
- (c) If in carrying out the terms of the Grant you create an advisory board, you agree that, at Wallace's request, a member of our staff will serve ex-officio.

8. Public Announcements and Acknowledgement

- (a) Wallace reserves the right to announce the Grant publicly in a manner and at a time of its choosing. You may make your own announcement, subject to Wallace's right to approve the release and time before it is issued.
- (b) Acknowledgment of the Grant should include: a general acknowledgment of "The Wallace Foundation" among your list of annual funders on your website and all appropriate print and electronic programs, publications, and public announcements for the Grant period; and specific acknowledgment of Wallace's support of the Grant activities on all related electronic and printed materials including but not limited to your website, e-announcements and e-newsletters, books, posters, brochures, press releases, and in public announcements (both in person and online) referring to the Grant activities. Prominence of acknowledgment should be commensurate with the level of Wallace's support relative to other funding sources.
- (c) Wallace typically includes a link on www.wallacefoundation.org to the grantee's website. Wallace's website contains hundreds of free resources and you may want to consider a link from your site to Wallace's Knowledge Center.

- (d) Neither party shall use the logo of the other without the prior written permission of the other.

9. Miscellaneous

- (a) This Agreement shall be governed by and construed in accordance with the laws of the State of New York, and may not be modified except by written agreement executed by both parties. A waiver of any breach shall not be construed as a waiver of any subsequent breach.
- (b) No third party beneficiary rights are created by virtue of this Agreement.
- (c) This Agreement sets forth the entire agreement between the parties and supersedes all prior written or oral representations or understandings between the parties, all of which are merged herein.
- (d) Notwithstanding any provision of law or regulations to the contrary, you expressly agree that Wallace and its successors and assigns shall have the right and judicial standing to enforce any and all provisions of this Agreement, irrespective and separate and apart from, any rights which the Attorney General of the State of New York or the State of Florida may possess under law.

Signatures

Each signatory below represents and warrants that he or she has been duly authorized and has legal capacity to execute and deliver this Agreement, making it binding on his or her organization.

For The Wallace Foundation

Will Miller 7.9.15
Will Miller Date
President

ACCEPTED AND AGREED:

The School Board of Broward County, Florida

By: _____
Signature Date

Name: _____

Title: _____

(Corporate Seal)

ACCEPTED BY:

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA

By _____
Donna P. Korn, Chair

ATTEST:

Approved as to Form and Legal Content:

Robert W. Runcie, Superintendent of Schools

Kathleen Jacques-Arthur 8-6-15

Office of the General Counsel

APPENDIX A
PRINCIPAL SUPERVISOR INITIATIVE

Grantee of Record: The School Board of Broward County, Florida
Grant Amount: \$1,700,000
Grant Term: July 1, 2015 – June 30, 2016
Grant ID #: 20140239.01

Wallace's mission is to foster improvements in learning and enrichment for disadvantaged children and the vitality of the arts for everyone. We seek to catalyze broad impact by supporting the development, testing and sharing of new solutions and effective practices.

Our approach of working collaboratively with others both to create benefits for the people these organizations serve and to develop new knowledge and insights to catalyze broad impact depends on establishing and maintaining strong, effective partnerships with grantees. We have learned from our grantees that our approach means your experience working with Wallace may be similar to your experience with other foundations in some respects, and different in others. Here is what you can expect in working with Wallace:

- The key to successful partnerships is a mutual commitment to open, candid, ongoing and respectful communications. We commit to be clear and timely in communicating our goals, strategies and expectations. In turn, we ask that you share with us what's working well, if something isn't working as expected, and what you are learning. We take seriously our own accountability as a foundation to use philanthropic resources wisely, which means regularly assessing whether the work we are funding is creating hoped-for results and benefits.
- To support our shared goal to test ideas and practices that we can learn from and share broadly with the field, many grants require studies, evaluations or other efforts to elicit lessons and observations from grant-funded activities. These studies and evaluations result in public reports that are widely disseminated. As partners in knowledge development, you agree to cooperate fully with Wallace and its designees, including cooperating with data collection activities.
- To support shared learning, we ask grantees to participate in learning communities with other grantees and experts to discuss experiences and challenges in the work, exchange ideas, share expertise, and advise members of the community on issues that may be relevant to your work. In turn, we commit to organize these convenings so that you will find them a valuable use of your time.

A. Wallace's Initiative Goal

Wallace's *Principal Supervisor Initiative* recognizes that this is a crucial position to help principals do their jobs better, but one that has been hampered by the changing and relatively ad hoc nature of how the position is defined, and how candidates are recruited, hired and evaluated. Those in the principal supervisor position often have little

experience or training for the job, the number of principals they supervise prevents them from focusing on improving principal performance, and the principal supervisor role needs to move from a compliance focus to a focus on improving principal performance. To ensure that principal supervisors' work is well supported in a sustained way, the participating districts will undergo an assessment of the current organizational structures of their central office and design detailed and feasible plans for their restructuring.

The goal is to assess whether, if the role of principal supervisors shifts from overseeing compliance to shaping principals' instructional leadership capabilities, and if they are provided with the right training, support and number of principals to supervise, this will improve the effectiveness of the principals with whom they work.

B. The Principal Supervisor Picture in the District

Cadre Directors (principal supervisors) support and strengthen the role of the principal by cultivating and sustaining leaders of learning. Differentiated professional development will be provided to enhance instructional leadership capacity of the principal supervisors and principals based on a needs assessment. Cadre Directors' roles and responsibilities have placed greater emphasis on time spent in schools working with principals as instructional leaders. The supervisory workload of Cadre Directors is aligned to level/type specific (6 elementary, 2 middle, 2 high and 1 non-traditional) instructional cadres to match supervisor background and expertise. Cadres are currently composed of an average of 20 principals. In June of 2016 three new Cadre Directors will be hired for the 2016-2017 school year. This will bring the total number of principal supervisors to 14, thus reducing the span of control to 16:1.

During the 2015-2016 school year, the District will expand its leadership development pipeline by offering a Principal Supervisor Intern Program for principals. It will provide a one-year residency where a current Cadre Director will mentor an Intern Director. The Intern Director will be relieved of principal duties during this experience and will provide oversight to a number of schools. This initiative will reduce the span of control while establishing a pool of highly trained individuals well positioned to assume future roles as principal supervisors.

C. Key Partners (Including all sub-contractors)

- Center for Educational Leadership (University of Washington)
- Promethean, Inc.
- IBM
- Axum Management Capabilities Inc.
- Discovery Education (Val-Ed)
- Council of Great City Schools

D. Goals of this project

One of the goals at the end of the four-year project will be to further reduce the span of control, thus increasing opportunities for Cadre Directors to support their principals. The development of the Intern Director program will serve as a strategy to narrow the responsibilities by increasing site-based support for principals and strengthening the leadership skills of selected Intern Directors. A succession plan will be developed to ensure a continuous supply of Intern Directors to be trained as principal supervisors. The ultimate goal of this innovative concept is to ensure principals' performance will positively impact student achievement.

Another goal of the project will be to sustain differentiated coaching and mentoring for Cadre Directors. This personalized professional development will create coherence and clarity of the principal supervisor role and in turn will improve principals' instructional practices. Cadre Directors will be able to dedicate time helping principals grow as instructional leaders, including assisting them in developing strategies that promote teaching and learning and providing opportunities for on-site observations in schools. Furthermore, Cadre Directors will be able to tailor support and feedback based on individual principals' needs and act as brokers between principals and the central office.

E. Main approaches toward reaching the goals for July 1, 2015 – June 30, 2016

Summary of work in year 2 – July 1, 2015 – June 30, 2016

Year 2 will focus on the professional learning for the incumbent Cadre Directors (principal supervisors) and the Intern Cadre Directors. The Cadre Directors will focus on professional learning that will increase their ability to support and develop principal performance as an instructional leader. The Intern Directors will engage in a year-long preparation program. They will learn specific, research-based coaching and teaching practices of principal supervisors that are aligned to the Council of Chief State School Officer's Model Principal Supervisor Instructional Standards and the University of Washington's Center for Educational Leadership Practices of Effective Principal Supervisors.

Broward will continue collaboration with the Council of the Great City Schools to plan and launch the 2016 National Summit for Principal Supervisors. Additionally, in 2016 Broward will take deliberate steps to reduce the span of control of the Cadre Directors. In June 2016 three new Cadre Directors will be hired. This will bring the total number of Cadre Directors to 14 thus reducing the span of control from 20:1 to 16:1. It is our ultimate goal to have Cadre Directors supervise 10-12 principals.

One of the overall district priorities is to streamline communication to schools and increase time for instructional opportunities. Procedures and protocols have been developed for correspondence to schools. While this effort will go district-wide for next school year, we will begin efforts with a pilot during the month of May 2015.

Broward will also design and implement a Leader Tracking System to provide comprehensive data to inform decision-making as it pertains to training, hiring, professional development, support and succession planning.

Component 1: Revising the Position Descriptions

Describe the position description of the principal supervisor position as it currently exists and elaborate on how it would change. Please include plans to distinguish the principal supervisor's role for supporting new principals vs. mid-career principals vs. successful, experienced principals.

Overall description of Component 1

Broward's job description for the principal supervisor (Cadre Director) was revised in 2012. In school year 2014-2015 (Year 1 of the Wallace grant), the job description of the principal supervisor position was revised in collaboration with the Center for Educational Leadership (CEL). We will continue to refine the job descriptions as National Standards are finalized.

List up to 3 main strategies for July 1, 2015 – June 30, 2016:

1a. Refine the principal supervisor (Cadre Director) position description to reflect the current best practice and research-based principal supervisor standards, including a focus on how principal supervisors shape principals' instructional leadership capabilities.

Component 2: Expanding the Capacity of Principal Supervisors

Incumbent Principal Supervisors – Professional development for incumbent principal supervisors is an important way to support their effectiveness in their newly redefined positions. Topics of such professional development might include, but not be limited to, the following:

- Setting performance goals;
- Facilitating networks and learning communities among principals;
- Evaluating the performance of principals and use those evaluations to improve their performance;
- Designing and conducting professional development for groups of principals;
- Coaching principals; and
- Using tools effectively.

Describe how the district will develop, conduct and evaluate such programs and include which outside organizations will assist with this portion of the work, if applicable.

Overall description of expanding the capacity of incumbent principal supervisors:

The capacity of the incumbent principal supervisors (Cadre Directors) will be expanded through collaborative work with the Center for Educational Leadership (CEL) and the Office of Talent Development (OTD). A year-long professional development plan engaged in an inquiry cycle with a focus principal to leverage principal supervisors' desire to further develop principal practice will be developed. Cadre Directors will effectively coach at least one principal through a leadership cycle of inquiry to demonstrate their growth as instructional leaders.

CEL, OTD and the Cadre Directors will collaborate to develop and communicate the structures and processes that support the sub-cadre work. They will review the principal surveys, The New Teacher Project (TNTP) findings and BASA to help refine and strengthen strategies that support and foster collaboration with the central office to support principals as instructional leaders.

The principal supervisors will attend national conferences and collaborate with the central offices in the Prince George's Public School district, Denver Public schools and Hillsborough county school district to share principal supervisor best practices. To further collaboration across the nation, Broward will host the first ever National Principal Supervisor Summit in May 11-13, 2016.

List up to 3 main strategies for July 1, 2015 – June 30, 2016:

2a. Develop the skills of incumbent Principal Supervisors (Cadre Directors) in areas aligned with the instructional vision of the district

2b. Develop principal supervisors' capacity to use data to create individualized development plans for each principal they support.

2c. Create a forum to explore and share best practice in the principal supervisor role.

New Principal Supervisors – Describe how capacity building and professional development will be designed for those new to the principal supervisor position.

Overall description of expanding the capacity of new principal supervisors

In June 2015, three new principal supervisors (Cadre Directors) will be hired to reduce the span of control for the 2015-2016 school year. To ensure high quality performance the new Cadre Directors will participate in onboarding sessions. During onboarding the new Cadre Directors will acquire the necessary knowledge, skills, and behaviors to become effective coaches and mentors of principals.

List up to 3 main strategies for July 1, 2015 – June 30, 2016:

2d. Develop an onboarding process that comprehensively supports newly hired principal supervisors (Cadre Directors)

➤ **Component 3: Ensuring a Continuous Supply of Qualified Leaders to Assume the Principal Supervisor Position in the Future**

Describe how the plans to develop a pipeline of up-and-coming potential principal supervisors to fill these positions now and in the future. This should include succession planning (identifying high potentials), pre-position training, hiring criteria and support for new principal supervisors on the job. **Demonstrate how you will collect, analyze and use comprehensive data for aspiring principal supervisors in the selection, training and hiring process. You may consider developing a “Leader Tracking System.”**

Overall description of Component 3

Broward County Schools will contract with a consultant to develop a Leader Tracking System to provide comprehensive information on the experience, performance and competencies of assistant principals, principals and principal supervisors. The data collected will inform succession planning district-wide by providing improved data on potential vacancies and changing priorities of the central office. This system will also be used to drive the need for professional learning for leaders.

Broward County Public Schools is working with the Center for Educational Leadership (CEL) to ensure that it has a deep bench of highly qualified, internal leaders to assume the role of principal supervisor through an Intern Director Program. Intern directors will be selected through a rigorous application and selection process in May 2015. Once selected they will engage in monthly professional learning communities as well as job-embedded experiences. Intern directors will each be matched to a current cadre director for support, mentoring, and on the job training, while reducing the ratio of principals to principal supervisors. Intern directors will collaborate with their respective cadre directors by conducting school visits, planning cadre professional learning sessions, and coaching principals using the SAMS tool at select school sites. The program will serve as a strategy to narrow responsibilities of current cadre directors and by increasing site-based support for principals. Furthermore, selected intern directors will be provided personalized learning to strengthen their leadership skills.

List up to 3 main strategies for July 1, 2015 – June 30, 2016:

3a. Implement a principal supervisor pipeline (Intern Director Program) that fosters the instructional leadership development of aspiring leaders.

3b. Design a Leader Tracking System to provide comprehensive data to inform decision-making for succession planning.

3c. Train teachers and assistant principals to progress to the next leadership level in schools where principals participate in Intern Director Program.

➤ **Component 4: Reducing the Span of Control**

Describe how the district will approach reducing the number of principals supervised by each principal supervisor.

Overall description of Component 4

The Broward County school district is the 6th largest school district in the nation with 228 schools, over 14,000 teachers, approximately 220,000 students and a 3 billion dollar budget. Building trust, communicating effectively and the perception of large district administrative overhead is a constant challenge. Getting stakeholders to buy in and value the role of principal supervisor is key and a heavy lift for the district. In order to reduce the span of control it will be important to strengthen the leadership pipeline continuum. In the 2015-2016 school year six intern directors will be selected to participate in a one-year residency program, professional learning sessions and job embedded experiences. We will also collaborate with a consultant to design additional options to reduce the span of control. Options will be discussed with the Superintendent and the Senior Cabinet to prioritize final Principal Supervisor positions to be added to the District's organizational structure. During the 2016-2017 school year, 3 additional Cadre Directors will be hired to reduce the span of control for principal supervisors.

List up to 3 main strategies for July 1, 2015 – June 30, 2016:

4a. Reduce the span of control of each principal supervisor (Cadre Director).

➤ **Component 5: Strengthening the Central Office Structures**

Describe the current structural configuration of the central office and district plans to strengthen the structure to more effectively facilitate and support the functioning of principal supervisors.

Overall description of Component 5

The Offices of School Performance and Accountability, Academics and Talent Development have strengthened their relationship to support principals as instructional leaders. The BEST Blueprint, which stands for Beyond Expected Student Targets, highlights core researched based best practices that have proven to be effective strategies that successful instructional leaders follow. Utilizing the BEST Blueprint they have leveraged their academic focus to institutionalize Professional Learning Communities (PLCs), Response to Intervention (RtI), internal and external community relationships and best practice scaling up throughout the organization. Performance Management, the BEST Blueprint and The New Teacher Project Report (TNTP) will continue to be leveraged to realign department work around the focus of student achievement.

List up to 3 main strategies for July 1, 2015 – June 30, 2016:

5a. Identify barriers impacting Cadre Directors and address those in the Central Office redesign.

➤ **District-Wide Scale (Describe what will be scaled widely and deeply)¹**

Programs and incentives do not determine the success of a school, the instructional leadership does. The Principal Supervisor Initiative has laid the foundation for continuous and sustainable changes in individual principal supervisor behaviors in supporting schools in Broward county. The skill acquisition and fluency obtained through Professional Learning Communities (sub-cadres) has broadened the level of accountability and created a common vision across the district that supports coaching and mentoring of principals. This model will be scaled up in all schools. Principals will facilitate PLCs with their staffs to broaden the instructional expertise of their teachers.

➤ **Sustainability² (Describe how the principal supervisor work will be consistently supported by the district's budget, policies and culture)**

- **Budget:** The District is committed to reducing the span of control for principal supervisors in the 2016-2017 school year. The reduction will enable the principal supervisor to coach and mentor principals to improved instructional leadership. District staff will need to rethink how they structure and allocate resources from various departments and redefine district roles that support the shift. A redesign consultant will be contracted to work with district staff to come up with cost neutral options for realigning resources for desired financial outcomes.
- **Policies:** The District will assemble work groups inclusive of district staff and principals to develop an action plan that will inform policies and job description and make recommended revisions.
- **Culture:** The District is positioned to transform and strengthen relationships between school and Central Office leadership to support teaching and learning. This transformation will provide stability at the District level and enable schools to withstand any systemic changes of leadership. This collaborative culture will provide a strong foundation for the District's Strategic Plan to be fully implemented and align all resources to support school leaders and principal supervisors. Hence, BCPS will be positioned to establish and sustain a high performing learning culture in each and every school.

F. Measures

Measures will be identified and negotiated during the course of the grant.

G. Changes to the Grant

You must make a request, in writing, to your Wallace staff contact prior to making any changes to the Grant, including but not limited to:

- Revision of a budget line or budget category of more than \$5,000, subject to a cumulative cap of \$45,000

¹ **Examples of characteristics of a program going to scale include:** core elements of the program have been identified and replicated faithfully; local adaptations of the program have been incorporated in addition to the replicated core elements; the program has spread widely enough to make a difference and reach a "tipping point."

² **Examples of characteristics of sustainability of a program include:** funding stability either from diversified sources or guaranteed funding for multiple years; being embedded in supportive school board and/or district policies/procedures; being entrenched in the culture based on evidence of effectiveness.

- Change in the scope of work or strategy
- To add, delete or change a deliverable
- To substantially change the level of involvement of a staff member or members considered key to the Project

If the approved budget includes indirect costs, such costs will be identified in a separate budget line, and generally may not exceed 15% of direct costs. Indirect costs are shared costs that are not directly attributable to the project itself, such as rent, utilities, allocated charges for administrative departments (e.g., Accounting, HR, Development), information technology, telephone and supplies. The indirect rate should be applied to actual expenditures for each grant payment period.

If unexpended funds will remain at the end of the grant term, you should have a discussion with your Wallace staff contact about the use of the remaining funds at least three months prior to the end of the grant term. Your request should identify the remaining funds and proposed plan for spending down.

H. Wallace network activities

Selected districts will participate in:

- The third-party evaluation
- Technical assistance provided to all districts by Wallace as appropriate:
 - Council of Great City Schools
 - Prince George's County Public Schools
 - University of Virginia
 - University of Washington District Leadership Design Lab (DL2)
- Wallace convenings and professional learning community activities
 - Personal participation of the Superintendent in two one-day PSI PLC meetings during this scope period
- Regularly-scheduled conference calls with your Wallace contact
- Other conference calls and virtual activities

I. Reports due to Wallace (guidelines will be sent at least 6 weeks in advance of date due)

- **Year 2 reports**
 - ✓ Progress report and financial reports for year 2 due March 18, 2016
 - ✓ Final financial reports and final report on workplan actions completed for Year 2 due September 30, 2016

J. Payment Schedule

Within thirty (30) days of Wallace's receipt of this grant agreement signed by you, Wallace will send you an electronic FedWire transfer in the amount of \$1,700,000.

(Corporate Seal)

ACCEPTED BY:

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA

By _____
Donna P. Korn, Chair

ATTEST:

Approved as to Form and Legal Content:

Robert W. Runcie, Superintendent of Schools


Office of the General Counsel

APPENDIX A1: WORKPLAN FOR PRINCIPAL SUPERVISOR INITIATIVE
The School Board of Broward County, Florida
REQUEST ID #20140239

COMPONENT 1: Revising the Position Descriptions (describe up to 5 actions for each strategy in your scope of work)

Strategy 1a. Refine the principal supervisor (Cadre Director) position description to reflect the current best practice and research-based principal supervisor standards, including a focus on how principal supervisors shape principals' instructional leadership capabilities.				
Actions (What will be done to implement the strategy?)	Who is responsible for completion and essential for success?	Start and End Date (Month)	How will you know the results are high quality?	
Action 1: We revised the job description in year 1 collaboratively with University of Washington- Center for Educational Leadership (CEL) but will continue to revisit as the National Standards are finalized in year 2	Valerie Wanza - Office of School Performance and Accountability, Ted Toomer - Office of Talent Development, Human Resource Department	August 2015 – October 2015	100% of the draft job descriptions align to the National Standards	
Action 2: Use new job description in year 2 for hiring 3 new Cadre Directors for the 2016-2017 school year	Valerie Wanza - Office of School Performance and Accountability, Ted Toomer - Office of Talent Development, Human Resource Department	May 2016 – June 2016	100% of the 3 new Cadre Directors hired will have skills aligned to the instructional vision of the District's Strategic Plan and National Standards	

[INSERT UP TO TWO (2) ADDITIONAL STRATEGY/ACTION CHARTS HERE FOR COMPONENT 1]

For actions related to Component 1, list of any deliverables with expected completion dates: _____

APPENDIX A1: WORKPLAN FOR PRINCIPAL SUPERVISOR INITIATIVE
The School Board of Broward County, Florida
REQUEST ID #20140239

COMPONENT 2: Expanding the Capacity of Principal Supervisors (describe up to 5 actions for each strategy in your scope of work)

Strategy 2a. Develop the skills of incumbent Principal Supervisors (Cadre Directors) in areas aligned with the instructional vision of the district.				
Actions (What will be done to implement the strategy?)	Who is responsible for completion and essential for success?	Start and End Date (Month)	How will you know the results are high quality?	
Action 1: Participation in professional learning for Cadre Directors <ul style="list-style-type: none"> Support of Cadre Director teaching, coaching and supervision using tools and processes to develop principals as effective instructional leaders by the Center for Educational Leadership (CEL) Collaborate with the Office of Talent Development to provide professional learning to build capacity of the Cadre Directors Provide professional learning aligned to the Florida Standards to ensure effective instructional practices Collaborate with the central offices in the Prince George's Public School district, Denver Public schools and Hillsborough county school district to share principal supervisor best practices 	Mark Narkier - Office of School Performance and Accountability, Ted Toomer – Office of Talent Development	July 2015 – June 2016; Monthly	All Cadre Directors will complete a portfolio of learning; 80% of principal surveys will show improved performance of the Cadre Directors as indicated by the UW District Leadership Design Lab Principal Supervisor Performance Management Survey.	
Action 2: Identify a leadership area of focus for each principal supervisor's year 1 individualized goals as a result of the VAL-ED, DASA and CCSSO Standards with UWCEL that demonstrates increased effectiveness as a principal supervisor <ul style="list-style-type: none"> Coach an identified high performing (focus) principal to help strengthen the Cadre Director's skills as an effective instructional leader using leadership cycle tools and processes 	Mark Narkier - Office of School Performance and Accountability, Ted Toomer – Office of Talent	July 2015 – June 2016; Monthly	<ul style="list-style-type: none"> 100% of the Cadre Directors will have a leadership plan aligned with Broward County's District Assessment System for Administrators (DASA) and Council of Chief State School Officers (CCSSO) standards Each selected focus principal will demonstrate 80% increased proficiency in the identified areas of focus 	
Action 3: Reflect on practice and measure progress towards leadership plan goals	Mark Narkier - Office of School Performance and Accountability, Ted Toomer – Office of Talent	September 2015 – June 2016; Quarterly	All Cadre Directors will complete a portfolio of learning: <ul style="list-style-type: none"> All Cadre Directors will benchmark their portfolio of 	

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			<ul style="list-style-type: none"> learning quarterly in the BEST Blueprint database All Cadre Directors will demonstrate 80% proficiency increase in their identified areas of focus as determined by their DASA.
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[INSERT UP TO FOUR (4) ADDITIONAL STRATEGY/ACTION CHARTS HERE FOR COMPONENT 2 (Incumbent Principal Supervisors)]
For actions related to Component 2 (Incumbent Principal Supervisors), list of any deliverables with expected completion dates: _____

COMPONENT 2: Expanding the Capacity of Principal Supervisors (describe up to 5 actions for each strategy in your scope of work)
Strategy 2b. Develop principal supervisors' capacity to use data to create individualized development plans for each principal they support.

Actions (What will be done to implement the strategy?)	Who is responsible for completion and essential for success?	Start and End Date (Month)	How will you know the results are high quality?
Action 1: Conduct a principal survey to determine individualized principal development needs aligned to 17 BASA indicators, The New Teacher Project (TNTP) findings and the BEST Blueprint	Mark Narkier - Office of School Performance and Accountability, Ted Toomer – Office of Talent Development	July 2015 – August 2015	100% of the principals will participate in the sub-cadre needs assessment response survey
Action 2: Using the survey data, collaborate with CEL to develop a project plan and content modules for Sub-Cadre learning aligned to BASA indicators <ul style="list-style-type: none"> Identify and develop content topics for sub-cadres Develop a timeline for each content topic and sub-cadre meetings 	Mark Narkier - Office of School Performance and Accountability, Ted Toomer – Office of Talent Development	July 2015 – May 2016; Monthly	A full professional development program with measurable outcomes, calendars, and delivery models is developed ensuring that 90% of the principal needs are addressed.
Action 3: Facilitate sub-cadre meetings that deliver high quality individualized learning and coaching for principals	Mark Narkier - Office of School Performance and Accountability, Ted Toomer – Office of Talent Development	September 2015 – May 2016; Monthly	70% of the principals will show improvement in the data as evidenced by their mid-year and final

[INSERT UP TO FOUR (4) ADDITIONAL STRATEGY/ACTION CHARTS HERE FOR COMPONENT 2 (Incumbent Principal Supervisors)]
For actions related to Component 2 (Incumbent Principal Supervisors), list of any deliverables with expected completion dates: _____

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COMPONENT 2: Expanding the Capacity of Principal Supervisors (describe up to 5 actions for each strategy in your scope of work)

Strategy 2c: Create a forum (National Summit for Principal Supervisors) to explore and share best practice in the principal supervisor role.				
Actions (What will be done to implement the strategy?)	Who is responsible for completion and essential for success?	Start and End Date (Month)	How will you know the results are high quality?	
Action 1: Develop interactive user-friendly website for National Summit for Principal Supervisor in May 2016	Veda Hudge - Office of School Performance and Accountability	July 2015	Broward's first Principal Supervisor Summit will launch in May 2016 with a cohort of approximately 300 national principal supervisors.	
Action 2: Collaborate with the Council of the Great City Schools to finalize National Summit for Principal Supervisor session topics aligned to National standards and the needs of districts across the nation	Veda Hudge & Dr. Fabian Cone - Office of School Performance and Accountability, Ted Toomer – Office of Talent	October 2015	Approximately 80% of the principal supervisors will leave with best practices that will inform their work.	
Action 3: Recruit sponsors and presenters for 3 day National Summit	Veda Hudge - Office of School Performance and Accountability, Ted Toomer – Office of Talent	October 2015 - January 2016	100% of the sessions and sponsors will address strategies and tools necessary to be an effective principal supervisor	
Action 4: Set up an online registration and payment process	Veda Hudge - Office of School Performance and Accountability, Nell Johnson – District Budget Office	September 2015 - May 2016	Broward's first Principal Supervisor Summit will launch in May 2016 with a cohort of approximately 300 national principal supervisors.	
Action 5: Design and print conference materials	Veda Hudge - Office of School Performance and Accountability, Valerie Good – Public Information Office	February 2016	Broward's first Principal Supervisor Summit will launch in May 2016 with a cohort of approximately 300 national principal supervisors.	

[INSERT UP TO FOUR (4) ADDITIONAL STRATEGY/ACTION CHARTS HERE FOR COMPONENT 2 (Incumbent Principal Supervisors)]
For actions related to Component 2 (Incumbent Principal Supervisors), list of any deliverables with expected completion dates: _____

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COMPONENT 2: Expanding the Capacity of Principal Supervisors (describe up to 5 actions for each strategy in your scope of work)

Strategy 2d: Develop an onboarding process that comprehensively supports newly hired principal supervisors (Cadre Directors)			
Actions (What will be done to implement the strategy?)	Who is responsible for completion and essential for success?	Start and End Date (Month)	How will you know the results are high quality?
Action 1: Collaborate with CEL to identify goals, objectives and expectations to increase retention rates and shorten the time it takes for a new employee to be productive	Valerie Wanza - Office of School Performance and Accountability; Ted Toomer – Office of Talent Development	April 2016 – June 2016	80% of the goals will address the areas of need as identified from measurable outcomes.
Action 2: Develop high quality and engaging training and performance support materials <ul style="list-style-type: none"> • Prepare logistical information and tools • Develop orientation plan for new Cadre Directors 	Valerie Wanza - Office of School Performance and Accountability; Ted Toomer – Office of Talent Development	April 2016 – June 2016	Training completed by new Cadre Directors with post-assessment indicating that 100% have developed skills to use these tools and strategies necessary for successful coaching and mentoring of principals

[INSERT UP TO FOUR (4) ADDITIONAL STRATEGY/ACTION CHARTS HERE FOR COMPONENT 2 (Incumbent Principal Supervisors)]
For actions related to Component 2 (Incumbent Principal Supervisors), list of any deliverables with expected completion dates: _____

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COMPONENT 3: Ensuring a Continuous Supply of Qualified Leaders to Assume the Principal Supervisor Position in the Future

Strategy 3a: Implement a principal supervisor pipeline (Intern Director Program) that fosters the instructional leadership development of aspiring leaders.

Actions (What will be done to implement the strategy?)	Who is responsible for completion and essential for success?	Start and End Date (Month)	How will you know the results are high quality?
Action 1: Collaborate with CEL and the Office of Talent Development to support each Intern Director to develop an entry plan outlining strategies and professional development necessary for successful transition from school principal to central office principal supervisor	Veda Hudge—Office of School Performance and Accountability, Ted Toomer—Office of Talent Development	August 2015 – September 2015	100% of the entry plans will address strategies necessary to be an effective Cadre Director and aligned to the newly revised job description and University of Washington standards.
Action 2: Collaborate with CEL and the Office of Talent Development to deliver professional development for Intern Directors <ul style="list-style-type: none"> Coach each Intern Director to use the tools and processes to develop principals as instructional leaders 	Veda Hudge—Office of School Performance and Accountability, Ted Toomer—Office of Talent Development	September 2015 – June 2016	<ul style="list-style-type: none"> All Intern Directors will complete a portfolio of learning aligned to University of Washington standards and performance 80% of principal surveys will show improved performance of the Cadre Directors as indicated by the UW District Leadership Design Lab Principal Supervisor Performance Management Survey.
Action 3: Identify a subset of principals for each Intern Director <ul style="list-style-type: none"> Facilitate monthly sub-cadre meetings Provide ongoing coaching & mentoring to principals Ongoing mentoring and coaching support from current Cadre Directors Provide ongoing support to principals using the SAM tool 	Veda Hudge—Office of School Performance and Accountability, Ted Toomer—Office of Talent Development	August 2015 – June 2016	80% of the assigned subset of principals will show an increase in their BASA
Action 4: Identify a leadership area of focus for Intern Directors that increases their knowledge and ability to develop principals as instructional leaders <ul style="list-style-type: none"> Coach an identified high performing (focus) principal to 	Veda Hudge—Office of School Performance and Accountability, Ted Toomer—Office of Talent Development	September 2015 – June 2016	Each Intern Director will demonstrate 80% increased proficiency in the identified areas of focus as identified by the BASA

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help strengthen the Intern Director 's skills as an effective instructional leader using leadership cycle tools and processes			

For actions related to Component 3, list of any deliverables with expected completion dates: _____

Strategy 3b: Design a Leader Tracking System to provide comprehensive data to inform decision-making for succession planning.			
Actions (What will be done to implement the strategy?)	Who is responsible for completion and essential for success?	Start and End Date (Month)	How will you know the results are high quality?
Action 1: Collaborate with Toni Hunter, Chief Information and Technology Officer, to conduct an internal review of the District's capacity to implement a Leader Tracking System	Christine Semisch – Office of School Performance and Accountability, Ted Toomer – Office of Talent Development	July 2015 – August 2015	
Action 2: Select a vendor to help develop Broward's Leadership Tracking System	Christine Semisch – Office of School Performance and Accountability, Ted Toomer – Office of Talent Development	September 2015	The Leader Tracking System will launch in May 2016.
Action 3: Collaborate with vendor to develop Broward's Leadership Tracking System to inform decision-making as it pertains to training, hiring, professional development, support and succession planning	Christine Semisch – Office of School Performance and Accountability, Ted Toomer – Office of Talent Development	September 2015 – June 2016; Monthly	The Leader Tracking System will be used to create candidate profile data for 100% of aspiring principal supervisor and principal vacancies.

[INSERT UP TO TWO (2) ADDITIONAL STRATEGY/ACTION CHARTS HERE FOR COMPONENT 3]
For actions related to Component 3, list of any deliverables with expected completion dates: _____

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Strategy 3c: Train teachers and assistant principals to progress to the next leadership level in schools where principals participate in Intern Director Program				
Actions (What will be done to implement the strategy?)	Who is responsible for completion and essential for success?	Start and End Date (Month)	How will you know the results are high quality?	
Action 1: Identify teachers and assistant principals that will backfill the positions of the principals participating in the Intern Director Program	Desmond Blackburn- Office of School Performance and Accountability, Elisa Calabrese - Office of Talent Development	September 2015	Program characteristics and selection criteria will be developed in collaboration with University of Washington-Center for Educational Leadership (CEL) and aligned to best practice.	
Action 2: Collaborate with the Office of Talent Development to provide teachers and assistant principals with the skills necessary to support effective leadership aligned to our current leadership development components	Mark Narkier - Office of School Performance and Accountability, Ted Toomer - Office of Talent Development	September 2015 – June 2016; Monthly	Program characteristics and selection criteria will be developed in collaboration with University of Washington-Center for Educational Leadership (CEL) and aligned to best practice.	
Action 3: Identify a leadership area of focus for each teacher and assistant principal that increases their knowledge and ability to develop as effective instructional leaders	Veda Hudge - Office of School Performance and Accountability, Ted Toomer - Office of Talent Development	October 2015	Program characteristics and selection criteria will be developed in collaboration with University of Washington-Center for Educational Leadership (CEL) and aligned to best practice.	
Action 4: Conduct monthly site visits to provide support in strengthening their skills as an effective instructional leader	Veda Hudge - Office of School Performance and Accountability, Ted Toomer - Office of Talent Development	September 2015 – June 2016; Monthly	Program characteristics and selection criteria will be developed in collaboration with University of Washington-Center for Educational Leadership (CEL) and aligned to best practice.	

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COMPONENT 4: Reducing the Span of Control

Strategy 4a: Reduce the span of control of each principal supervisor (Cadre Director).

Actions (What will be done to implement the strategy?)	Who is responsible for completion and essential for success?	Start and End Date (Month)	How will you know the results are high quality?
Action 1: Collaborate with a consultant to develop a plan with 3 options for reducing the span of control of the Cadre Directors to be presented for Superintendent and Cabinet review	Veda Hudge – Office of School Performance and Accountability, Valerie Wanza – Office of School Performance and Accountability, Eric Chisolm – Office of Talent and Acquisition	August 2015 – October 2015; Monthly	A reduction plan is developed that reduces the span of control of Cadre Directors from an average of 20:1 to 16:1.
Action 2: Meet with the Superintendent and Cabinet to review three span of control reduction options; choose one option	Veda Hudge – Office of School Performance and Accountability, Valerie Wanza – Office of School Performance and Accountability, Eric Chisolm – Office of Talent and Acquisition	November 2015 – December 2015; Monthly	A BEST Blueprint aligned and cost neutral reduction plan option is identified to reduce the span of control of Cadre Directors from an average of 20:1 to 16:1.
Action 3: Board approval for three new Cadre Directors	Veda Hudge – Office of School Performance and Accountability, Valerie Wanza – Office of School Performance and Accountability, Eric Chisolm – Office of Talent and Acquisition	April 2016 – May 2016	Three new Cadre Directors whose competencies are aligned to UW standards and the BEST Blueprint are hired. The span of control of the Cadre Directors will be reduced from an average of 20:1 to 16:1

For actions related to Component 4, list of any deliverables with expected completion dates: _____

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COMPONENT 5: Strengthening the Central Office Structures

Strategy 5a: Identify barriers impacting Cadre Directors and address those in the Central Office redesign				
Actions (What will be done to implement the strategy?)	Who is responsible for completion and essential for success?	Start and End Date (Month)	How will you know the results are high quality?	
Action 1: <ul style="list-style-type: none"> Collaborate with Office of Talent Development, Office of Academics and Office of School Performance and Accountability to develop a year 2 plan for the BEST Blueprint Develop a plan to address sustainability of professional learning for the Cadre Directors, the Intern Director program and sub-cadres. 	Veda Hudge - Office of School Performance and Accountability, Ted Toomer - Office of Talent Development & Michaele Pope - Office of Academics	July 2015 – September 2015; Weekly	Professional development and resources provided to schools will address the top areas of need identified by the BEST Support Tracking System.	
Action 2: Hold Performance Management sessions to align District resources to assist Cadre Directors and schools	Mark Narkier - Office of School Performance and Accountability, Ted Toomer - Office of Talent Development & Michaele Pope - Office of Academics	September 2015 – June 2016; Quarterly	70% of Performance Management action items completed within designated timeframe	
Action 3: Provide Cadre Directors with support from OSQ Instructional Facilitators to facilitate the School Improvement process and monitoring of the BEST Blueprint	Veda Hudge - Office of School Performance and Accountability	August 2015 – June 2016; Weekly	At least 70% of schools will show an improvement in the data as evidenced by Broward's BEST Support Tracking System.	
Action 4: Hire a District communications person to ensure effective communication of the BEST Blueprint (inclusive of Accreditation	Veda Hudge - Office of School Performance and Accountability, Tracy Clark – Chief Public	July 2015 – June 2016	A communication person will be hired	

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standards) and Wallace initiatives	Information Officer			
Action 5:				

For actions related to Component 5, list of any deliverables with expected completion dates: _____

Principal Supervisor Initiative

Grantee: The School Board of Broward County, Florida		Grant ID # 20140239.01	
Wallace Grant ¹		Non-Wallace Budget	Total Budget (by category)
One-Time Costs	\$1,131,863	\$17,201	\$1,149,064
On-Going Costs	\$502,752	\$3,509,383	\$4,012,135
Indirect	\$65,385		\$65,385
Total Budget - Wallace and Non-Wallace Support	\$1,700,000	\$3,526,584	\$5,226,584
NOTE: Interest is expected to be earned			
HARD MONEY ANALYSIS			
	A	B	C (A+B)
July 1, 2015 - June 30, 2016	WALLACE BUDGET	TOTAL NON-WALLACE SUPPORT	TOTAL PROGRAM BUDGET (Total Wallace and Non-Wallace Support)
ONE-TIME COSTS			
PERSONNEL			
Staff (Please fill in Personnel Worksheet)	\$0	\$0	\$0
Fringe Benefits (Calculated under Personnel Worksheet)	\$0	\$0	\$0
PROJECT COSTS			
Training (Please fill in corresponding Worksheet)	\$0	\$0	\$0
Consultants (Please fill in corresponding Worksheet)	\$5,000	\$0	\$5,000
Conference/Meetings (Please fill in corresponding Worksheet)	\$48,250	\$17,201	\$65,451
Printing/Publication	\$0	\$0	\$0
Equipment Rental/Purchase	\$0	\$0	\$0
Office Expenses (Includes postage, copying, mailing, phones)	\$0	\$0	\$0
Leader Tracking System or equivalent	\$700,000		\$700,000
Wallace Network Activities (Please allocate \$30,000)	\$30,000	\$0	\$30,000
SUBCONTRACTORS (Please fill in corresponding Worksheet)			
Consultant Services - University of Washington (Center for	\$300,000	\$0	\$300,000
Consultant Services - Axum Management Capabilities, Inc.	\$28,613	\$0	\$28,613
National SAM Innovation Project (NSIP)	\$20,000	\$0	\$20,000
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Total One-time Subcontractors	\$348,613	\$0	\$348,613
One-Time Costs Total	\$1,131,863	\$17,201	\$1,149,064
ON-GOING COSTS			
PERSONNEL			
Staff (Please fill in Personnel Worksheet)	\$356,987	\$2,762,329	\$3,119,316
Fringe Benefits (Calculated under Personnel Worksheet)	\$70,766	\$480,645	\$551,411
PROJECT COSTS			
Training (Please fill in corresponding Worksheet)	\$0	\$266,409	\$266,409
Consultants (Please fill in corresponding Worksheet)	\$0	\$0	\$0
Conference/Meetings (Please fill in corresponding Worksheet)	\$0	\$0	\$0
Printing/Publication	\$5,000	\$0	\$5,000
Equipment Rental/Purchase	\$0	\$0	\$0
Office Expenses (Includes postage, copying, mailing, phones)	\$0	\$0	\$0
SUBCONTRACTORS (Please fill in corresponding Worksheet)			
Discovery Education	\$70,000	\$0	\$70,000
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Total On-going Subcontractors	\$70,000	\$0	\$70,000
On-going Costs Total	\$502,752	\$3,509,383	\$4,012,135
INDIRECT COSTS Enter percentage here			
	4%		
Indirect costs	\$65,385		\$65,385
GRAND TOTALS	\$1,700,000	\$3,526,584	\$5,226,584
			\$3,591,969
			69%

¹ Please enter your proposed budget in the green cells under one-time and on-going costs. Fill in the following worksheets as requested. Formulas will insert totals from worksheets on to this summary budget.

Each subcontract (including to key partner organizations) receiving \$50,000 or more must complete a "Detailed Subcontract Budget"

Definition of hard money: Guaranteed, on-going annual, continuous funds (e.g. Title I, II, III, district and state funds)

Definition of soft money: A grant with a defined time limit (e.g. RTTT and foundation grants)