

**FLORIDA ATLANTIC UNIVERSITY  
 COST-REIMBURSABLE SUBAWARD AGREEMENT  
 #TR-K38**

This Cost Reimbursable Agreement is entered into in order to specify the terms and conditions under which Florida Atlantic University, acting for and on behalf of the Florida Atlantic University Board of Trustees, (hereinafter referred to as "FAU") and The School Board of Broward County, Florida (hereinafter referred to as "SBBC") will participate in the conduct of a project supported by the Wallace Foundation (hereinafter referred to as "Sponsor").

**General Information:**

|                                 |                    |                                   |   |
|---------------------------------|--------------------|-----------------------------------|---|
| CFDA #                          |                    | CFDA Title:                       |   |
| Awarding Agency:                | Wallace Foundation | Project Title:                    | University Principal Preparation Initiative |
| Federal Award Identification #: |                    | Pass Through Entity Award Period: | July 1, 2016-<br>December 31, 2017          |
| Award Number:                   | 20160532           |                                   |   |
| FAU SP#:                        | 17-085             | FAU Account #:                    | AWD001089:TAG004687:GT001344                |

**WHEREAS**, FAU and Sponsor entered into an agreement, attached hereto (Attachment B) and incorporated by this reference, wherein FAU was to provide certain services to Sponsor; and

**WHEREAS**, FAU and SBBC wish to enter into a subcontract wherein SBBC will provide certain services to FAU in FAU’s performance under its agreement with Sponsor;

**WHEREAS**, SBBC agrees to abide by all of the terms and conditions of the Sponsor-FAU agreement;

**WHEREAS**, this Agreement is for work approved by Sponsor as a portion of the statement of work shown in Attachment B;

**NOW, THEREFORE**, the parties agree that the foregoing statements of fact are true and correct and are incorporated herein by this reference. In consideration of the covenants and conditions contained in this Agreement ("the Agreement"), and other good and valuable consideration, the adequacy and receipt of which are acknowledged, FAU and SBBC agree as follows:

**Article I. Scope of Work**

SBBC, as an Independent Contractor and not as an agent of FAU, agrees to provide all the necessary qualified personnel, equipment, materials (except as otherwise may be provided herein), and facilities to perform the work as described in its proposal, which by this reference is incorporated into this Agreement.

## **Article II. Period of Performance**

The period of this Agreement shall be from 7/1/16-12/31/17 unless extended by written amendment to this Agreement.

## **Article III. Estimated Cost**

FAU agrees to pay SBBC on a cost-reimbursable basis an amount not to exceed \$206,062 for the work described in Article I. Payment will be made upon receipt of SBBC's invoices.

SBBC's budget is incorporated into this Agreement as Attachment C. The allowability of costs will be determined in accordance with FAU's methods of determining costs under its grants and contracts with the Sponsor, and with the Sponsor's policies applicable to research projects as in effect on the beginning date of the budget period of this Agreement. Where SBBC is normally required by these current policies to seek prior approval for actions from the Sponsor, SBBC shall direct its request to the Administrative Representative of FAU.

SBBC is to submit monthly invoices to FAU on a cost reimbursable basis. Required supporting documentation, to be submitted with invoices, is clearly detailed and incorporated into this Agreement as Attachment A.

## **Article IV. Authorized Representatives**

The authorized representatives of FAU and SBBC for technical and administrative matters shall be:

### **THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

#### **Technical Representative:**

Dr. Ted Toomer  
600 SE Third Avenue  
Ft. Lauderdale, FL 33301  
754-321-5002  
[Ted.toomer@browardschools.com](mailto:Ted.toomer@browardschools.com)

#### **Administrative Representative:**

Robert W. Runcie  
Superintendent of Schools  
600 SE 3<sup>rd</sup> Avenue  
Fort Lauderdale, FL 33301

### **FLORIDA ATLANTIC UNIVERSITY BOARD OF TRUSTEES**

#### **Technical Representative:**

Dr. Daniel Reyes-Guerra  
777 Glades Road  
Boca Raton, FL 33431  
954-236-1654  
[dreyes@fau.edu](mailto:dreyes@fau.edu)

#### **Administrative Representative:**

Miriam Campo, Director  
Sponsored Programs, Division of Research  
777 Glades Road, Bldg 104, Room 315  
Boca Raton, FL 33431-0991  
(561) 297-0853  
[campom@fau.edu](mailto:campom@fau.edu)

#### **Audit Representative:**

Heather Saunders, Research Accounting  
Division of Research  
777 Glades Road, P.O. Box 3091  
Boca Raton, FL 33431-0991

## **Article V. Reports**

As stated in Article VII Section C paragraph 3, SBBC must submit its most recent audit report to the FAU Audit Representative or provide notice of the completion.

Quarterly financial reports are required by SBBC if it is not required under Article VII, entitled "Additional General Provisions", Section C paragraph 3, to submit its most recent audit report. The financial reports must be submitted to the FAU Audit Representative.

Final Progress Report - A Final Progress Report shall be submitted to the FAU Technical Representative by November 27, 2017 for inclusion in the Principal Investigator's Final Progress Report.

## **Article VI. General Provisions**

The work to be performed under this Agreement is being supported by the Sponsor under Agreement No. 20160532. Therefore, if applicable, the rules and regulations governing the award to FAU are by this reference hereby incorporated into this Agreement, including, but not limited to, provisions governing care and treatment of laboratory animals, civil rights and equal employment opportunity, protection of human subjects, patents and inventions (specifically the Patents Rights Clause of 37 CFR 401.14), publications and rights in data.

## **Article VII. Additional General Provisions**

All Florida Statutes can be located at the following web site:

<http://www.leg.state.fl.us/STATUTES/>

The following general provisions shall apply to this Agreement:

### **A. Allowable Costs**

Allowable costs shall be determined by SBBC in accordance with cost principles generally accepted by, or required to be used by, similar institutions or organizations, that are in effect as of the effective date of this Agreement.

### **B. Billing**

Pursuant to Section 215.422(3)(b), Florida Statutes, a state agency (FAU) shall mail the SBBC's payment within forty (40) days after receipt of an acceptable invoice and after inspection and acceptance of the research deliverables provided in accordance with the terms and conditions of this Agreement. Failure to mail the warrant within 40 days shall result in the agency paying interest in accordance with Section 55.03, Florida Statutes. A "Vendor Ombudsman" has been established within the Florida Department of Banking and Finance. The duties of this individual include acting as an

advocate for vendors who may be experiencing problems in obtaining timely payment(s) from a state agency. The vendor ombudsman may be contacted at (904) 488-2924, or by calling the State Comptroller's Hot-line 1-800-848-3792.

SBBC agrees that bills and invoices for fees or other compensation for services or expenses shall cite the Subaward Agreement number and include at a minimum the current and cumulative costs (including cost sharing, if any) and certification signed by an authorized official for SBBC, as required in 2 CFR 200.415(a).

All payments shall be considered provisional and subject to adjustment within the total estimated cost in the event such adjustment is necessary as a result of an adverse audit finding against the Subrecipient. FAU reserves the right to reject an invoice, in accordance with 2 CFR 200.305. Each invoice should include a unique invoice number and state the invoice period.

The performance of FAU of any of its obligations under this Agreement shall be subject to and contingent upon the availability of funds, and the obligation of funds by the prime funding agency (Sponsor), or otherwise lawfully expendable for the purposes of this Agreement for the current and future periods. FAU shall give notice to SBBC of the non-availability of such funds when FAU has knowledge of such fact. Upon receipt of such notice by SBBC shall be entitled to payment only for those services performed and expenses incurred prior to the date notice is received.

SBBC shall submit invoices based on the payment schedule specified in Article III, Cost. A final invoice must be received within 30 days after the budget period end date. Please forward all invoices to the following e-mail addresses:

FAU Accounts Payable Department  
[accountspayable@fau.edu](mailto:accountspayable@fau.edu)  
And  
Rick Laliberte, College of Education  
[rlaliber@fau.edu](mailto:rlaliber@fau.edu)

### C. Audit

SBBC shall maintain and have available for audit and inspection all administrative and financial documents, and all other records, pertinent to the financial costs allocated to this agreement for a period of three years following the termination date except that, if an audit is initiated before the expiration of the three year period, the records shall be retained until audit findings have been resolved. The above records are subject to inspection and audit by FAU, its designated representatives, representatives of Sponsor, or the Comptroller General of the United States at all reasonable times during the life of the grant and for three years thereafter.

Any costs reimbursed by FAU which are subsequently found to be disallowed under audit shall be refunded to FAU by SBBC. SBBC agrees to comply with the requirements of Uniform Guidance, found generally at 2 CFR 200, as appropriate. In cases of non-compliance with federal laws and regulations, SBBC will also provide copies of responses to auditor's reports and a plan for corrective action. All records and reports prepared in accordance with the requirements of Uniform Guidance 2 CFR 200 shall be available for inspection by FAU, its designated representatives, representatives of Sponsor, or the Comptroller General of the United States at all reasonable times during the life of the grant and for three years thereafter.

If SBBC is required to perform an audit under Uniform Guidance 2 CFR 200, SBBC must provide FAU with notice of completion of required audits and any adverse findings which impact this subaward as required by 2 CFR parts 200.501-200.521, and will provide access to records as required by 2 CFR parts 200.336, 200.337 and 200.201 as applicable.

#### D. Equipment

FAU and SBBC agree that if SBBC purchases equipment under this Agreement, title to such equipment will vest in the SBBC under the same conditions as apply under FAU's grant with the Sponsor and that FAU shall have the same rights to require transfer of equipment as the Sponsor has.

#### E. Income

SBBC is accountable to FAU for Sponsor's share of any program-related income. FAU will be responsible for the records on the receipt and disposition of any such income. SBBC will maintain such records as are necessary for FAU to fulfill its responsibility. The disposition of the income will be in accordance with Sponsor's policy.

#### F. Indemnification

Each party hereby assumes any and all risk of personal injury and property damage attributable to the negligent acts or omissions of that party and the officers, employees and agents thereof. SBBC will assure that persons subcontracting with or otherwise acting or engaged to act in the instance of SBBC in furtherance of SBBC fulfilling its obligations under this Agreement will assume such risk with respect to the willful or negligent acts or omissions of their personnel acting within the scope of their employment or contract. The parties further agree that nothing contained herein will be construed or interpreted as (1) denying to either party any remedy or defense available to such party under the laws of the State of Florida or its agents and agencies to be sued by reason hereon; (2) the consent of the State of Florida or its agents and agencies to be sued by reason hereon; (3) or a waiver of sovereign immunity of the State of Florida beyond the waiver provided for in Section 768.28 of the Florida Statutes.

#### G. Amendments

Any amendments, including renewals, alterations or modifications to the Agreement must be mutually agreed to by both parties and signed by the authorized officials to this Agreement.

#### H. Governance

The validity, construction and effect of this Agreement shall be governed by the laws of the State of Florida. FAU, as an agency of the State of Florida, is entitled to the benefits of sovereign immunity, including immunities from taxation. In the event either party is required to obtain from any governmental authority any permit, license or authorization as a prerequisite to perform its obligations under this Agreement, the cost shall be borne by the party required to obtain such permit, license or authorization.

In accordance with Section 287.133(2)(a), Florida Statutes, SBBC certifies that to the best of its knowledge and belief, neither SBBC nor any individual or affiliate employed by it or subcontracted by it has been convicted of a public entity crime and has been placed on the convicted vendor list in

the 36-month period preceding the effective date of this Agreement.

SBBC shall allow public access to all documents, papers, letters or other material subject to the provisions of Chapter 119, Florida Statutes, and made or received by SBBC in conjunction with this Agreement. Refusal by SBBC to allow such public access shall be grounds for cancellation of this Agreement by FAU.

The following provisions are required by Section 119.0701, Florida Statutes, and may not be amended. FAU shall keep and maintain public records required by SBBC to perform the services required under this Agreement. Upon request from SBBC's custodian of public records, FAU shall provide SBBC with a copy of any requested public records or to allow the requested public records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119, Florida Statutes, or as otherwise provided by law. FAU shall ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Agreement's term and following completion of the Agreement if FAU does not transfer the public records to SBBC. Upon completion of the Agreement, FAU shall transfer, at no cost, to SBBC all public records in possession of FAU or keep and maintain public records required by SBBC to perform the services required under the Agreement. If FAU transfer all public records to SBBC upon completion of the Agreement, FAU shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If FAU keeps and maintains public records upon completion of the Agreement, FAU shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to SBBC, upon request from SBBC's custodian of public records, in a format that is compatible with SBBC's information technology systems.

**IF A PARTY TO THIS AGREEMENT HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO ITS DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 754-321-1900, [REQUEL.BELL@BROWARDSCHOOLS.COM](mailto:REQUEL.BELL@BROWARDSCHOOLS.COM), RISK MANAGEMENT DEPARTMENT, PUBLIC RECORDS DIVISION, 600 SOUTHEAST THIRD AVENUE, FORT LAUDERDALE, FLORIDA 33301.**

In accordance with Section 112.3185, Florida Statutes, SBBC certifies that to the best of its knowledge and belief, no individual employed by it or subcontracted by it has an immediate relation to any employee of FAU who is or was directly or indirectly involved in the procurement of the services described in this Agreement. Violation of this section by *SBBC* shall be grounds for cancellation of this Agreement by FAU.

SBBC may not, without the advance written approval of FAU, assign any right or delegate any duties under this Agreement nor may it transfer, pledge, surrender or otherwise encumber or dispose of its interest in any portion of this Agreement.

It is understood and agreed that nothing contained in this Agreement is intended, or should be construed, as creating or establishing the relationship of partners between the parties, or as constituting SBBC as the agent or representative of FAU for any purpose in any manner whatsoever. SBBC is not authorized to bind FAU to any contracts or other obligations. SBBC shall not expressly

or impliedly represent to any party that SBBC and FAU are partners or that SBBC is the agent or representative of FAU or of the Florida Atlantic University Board of Trustees for any purpose or in any manner whatsoever.

In accordance with State of Florida Executive Order 96-236, the FAU does not intend to award publicly funded contracts to those Institutions/Organizations who knowingly employ unauthorized alien workers. The FAU shall consider the employment by any Institution/Organization of unauthorized aliens a violation of section 274A(e) of the Immigration and Nationality Act. Such violation shall be cause for the unilateral cancellation of this contract.

#### I. Termination

FAU or SBBC may terminate this Agreement upon thirty (30) days written notice to the party's Administrative Representative. However, in the event that the Sponsor terminates the Agreement with FAU prior to the period end date, this Agreement will be immediately terminated. In the event of termination, FAU will pay for costs incurred and non-cancelable commitments as allowable under Uniform Guidance, 2 CFR 200, or 45 CFR Part 75 Appendix IX, "Principles for Determining Costs Applicable to Research & Development under Grants and Contracts with Hospitals", as applicable. SBBC will furnish all necessary reports of research completed or in progress through the date of termination.

#### J. Publications

Any publications resulting from this Agreement shall acknowledge the support of the Sponsor and FAU.

#### K. Certifications

SBBC certifies that:

1. To the best of its knowledge and belief, that it and its principals:
  - a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency of the United States of America;
  - b. Have not within a three-year period preceding the proposal for this project been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (U.S. Federal, State, or local) transaction or contract under a public transaction; violation of U.S. Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property;
  - c. Are not presently indicted for or otherwise criminally or civilly charged by a government entity (U.S. Federal, State, or local) with commission of any of the offenses enumerated in paragraph K.1.b.;

- d. Have not within a three-year period preceding the proposal for this project had one or more public transactions (U.S. Federal, State, or local) terminated for cause or default.
2. It is not delinquent on the repayment of any debt(s) to the U. S. Government.
3. It will provide a drug-free workplace in accordance with the Drug-Free Workplace Act, 1988.
4. It will not conduct human subject research until the appropriate IRB of record has approved the protocol.
5. It has filed the assurance required under the PHS final rule entitled "Responsibilities of Awardee and Applicant Institutions for Dealing with and Reporting Possible Misconduct in Science". If SBBC does not have its own assurance, SBBC agrees to be bound by Florida Atlantic University policy.
- 6.a. No U.S. federal government 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 U.S. agency, a Member of the U.S. Congress, an officer or employee of the U.S. Congress, or an employee of a Member of the U.S. Congress in connection with the awarding of any U.S. Federal contract, the making of any U.S. Federal grant, the making of any U.S. Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any U.S. Federal contract, grant, loan, or cooperative agreement.
- b. If any funds other than U.S. 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 U.S. agency, a Member of the U.S. Congress, an officer or employee of the U.S. Congress, or an employee of a Member of the U.S. Congress in connection with this U.S. Federal contract, grant, loan, or cooperative agreement associated with this Agreement, the undersigned shall complete and submit Standard Form-LLL "Disclosure Form to Report Lobbying," in accordance with its instructions.
- c. The undersigned shall require that the language of this certification be included in the award documents of 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 U.S. Code, Title 31, Section 1352.
7. The subrecipient shall abide by the Financial Conflict of Interest (FCOI) federal regulations (42 CFR Part 50 Subpart F and 45 CFR Part 94) revised effective September 26, 2011.

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**FOR THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

(Corporate Seal)

**THE SCHOOL BOARD OF BROWARD  
COUNTY, FLORIDA**

By \_\_\_\_\_  
Abby M. Freedman, Board Chair

ATTEST:

\_\_\_\_\_  
Robert W. Runcie, Superintendent of Schools

Approved as to Form and Legal Content:

\_\_\_\_\_  
**Office of the General Counsel**

**FOR FLORIDA ATLANTIC UNIVERSITY BOARD OF TRUSTEES**

(Corporate Seal)

Florida Atlantic University  
Board of Trustees

ATTEST:

\_\_\_\_\_  
\_\_\_\_\_, Secretary  
-or-

By \_\_\_\_\_  
Miriam Campo, Director  
Sponsored Programs Office

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Witness

STATE OF \_\_\_\_\_

**COUNTY OF** \_\_\_\_\_

The foregoing instrument was acknowledged before me this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_ by \_\_\_\_\_ of \_\_\_\_\_, on behalf of the corporation/agency.

Name of Person  
\_\_\_\_\_  
Name of Corporation or Agency  
He/She is personally known to me or produced \_\_\_\_\_ as identification and did/did not first take an oath. Type of Identification

My Commission Expires:

\_\_\_\_\_  
Signature – Notary Public

(SEAL)

\_\_\_\_\_  
Printed Name of Notary

\_\_\_\_\_  
Notary’s Commission No.

## Attachment A

### Supporting Documentation Requirements for Cost Reimbursable Subcontracts

#### **PERSONNEL EXPENSES:**

Salaries/Fringe Benefits: A payroll register or similar documentation should be kept by subcontractor and made available upon request. The payroll register should show gross salary charges, fringe benefits, other deductions and net pay.

#### **NON-PERSONNEL EXPENSES:**

Professional Services Fees (Consultant Services): The invoice must include a general statement of the services being provided. The time period covered by the invoice, as well as the hourly rate times the number of hours worked, must be stated. Supporting documentation must be included detailing the hours represented on the invoice. The State Comptroller's Office reserves the right to require further documentation on an as needed basis.

Fees: All first and third party fees collected for services rendered under this agreement must be returned to FAU or used to offset the Subcontractor's cost for operating the agreement.

Building Occupancy: Where this is a charge supported by an allocation plan, the plan will serve as documentation of this expenditure. In all other cases, actual receipts or paid invoices are required.

Travel: Personnel performing travel under a sponsored research subcontract may be reimbursed for travel expenses in accordance with the provisions of the applicable prime contract or grant and the travel allowances established by the subcontractor.

Participant Support Costs: Participant support costs are defined as direct costs for items such as stipends or subsistence allowances, travel allowances and registration fees paid to or on the behalf of participants or trainees (but not employees) in connection with meetings, conferences and/or training projects. These costs are typically restricted and may not be transferred to other categories of expense without approval of the sponsor. Evidence of attendance of participants in the form of a daily log or similar documentation must be kept and made available upon request.

ATTACHMENT B - SPONSOR AWARD

**THE WALLACE FOUNDATION  
GENERAL TERMS AND CONDITIONS OF THE GRANT**

**Grantee:** Florida Atlantic University  
**Project Director and PI:** Daniel Reyes-Guerra, PhD  
**Grant Amount:** \$2,337,493  
**Purpose of the Grant:** To participate in Wallace's University Principal Preparation Initiative  
**Term:** July 1, 2016 – December 31, 2017  
**Grant ID#:** 20160532

**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 purposes consistent with your tax-exempt status.
- (c) The Grant funds are to be deposited in an FDIC-insured checking account 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 "Florida Atlantic University"; that you are recognized by the Internal Revenue Service ("IRS") as a tax exempt organization because you are a public university; 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**

Either party may terminate this Agreement prior to the designated term by giving thirty (30) days written notice to the other. Wallace reserves the right to withhold payment until deliverables are submitted 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 unspent Grant funds must be returned to Wallace within thirty (30) 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 and due dates are included in Appendix A.

**6. Participation in Studies and Evaluations**

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.

**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.
- (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](http://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. Indemnification**

Wallace agrees to indemnify, hold harmless and defend University, its officers, employees, and agents against any and all claims, suits, losses, damages, costs, fees, and expenses solely resulting from or arising out of Wallace's use of the data developed





## APPENDIX A

**Grantee:** Florida Atlantic University  
**Grant Amount:** \$2,337,493  
**Term:** July 1, 2016 through December 31, 2017  
**Grant ID#:** 20160532

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 is to work collaboratively with others both to create benefits for the people these organizations serve and to develop new knowledge and insights to catalyze broad impact. We seek to establish and maintain 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 may 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. Initiative strategy and purpose**

This initiative is designed to take a step in the direction of creating a new—and better—norm for principal pre-service training in the 700 or so university programs nationally, based on what we have learned over the last 15 years about what makes for effective principals.

The work will revolve around creating strong examples of how to carry out four key related pieces of work necessary to upgrading principal preparation statewide:

- Developing and implementing high-quality courses of study and supportive organization conditions at universities where future principals receive their pre-service training;
- Having universities work with partner providers in this endeavor;
- Putting in place strong university/school-district collaborations; and
- Developing state policies about program accreditation and principal licensure, which would promote higher-quality training statewide.

The question the initiative seeks to answer is: How can university principal preparation programs—working in partnership with high-needs school districts, exemplary preparation programs and the state—improve their training so it reflects the evidence on how best to prepare effective principals?

#### **B. Goals/Deliverables**

- **What will your principal preparation program look like in four years?**
  - **How does this vision align with the evidence (such as: the 2016 report *Improving University Principal Preparation Programs: Five Themes From the Field*)?**
  - **How will your partnership with your state, districts and partner provider help you achieve this vision?**

Our vision for Florida Atlantic University's (FAU) Department of Educational Leadership and Research Methodology (ELRM) School Leaders Program (ELRM-SL) is to have both a high quality and sustained Master's program and in-service professional development customized to the unique needs of each participating district (Broward County, Palm Beach County, and St. Lucie County). Both the Master's program and the professional learning programs for seated administrators will serve as exemplars for the state of Florida.

These sustained programs will be marked by implementing high-quality courses and programs of study with the necessary supportive organizational conditions and clinical experiences for school leaders to receive their pre-service and in-service professional learning. The programs will span the entire continuum of leadership preparation and service from teacher leaders aspiring to the assistant principalship to seated principals.

Identifiable elements of the quality of these three programs will be (a) their adherence to the national, state, and district-specific school leadership standards; (b) strong components of job-embedded practice through field experiences, internships, and apprenticeships at each level of the continuum; (c) program instruction by seated and active district administrators or ELRM-SL faculty with school leadership experience who have received strong and continual professional learning in pedagogy and andragogy for effective instruction and learning; and, (d) strong elements of formative and summative assessment of learning and professional developmental progress.

An important element within these university-district partnership preparation programs will be the development and implementation of a university-accessible state-level leadership tracking system (LTS) interfaced with the district leadership tracking systems which share common data between them. These LTS will provide the ability for research and data-driven decision making,

including but not limited to program recruitment and selection, school administrator hiring and promotion, school district succession planning, and program improvement and evaluation.

The partnership with the three districts, the state of Florida Department of Education, and the University of Denver (the chosen Partner Provider Program) will be a joint collaborative effort aimed at sustainability. Each district will be a true partner in the work of designing, implementing, and supporting all the specific elements of these programs. The University of Denver will partner in our efforts, serving as a consultant to the decision making processes and developing and delivering elements of the program which include professional development and the development of district-specific leadership standards. They will bring to the table their experience with their district partnerships and effective practice. The inclusion of the Florida Department of Education (FDOE) will serve to help promote state policies and programs that support these joint partnerships and the elements that lead to a successful and sustainable enterprise (e.g. effective mentoring and coaching programs, resources for the districts to sustain a strong university-district partnership, resources to evaluate program participants, resources and input in creating a state-wide Leadership Tracking System, program approval standards which promote these models of effective partnerships, etc.).

➤ **Key partners (Each has a dedicated section of this Scope of Work)**

*(List key partners to accomplish the following scope of work)*

| <b>District partners</b>  | <b>State partner</b>   | <b>Partner provider</b>   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Broward County Public Schools (BCPS)</li> <li>• The School District of Palm Beach County (SDPBC)</li> <li>• St. Lucie Public Schools (SLPS)</li> </ul> | <ul style="list-style-type: none"> <li>• The Florida Department of Education (FDOE)</li> </ul> | <ul style="list-style-type: none"> <li>• The University of Denver (UD)</li> </ul> |

➤ **Describe the *primary area* of focus of the Year One redesign (i.e. curriculum, instructional methods, clinical practice)**

The primary area of focus for the Year One redesign will be the curriculum. This will involve a full examination and revision of the Master’s program architecture (standards, logic model, sequence of courses and course revision or new courses to fill gaps). Our intent is to have a redesigned Master’s program by Spring 2018.

➤ **Describe the *secondary* focus of Year One (if any; not at the expense of the primary focus)**

The secondary focus of Year One will be to plan for a program of professional learning, delivered through courses and/or district-provided in-service professional development for sitting assistant principals and principals in partner districts. This professional learning will be customized to the unique needs of each participating district and aligned with the learning achieved in the redesigned Master’s program.

- **What will be your overall approach to reach these goals for Year One (July 1, 2016 – December 31, 2017)**

*(This should align with all other sections of this scope. You will put specific strategies in the appropriate section in this scope)*

After FAU benchmarks its program using Education Development Center's Quality Measures review and the Partnership Effectiveness Continuum and conducts an analysis with the University of Denver, the first year will be dedicated to developing a comprehensive Master's program that will be an integrated foundation for the entire continuum of leadership from aspiring assistant principal to seated principal. Cross curricular themes, common language, evaluation and assessment components, district-specific leadership standards, and individual courses will be determined and developed for the Master's program for the aspiring assistant principal leading to Florida Level 1 Educational Leadership Certification.

Once the Master's curriculum and courses have been redesigned and developed, FAU and its partners will begin the course/professional learning planning for each district, designed to encompass the necessary and leading-edge professional learning of seated assistant principals; assistant principals aspiring to the principalship; and seated principals in alignment with the redesigned Master's program. Special attention will be focused on the professional learning leading to Florida Level 2 Principal Certification.

### **COMPONENTS (the role of each partner)**

- **Component 1: University program**

#### **UNIVERSITY PROGRAM GOAL**

A comprehensive set of courses and clinical experiences that are based on the research about best practices in principal preparation programs and reflect the on-the-job realities and needs of the position in the partner districts.

Identify improvement opportunities by assessing the current program against evidence of effective practice: The university program will benchmark its program using Education Development Center's Quality Measures review and the Partnership Effectiveness Continuum. These self-assessments should help identify the program's strengths and improvement needs in the following areas:

- Recruitment and selection of candidates;
- Curriculum;
- Instructional methods;
- Clinical practice; and
- Assessment of outcomes for graduates.

**UNIVERSITY PROGRAM STRATEGIES – PRIMARY FOCUS AREA**

*List main strategies for July 1, 2016 – December 31, 2017 that will achieve your goal in the primary area of focus:*

- 1a. Identify improvement opportunities for the Masters curriculum by assessing the current program and district leadership preparation programs against evidence of effective practice and learning from district leaders and graduates serving as assistant principals and principals.
- 1b. Develop “core” leader standards across all districts that describe the full continuum of professional learning (from teacher leaders through aspiring and seated principals).
- 1c. Create a logic model for aligning the curriculum to the national, state, and project-identified district standards to the complete continuum of school leadership professional learning.
- 1d. Conduct a needs assessment and curriculum scan using the Education Development Center’s Quality Measures review and the Partnership Effectiveness Continuum to determine the major gaps and strengths of the program while also reviewing the complete continuum of learning of each of the three districts’ programs for the same.
- 1e. Develop and revise curriculum and courses to address the gaps identified, develop common curricular themes that maximize participant learning through adult learning methodologies and real-life practical application.
- 1f. Develop and conduct a professional learning community to inform the development of a state-university-district interfaced leadership tracking system.
- 1g. Identify and address how university and state policies support or hinder this goal and document improvement opportunities.

**UNIVERSITY PROGRAM STRATEGIES – SECONDARY FOCUS AREA: Professional development programs, customized for each district, aligned with the redesigned Masters’ program**

*List up to 3 main strategies for July 1, 2016 – December 31, 2017 that will achieve your goal in the secondary area of focus (if desired)*

- 1h. Create a plan and begin to identify improvement opportunities for the current professional development curriculum of the three partnering districts by assessing their current programs measured against evidence of effective practice and learning of district leaders and graduates serving as principals.
- 1i. Create a plan and begin to investigate those effective school leadership learning and performance activities that are tied to student achievement and learning which should be included within the continuum of professional learning of seated school administrators.

➤ **Component 2: Partner providers**

**PARTNER PROVIDER GOAL**

The resulting redesign in the primary area of focus is reflective of a deep partnership with a partner provider that:

- Assists with the initial assessment and on-going improvement opportunities;
- Provides model program frameworks and curriculum;
- Conducts professional development of faculty;
- Teaches courses together; and
- Makes referrals to other programs/resources that could assist the redesigning university program.

**PARTNER PROVIDER STRATEGIES**

*List up to 5 main strategies for July 1, 2016 – December 31, 2017 that will achieve your goal*

2a. Provide tools and other resources, based on the gap and strength analysis, to inform the development of program frameworks and curriculum.

2b. Participate in the program's effort to conduct a needs assessment and curriculum using the leader standards and the results from Education Development Center's Quality Measures review to determine the major gaps and strengths of the program while also reviewing the complete continuum of learning of each of the three districts' programs for the same.

2c. Provide models and other resources on the creation of performance assessments, tied to national, state, and district standards, across the entire leadership learning continuum.

2d. Provide early wins to strengthen and advance the Year One work.

2e. Participate in Wallace's virtual Partner Provider PLC.

➤ **Component 3: Districts**

**(NOTE: This is a summary. Separate work plans are required for each district)**

**DISTRICT GOAL**

The resulting redesign in the primary area of focus is reflective of a deep partnership with the 3 districts (or the equivalent) that:

- Provides standards of skills and performance expected of school leaders;
- Provides school-based internship experiences that meet best practice standards;
- Works collaboratively with the program to redesign relevant course content;
- Provides timely and accurate data on the performance of the university program's graduates; and
- Assists the university in continuously improving to meet the district's needs for effective principals and assistant principals.

## DISTRICT STRATEGIES

*List up to 3 main strategies for July 1, 2016 – December 31, 2017 to achieve the goal:*

3a. Develop and implement a *leader tracking system*<sup>1</sup>, coordinated among all three districts, to meet the needs of the districts and to be able to provide data to the university on the job performance of its graduates—by the end of Year Three.

3b. Beyond any “core” leader standards cited in Strategy 1b, develop a district-specific set of leader standards to inform the full continuum of professional learning (from teacher leaders through aspiring and seated principals).

3c. Co-develop and co-deliver the professional learning (partnership program) to be incorporated across the continuum, including providing the district-supplied supports necessary for implementation (e.g. tuition aid, district project directors, etc.).

### ➤ Component 4: State

## STATE GOAL

State policies on principal preparation accreditation support the university program’s redesign efforts and those of other programs in the state.

- Review state policies and procedures that affect university-based principal preparation—especially those regarding program accreditation and principal licensing—to see if they support high-quality training and, if not, to determine how the policies and procedures could best be changed.
- Engage the major players in the school leadership arena to assist in the review and to explore how to strengthen state policy so that it promotes better university preparation of principals.
- Explore avenues of improvement and make changes that result in raising the quality of university principal preparation programs statewide.

## STATE STRATEGIES

*List main strategies for July 1, 2016 – December 31, 2017 to achieve the goal:*

4a. Create and implement in consultation with stakeholders the FDOE rules for educational leadership certification program approval that support university-district partnerships which contain strong components to advance the development of highly effective school leaders.

4b. Create a pilot state assessment for Level 2 certification program completers.

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<sup>1</sup> *Leader tracking systems* are computerized repositories of longitudinal information about aspiring, novice and veteran principals. They keep, in one place, an electronic record of key information about the education, career progress and performance of school district employees who currently serve as principals or could one day serve in that position.

4c. Recommend and advise on the development of a leadership tracking system that will provide the data analysis on status and performance of educational leadership across the state.

4d. Investigate and direct resources towards enhancing the university-district partnerships. These include directed funding and funding opportunities for those programs that demonstrate components tied to the development of effective school leaders.

4e. Align this work with the SEA's ESSA consolidated plan.

➤ **Component 5: Coordination by university program of all partners**

**COORDINATION GOAL**

The redesign will be reflective of the coordinated efforts of the university, the three partner districts, the partner provider and the state. To reflect authentic engagement, all partners will be involved in the coordination of this project through representation on a Project Steering Committee, a Curriculum Development Committee, and a Leadership Tracking System (LTS) Professional Learning Community.

**Fiscal Agent**

The University will assume the role of fiscal agent with respect to the funds received from Wallace. In your role as fiscal agent, you will ensure that pass-through distribution of grants to the district and state partners is accomplished in a timely way and that pass-through grant recipients use of funds are consistent with the General Terms and Conditions of the Grant.

**COORDINATION STRATEGIES**

*List up to 5 main strategies for July 1, 2016 – December 31, 2017 that will achieve the goal:*

5a. Constitute and utilize a Project Steering Committee charged with seeing that all the components of the project are being addressed and serves as an advisory committee to the managers of the Project for major decisions.

5b. Constitute and utilize a Curriculum Development Committee responsible for developing the common professional learning continuum, including all of its specific components, and then directing the work of the Course Development Workgroups.

5c. Form a professional learning community to explore and coordinate the development of the leadership tracking systems congruent with the needs of the university, districts, and state data reporting and analyses.

5d. Maintain district representation for input and approval by their project coordinators on all the sub-committees and workgroups created, thereby ensuring engagement in all aspects of the Project.

5e. Develop technology platforms to be utilized for large group and committee meetings as well as platforms for smaller group meetings to enhance a constant and productive level of communication between all of the participants in the project.



## **Measures**

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

## **Wallace Network Activities**

All parties will participate in:

- Wallace convenings and professional learning community activities
  - University team participation in two two-day PLC meetings during this scope period
  - Districts will participate in AASA, The School Superintendents Association's regional Leader Tracking System PLCs
  - State team will participate in UPPI PLC

Selected districts will participate in:

- The third-party evaluation
- Technical assistance provided to all districts by Wallace as appropriate:
  - Education Development Center, Inc., Quality Measures
  - The University Council for Educational Administration (UCEA) (optional)
- Regularly-scheduled conference calls (twice per month) with your Wallace contact
- Other conference calls and virtual activities

## **C. 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
- 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 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.

## **D. Reports and Financial Analysis (guidelines will be sent at least 6 weeks in advance of date due)**

- ✓ Progress and financial reports for Year One due January 16, 2017 and June 30, 2017
- ✓ Implementation plans for Secondary Focus Area due June 30, 2017

- ✓ Final program report is due December 29, 2017
- ✓ Final financial report for Year One due March 30, 2018

**E. Payment Schedule**

Within thirty (30) days of Wallace's receipt of this grant agreement signed by you, Wallace will send you an electronic ACH transfer in the amount of \$1,168,747.

A subsequent payment of \$1,168,746 will be made on or before January 27, 2017. The subsequent payment is subject to the conditions precedent that you have continued to comply with the terms and conditions of the Agreement, submitted timely reports as required by this Agreement and that the leadership and management of the Grant continue to meet with the approval of Wallace in its sole and absolute discretion.

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**ACCEPTED AND AGREED:**

Florida Atlantic University

By: Miriam Campo  
Signature

9/27/2016  
Date

Name: MIRIAM Campo

Title: Director

**WORKPLAN FOR UNIVERSITY PRINCIPAL PREPARATION INITIATIVE: FLORIDA ATLANTIC UNIVERSITY  
YEAR ONE**

**COMPONENT 1: University program – Primary Focus Area: Curriculum**

|  |   |
|--|---|
| <p><b>Strategy 1a:</b><br/>(Note: Strategy must be identical with the wording on your scope)<br/>Identify improvement opportunities for the Masters curriculum by assessing the current program and district leadership preparation programs against evidence of effective practice and learning from district leaders and graduates serving as assistant principals and principals.</p> | <p><b>If implemented successfully, how will we know there is high quality?</b><br/>Identified improvement opportunities will be aligned to <i>Quality Measures</i> results and district feedback.</p> |
|--|---|

**Early Win:** Stakeholder groups convene to review and discuss results of *Quality Measures* assessment.

| <b>Actions (What will be done to implement the strategy?)</b>  | <b>Who is responsible for completion and essential for success?</b> | <b>Start and End Date (Month)</b> |
|--|---|-----------------------------------|
| Action 1: Convene stakeholders to identify current program performance levels and areas for growth based on <i>Quality Measures</i> assessment.  | FAUPPI Steering Committee<br>QM Facilitator                         | November 2016                     |
| Action 2: The FAUPPI Steering Committee will create a research plan for developing the study, including the identification of the team members who will conduct the research (which will be headed by the PI (Project Director), Co-PI, FAU faculty and doctoral students and district representatives). | FAUPPI Steering Committee   | November 2016 - January 2017      |
| Action 3: Instrumentation and protocols will be developed based on the plan, validated and demonstrated reliable.  | Research Team   | February 2017 - March 2017        |
| Action 4: Research team will apply the instrumentation and protocols in each district and gather the data.   | Research Team   | March 2017 - April 2017           |
| Action 5: Data will be analyzed and a report prepared and presented to the FAUPPI Steering Committee.  | Research Team   | May 2017                          |

**For actions related to university program, list of any deliverables with expected completion dates:**

1. QM review results by mid-November 2016.
2. Research Plan developed by FAUPPI Steering Committee: January 30, 2017
3. Instrumentation and Protocols to be applied for the research: February 28, 2017
4. Report for the FAUPPI Steering Committee: May 15, 2017

**COMPONENT 1: University program – Primary Focus Area: Curriculum**

|  |   |
|--|---|
| <p><b>Strategy 1b:</b><br/>(Note: Strategy must be identical with the working on your scope)</p>   | <p><b>If implemented successfully, how will we know there is high quality?</b></p>  |
| <p>Develop “core” leader standards across all districts that describe the full continuum of professional learning (from teacher leaders through aspiring and seated principals).</p> | <p>The “core” district leadership standards will reflect the new national standards, the Florida Principal Leadership standards, and common components that are agreed to by all three districts.</p> |

**Early Win:**  
Develop and circulate a “core” list of district standards for consideration by the districts.

| <b>Actions (What will be done to implement the strategy?)</b>  | <b>Who is responsible for completion and essential for success?</b> | <b>Start and End Date (Month)</b> |
|--|---|-----------------------------------|
| Action 1: Curriculum committee will review the literature concerning district leadership standards and the current national, Florida, and related leadership standards to develop a list of relevant district standards. | Curriculum Committee  | October 2016 - December 2016      |
| Action 2: List of “core” district leadership standards will be created in collaboration with partner districts.  | Curriculum Committee<br>District Leadership                         | December 2016 - January 2017      |
| Action 3: Core standards submitted for final approval and adoption by all three districts.   | Curriculum Committee<br>District Leadership                         | February 2017                     |
| Action 4: Curriculum Committee adopts “core” standards for incorporation across the curriculum.  | Curriculum Committee  | February 2017                     |

**For actions related to university program, list of any deliverables with expected completion dates:**

1. “Core” district leadership standards created, approved, and adopted by districts and FAU for inclusion across curriculum: February 15, 2016

**COMPONENT 1: University program – Primary Focus Area:**

|   |   |
|---|---|
| <p><b>Strategy 1c:</b><br/>(Note: Strategy must be identical with the wording on your scope)</p>  | <p><b>If implemented successfully, how will we know there is high quality?</b></p>  |
| <p>Create a logic model for aligning the curriculum to the national, state, and project-identified district standards to the complete continuum of school leadership professional learning.</p> | <p>The logic model will reflect all of the standards and compare to the quality of exemplars shared by The University of Denver (UD).</p> |

**Early Win:** Approval by all three districts of professional learning continuum logic model.

| <b>Actions (What will be done to implement the strategy?)</b>   | <b>Who is responsible for completion and essential for success?</b>    | <b>Start and End Date (Month)</b>        |
|---|--|--|
| <p>Action 1: The Steering Committee will review the current complete continuum of all three school districts and any other model of leadership continuum available to determine what would make the highest quality continuum of professional learning for all levels of aspiring and acting school level administrators.</p>   | <p>Steering Committee<br/>Project Director<br/>Project Coordinator</p> | <p>October 2016 -<br/>November 2016</p>  |
| <p>Action 2: The Steering Committee will create the diagrammed plan/logic model with the purpose statement for the problems or opportunities that the program is addressing. This will be created in a mapped and/or flowchart fashion that will demonstrate in broad terms and examples the purpose, contexts, inputs and resources, infrastructure, activities, outputs, and effects.</p> | <p>Steering Committee<br/>Project Director<br/>Project Coordinator</p> | <p>December 2016<br/>- February 2017</p> |
| <p>Action 3: Further mapping of this model continuum will be developed to include where the national, state, and district standards should be introduced, reinforced, and practiced throughout the continuum.</p>   | <p>Steering Committee<br/>Project Director<br/>Project Coordinator</p> | <p>February 2017 -<br/>December 2017</p> |

**For actions related to university program, list of any deliverables with expected completion dates:**

1. Logic Model mapped and completed: December 15, 2017

**COMPONENT 1: University program – Primary Focus Area: Curriculum**

|  |   |
|--|---|
| <p><b>Strategy 1d:</b><br/>(Note: Strategy must be identical with the wording on your scope)</p>   | <p><b>If implemented successfully, how will we know there is high quality?</b></p>                                    |
| <p>Conduct a needs assessment and curriculum scan using the <u>Education Development Center's Quality Measures review</u> and the <u>Partnership Effectiveness Continuum</u> to determine the major gaps and strengths of the program while also reviewing the complete continuum of learning of each of the three districts' programs for the same.</p> | <p>Identified improvement opportunities will be benchmarked against <i>Quality Measures</i> and leader standards.</p> |

**Early Win:** UPPI PLC in December 2016. University faculty, district partners, state and partner university develop and publish a team ethic and shared vision through the collaboration with the Quality Measures and curricular review process.

| <p><b>Actions (What will be done to implement the strategy?)</b></p>   | <p><b>Who is responsible for completion and essential for success?</b></p> | <p><b>Start and End Date (Month)</b></p> |
|--|--|--|
| <p>Action 1: Support FAU Project Steering and Curriculum Development Committees (faculty, district, state) with the Quality Measures process.</p>  | <p>EDC Quality Measures facilitator</p>                                    | <p>September 2016 - December 2016</p>    |
| <p>Action 2: Support FAU Project Steering and Curriculum Development Committees (faculty, district, state) with the evaluation of the partnership utilizing the Partnership Effectiveness Continuum.</p> | <p>EDC Quality Measures facilitator</p>                                    | <p>September 2016 - December 2016</p>    |
| <p>Action 3: Facilitate partners to conduct a gap analysis of the FAU Master's program through the lens of local, state, and national professional standards.</p>  | <p>Project Director<br/>Project Coordinator</p>                            | <p>September 2016 - December 2016</p>    |
| <p>Action 4: Gather quantitative and qualitative data from FAU Master's and PROPEL program graduates (interviews and INSPIRE)</p>  | <p>Project Director<br/>Project Coordinator</p>                            | <p>January 2017- April 2017</p>          |
| <p>Action 5: Conduct a leadership scan of Broward County Public Schools, The School District of Palm Beach County and St. Lucie Public Schools.</p>  | <p>Project Coordinator</p>   | <p>January 2017- April 2017</p>          |

**For actions related to partner provider, list of any deliverables with expected completion dates:**

**COMPONENT 1: University program – Primary Focus Area: Curriculum**

|  |   |
|--|---|
| <p><b>Strategy 1c:</b><br/>(Note: Strategy must be identical with the wording on your scope)</p>   | <p><b>If implemented successfully, how will we know there is high quality?</b></p>  |
| <p>Develop and revise curriculum and courses to address the gaps identified, develop common curricular themes that maximize participant learning through adult learning methodologies and real-life practical application.</p> | <p>The redesigned curriculum and courses will align with:</p> <ul style="list-style-type: none"> <li>▪ FAU research and analyses;</li> <li>▪ The Quality Measures' <i>Well Developed</i> indicators for content;</li> <li>▪ The field based competencies defined by the partner districts standards; and</li> <li>▪ The University of Denver's consultancy on best practice and model program.</li> </ul> |

**Early Win:** The development of the revised Master's Program of Studies with general descriptors and specific standards referenced.

| Actions (What will be done to implement the strategy?)   | Who is responsible for completion and essential for success? | Start and End Date (Month)        |
|--|--|-----------------------------------|
| <p>Action 1: The Curriculum Committee will use the research and reports gathered through Strategies 1a, 1b, 1c, and 1d to come up with a new Master's program of studies that encompasses all the findings. General descriptors w/ specific standards to be introduced, reinforced, and/or applied will be mapped for each course.</p> | <p>Curriculum Committee<br/>Project Coordinator</p>          | <p>May 2017</p>                   |
| <p>Action 2: Course work groups will be formed for each course for them to develop the course based on the outline and instructions provided by the Curriculum Committee. Work groups will be composed of a representative from each district, the Project Coordinator, and a "lead professor" from FAU faculty.</p>                   | <p>Project Coordinator</p>                                   | <p>June 2017</p>                  |
| <p>Action 3: Work groups will be required to develop course syllabi, unit plans, lesson plans, assessments, and develop all courses using LiveText for assessment reporting and CANVAS for delivery support.</p>   | <p>Work Groups<br/>Project Director</p>                      | <p>June 2017 -<br/>April 2018</p> |
| <p>Action 4: "Lead professors" will continually report back to the Curriculum Committee on progress and present drafts for critique and further direction.</p>   | <p>Curriculum Committee</p>                                  | <p>June 2017 -<br/>April 2018</p> |
| <p>Action 5: Final package of course syllabus, unit plans, lesson plans, assessments, and supporting materials will be approved by the Curriculum Committee for implementation in the Spring 2018.</p>   | <p>Curriculum Committee</p>                                  | <p>April 2018</p>                 |

**For actions related to university program, list of any deliverables with expected completion dates:**

1. Final package of course syllabus, unit plans, lesson plans, assessments, and supporting materials for all professional learning and foundational coursework that comprise the FAU Masters School Leadership program – April 2018

**COMPONENT 1: University program – Primary Focus Area: Curriculum**

| <p><b>Strategy 1f:</b><br/>(Note: Strategy must be identical with the wording on your scope)</p>   | <p><b>If implemented successfully, how will we know there is high quality?</b></p>   |
|--|--|
| <p>Develop and conduct a professional learning community (PLC) to inform the development of a state-university-district interfaced leadership tracking system.</p>   | <p>Framework for the development of the leader tracking system will reflect the shared vision of all stakeholders and best practice and technical assistance provided by AASA.</p> |
| <p><b>Early Win:</b> FAU will engage stakeholders and publicly announce the launch of the PLC.</p>   |  |
| <p><b>Actions (What will be done to implement the strategy?)</b></p>   |  |
| <p>Action 1: Create the PLC with representation from all three districts, the state, and FAU to help develop these LTS and hire a Project Manager who will understand both the programmatic side and the technical side of what is needed. Representation from the five organizations will include members that understand the programmatic side and those who understand the technical needs of the district.</p> | <p>Project Director<br/>September 2016</p>   |
| <p>Action 2: PLC will determine the job description for the Project Manager and the Project Director will conduct a search, bring candidates to the PLC, and a Project Manager will be hired.</p>  | <p>PLC<br/>Project Director<br/>September 2016</p>   |
| <p>Action 3: Based on <i>Quality Measures</i> review and technical assistance provided by AASA, PLC will engage in an inclusive process of crafting a vision for the leader tracking system in collaboration with all stakeholders.</p>  | <p>PLC<br/>Project Director<br/>AASA<br/>October 2016 -<br/>November 2016</p>  |
| <p>Action 4: Utilizing the technical assistance provided by AASA, the Project Manager will collaborate with FAU and partnership districts to diagnose their data needs, assess the current infrastructure, and disseminate results to the PLC.</p>   | <p>PLC<br/>Project Director<br/>AASA<br/>October 2016 -<br/>December 2017</p>  |
| <p>Action 5: PLC will seek the advice and experience of Hillsboro County School District and other districts that have been involved in this process to inform the decision making of the three districts and the state as they move forward in contracting and developing systems.</p>  | <p>PLC<br/>Project Manager<br/>Project Director<br/>October 2016 -<br/>December 2017</p>   |
| <p>Action 6: PLC will meet on a regular basis to ensure that all three districts are learning from each other as they develop their individual LTS while developing the interface that will make these a state-interfaced system.</p>  | <p>PLC<br/>Project Director<br/>January 2017 -<br/>December 2017</p>   |

**For actions related to university program, list of any deliverables with expected completion dates:**



**COMPONENT 1: University program – Primary Focus Area: Curriculum**

| <p><b>Strategy 1g:</b><br/>(Note: Strategy must be identical with the wording on your scope)<br/>Identify and address how university and state policies support or hinder this goal and document improvement opportunities.</p>   | <p><b>If implemented successfully, how will we know there is high quality?</b></p>   |
|---|--|
| <p><b>Early Win:</b> Constructive feedback from the FAPEL meeting that demonstrates strong indicators of policy areas of support and hindrances.</p>  | <p>The report will be based on a study that incorporates feedback from all responding Florida districts and state-approved leadership programs, and informed by research aligned to <i>Five Themes from the Field</i> and consultation with UCEA.</p>  |
| <p><b>Actions (What will be done to implement the strategy?)</b></p> <p>Action 1: Constitute a research team that will look develop a study to research the question: “How does Florida university and state policies support or hinder the goal of creating strong university-district partnership programs that professionally develop aspiring and seated school leaders?” The team will be composed of the <u>Project Director</u>, <u>Project Coordinator</u>, and doctoral students from FAU.</p> <p>Action 2: Hold a focus group of educational leadership professors to provide feedback to this question, held at the Florida Association of Professors of Educational Leadership (FAPEL) Fall Meeting, to be used both as data and help create a survey.</p> <p>Action 3: Develop a reliable and valid instrument to survey Florida educational leadership professors and COE Deans concerning this research question and develop a protocol for interviews of FDOE officials concerning this research question.</p> <p>Action 4: Interview FDOE officials using protocol.</p> <p>Action 5: Administer the survey, compile responses.</p> <p>Action 6: Analyze the survey data and create a report of initial findings.</p> <p>Action 7: Document all the policy support or hindrances encountered by FAU in its effort to reach this goal. Add these to the initial findings in order to create an overall report including recommendations for improvement opportunities.</p> | <p><b>Who is responsible for completion and essential for success?</b></p> <p>Project Director and UCEA</p> <p>Research Team and UCEA</p> <p>Research Team</p> <p>Research Team</p> <p>Research Team</p> <p>Research Team and UCEA</p> <p>Research Team and UCEA</p> <p>Research Team and UCEA</p> <p>Start and End Date (Month)</p> <p>September 2016</p> <p>October 3, 2016</p> <p>October 2016 to December 2016</p> <p>November 2016</p> <p>January 2017 to February 2017</p> <p>May 2017</p> <p>July 2016 to December 2017</p> |

**For actions related to university program, list of any deliverables with expected completion dates:**

1. Report of Initial Findings – May 31, 2017
2. Final Report: December 15, 2017

**COMPONENT 1: University program – Secondary Focus Area: Plan for professional learning**

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|--|--|
| <p><b>Strategy 1h:</b><br/>(Note: Strategy must be identical with the wording on your scope)<br/>Create a plan and begin to identify improvement opportunities for the current professional development curriculum of the three partnering districts by assessing their current programs measured against evidence of effective practice and learning of district leaders and graduates serving as principals.</p> | <p><b>If implemented successfully, how will we know there is high quality?</b><br/>The plan will align with the appropriate evidence from the October 2016 RAND evidence review.</p> |
|--|--|

**Early Win:** Document the crosswalk between each district’s continuum and gaps with the evidence.

| <b>Actions (What will be done to implement the strategy?)</b>  | <b>Who is responsible for completion and essential for success?</b> | <b>Start and End Date (Month)</b> |
|--|---|-----------------------------------|
| <p>Action 1: Conduct a review of the current continuum by district. At each Curriculum Committee Meeting, a different district will present its complete continuum.</p>  | Curriculum Committee  | November 2016 to February 2017    |
| <p>Action 2: Review the current continuum against the Development Center’s Quality Measures and results from the Strategy 1a report to create a crosswalk demonstrating each district’s continuum and how it is meeting the measures and research findings presented, thereby exposing the gaps that need to be addressed.</p> | Project Director<br>Project Coordinator<br>FAU Personnel            | February 2017 to May 2017         |
| <p>Action 3: Review report prepared and determine a plan to identify improvement opportunities for the current professional development curriculum of the three partnering districts.</p>  | Curriculum Committee<br>Project Director<br>Project Coordinator     | June 2017                         |

**For actions related to university program, list of any deliverables with expected completion dates:**

1. Report to Curriculum Committee: June 1, 2017

**COMPONENT 1: University program – Secondary Focus Area: Plan for professional learning**

|  |  |
|--|--|
| <p><b>Strategy 1i:</b><br/>(Note: Strategy must be identical with the wording on your scope)<br/>Create a plan and begin to investigate those effective school leadership learning and performance activities that are tied to student achievement and learning, which should be included within the continuum of professional learning of seated school administrators.</p> | <p><b>If implemented successfully, how will we know there is high quality?</b><br/>The final report will be aligned with the Oct. 2016 RAND evidence review.</p> |
|--|--|

**Early Win:** Initial literature review developed that demonstrates effective and successful school leadership.

| <b>Actions (What will be done to implement the strategy?)</b>  | <b>Who is responsible for completion and essential for success?</b> | <b>Start and End Date (Month)</b> |
|--|---|-----------------------------------|
| Action 1: Using the FAU doctoral program class “School Improvement”, conduct a review of the current literature of the most effective school leadership learning and performance activities.   | Project Director (Professor of Course)                              | March 2017 to August 2017         |
| Action 2: Using the FAU doctoral program class “School Improvement”, conduct a research activity in all three districts to determine what each district perceives to be an effective and successful school and effective and successful school leader. | Project Director (Professor of Course)                              | March 2017 to August 2017         |
| Action 3: Present the course’s final report to the Curriculum Committee  | Curriculum Committee<br>Project Director                            | August 2017                       |

**For actions related to university program, list of any deliverables with expected completion dates:**

1. School Improvement Class Report: June 1, 2017

**COMPONENT 2: Partner provider**

**PARTNER PROVIDER NAME: UNIVERSITY OF DENVER**

|   |  |
|---|--|
| <p><b>Strategy 2a:</b><br/>(Note: Strategy must be identical with the wording on your scope)</p>  | <p><b>If implemented successfully, how will we know there is high quality?</b></p>   |
| <p>Provide tools and other resources, based on the gap and strength analysis, to inform the development of program frameworks and curriculum.</p> | <p>FAU will have generated a written document with program curricular problems to be resolved/improvement opportunities to be enacted through program redesign. Report recommendations will be consistent with <i>Quality Measures</i> results, exemplary program examples, standards, and district/regional contexts.</p> |

**Early Win:** Technical report of the results of the gap and strength analysis.

| <p><b>Actions (What will be done to implement the strategy?)</b></p>  | <p><b>Who is responsible for completion and essential for success?</b></p> | <p><b>Start and End Date (Month)</b></p> |
|---|--|--|
| <p>Action 1: Present findings of gap analysis of the FAU Master's curriculum through the lens of local, state, and national professional standards.</p>                             | <p>Susan Korach and Erin Anderson</p>                                      | <p>January 2017</p>                      |
| <p>Action 2: Present findings of the leadership scan of Broward County Public Schools, The School District of Palm Beach County and St. Lucie Public Schools.</p>                   | <p>Susan Korach and Dana Williams</p>                                      | <p>April 2017</p>                        |
| <p>Action 3: Research and compile a compendium of tools and resources that are aligned with program needs to share with Curriculum Development and Project Steering Committees.</p> | <p>Susan Korach and Erin Anderson</p>                                      | <p>January 2017-<br/>May 2017</p>        |
| <p>Action 4: Participation with Curriculum Development Committee and Course Development Workgroups to develop program frameworks and curriculum.</p>                                | <p>Susan Korach</p>  | <p>May 2017-<br/>August 2017</p>         |

**For actions related to partner provider, list of any deliverables with expected completion dates: Results of the gap and strength analysis.**

**COMPONENT 2: Partner provider**

**PARTNER PROVIDER NAME: UNIVERSITY OF DENVER**

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|---|---|
| <p><b>Strategy 2b:</b><br/>(Note: Strategy must be identical with the wording on your scope)<br/>Participate in the program's effort to conduct a needs assessment and curriculum using the leader standards and the results from <u>Education Development Center's Quality Measures review</u> to determine the major gaps and strengths of the program while also reviewing the complete continuum of learning of each of the three districts' programs for the same.</p> | <p><b>If implemented successfully, how will we know there is high quality?</b><br/>Identified improvement opportunities will be benchmarked against <i>Quality Measures</i> and leader standards.</p> |
|---|---|

**Early Win:** UPPI PLC in December 2016. University faculty, district partners, state and partner university develop and publish a team ethic and shared vision through the collaboration with the Quality Measures and curricular review process.

| <p><b>Actions (What will be done to implement the strategy?)</b></p>                                     | <p><b>Who is responsible for completion and essential for success?</b></p> | <p><b>Start and End Date (Month)</b></p> |
|--|--|--|
| <p>Action 1: Participate with FAU and other stakeholders in the Quality Measures process.</p>            | <p>EDC Quality Measures facilitator</p>                                    | <p>September 2016-December 2016</p>      |
| <p>Action 2: Participate with FAU and other stakeholders in the Partnership Effectiveness Continuum.</p> | <p>EDC Quality Measures facilitator</p>                                    | <p>September 2016-December 2016</p>      |

**For actions related to partner provider, list of any deliverables with expected completion dates:**

**COMPONENT 2: Partner provider**

**PARTNER PROVIDER NAME: UNIVERSITY OF DENVER**

|   |   |
|---|---|
| <p><b>Strategy 2c:</b><br/>(Note: Strategy must be identical with the wording on your scope)</p>  | <p><b>If implemented successfully, how will we know there is high quality?</b></p>  |
| <p>Provide models and other resources on the creation of performance assessments, tied to national, state, and district standards, across the entire leadership learning continuum.</p> | <p>Program graduate and district leadership evaluations of formative and summative performance measures indicate strong alignment with district performance expectations for assistant principals and principals.</p> |

**Early Win:** Presentation of the work from the NELP Program Assessments and Review Committee.

| <p><b>Actions (What will be done to implement the strategy?)</b></p>  | <p><b>Who is responsible for completion and essential for success?</b></p> | <p><b>Start and End Date (Month)</b></p> |
|---|--|--|
| <p>Action 1: Present work of the National Educational Leadership Preparation (NELP) Program Assessments and Review Committee (processes, resources and assessments to be used by programs and program reviewers engaged in the CAEP)</p>  | <p>Susan Korach</p>  | <p>March 2017</p>                        |
| <p>Action 2: Support the execution of the partnership model through regular communications and quarterly visits with FAU, district partners and state.</p>  | <p>Susan Korach and Dana Williams</p>                                      | <p>November 2016 - December 2017</p>     |
| <p>Action 3: Co-construct formative and summative performance measures with FAU faculty and district partners based on the results from the district leadership scans and gap analysis of the FAU Master's program through the lens of local, state, and national professional standards.</p> | <p>Susan Korach, Erin Anderson and Dana Williams</p>                       | <p>August 2017- December 2017</p>        |

**For actions related to partner provider, list of any deliverables with expected completion dates:**

**COMPONENT 2: Partner provider**

**PARTNER PROVIDER NAME: UNIVERSITY OF DENVER**

|  |   |
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| <p><b>Strategy 2d:</b><br/>(Note: Strategy must be identical with the wording on your scope)<br/>Provide early wins to strengthen and advance the Year One work.</p> | <p><b>If implemented successfully, how will we know there is high quality?</b><br/>Faculty team assessment of first program sharing event indicates positive experiences with and key learnings from first session.</p> |
|--|---|

**Early Win:** First in-person meeting is held between FAU and DU for sharing of DU curriculum redesign process and outcomes.

| Actions (What will be done to implement the strategy?)   | Who is responsible for completion and essential for success? | Start and End Date (Month)     |
|--|--|--------------------------------|
| Action 1: Convening of Project Steering Committee  | Susan Korach   | October 7-8 2016               |
| Action 2: Host FAU faculty and district representatives in Denver to see the work they are doing with their partnership districts and create take-aways for possible adoption/adaptation into the FAU partnership programs. DU faculty, district partners and program graduates serving as school leaders will be a part of the visit. | Susan Korach   | November 2016                  |
| Action 3: Assist FAU, district and state partners to identify and communicate early wins from the strategies and actions.  | Susan Korach   | September 2016 - December 2017 |
| Action 4: Quarterly in-person visits to FAU and partner districts to support UPPI efforts  | Susan Korach and Erin Anderson/Dana Williams                 | November 2016 - December 2017  |

**For actions related to partner provider, list of any deliverables with expected completion dates:**

**COMPONENT 2: Partner provider**

**PARTNER PROVIDER NAME: UNIVERSITY OF DENVER**

|   |   |
|---|---|
| <p><b>Strategy 2c:</b><br/>(Note: Strategy must be identical with the wording on your scope)<br/>Participate in Wallace's virtual Partner Provider PLC.</p> | <p><b>If implemented successfully, how will we know there is high quality?</b></p>          |
|   | <p>Provider partners share resources and leverage learning across all partners in UPPI.</p> |

**Early Win:** First Virtual Partner Provider PLC will be held.

| <p><b>Actions (What will be done to implement the strategy?)</b></p> | <p><b>Who is responsible for completion and essential for success?</b></p>       | <p><b>Start and End Date (Month)</b></p> |
|--|--|--|
| <p>Action 1: Engagement with Provider Partner PLC</p>                | <p>Susan Korach, Erin Anderson, Dana Williams, Mikel Royal and Lolita Tabron</p> | <p>September 2016-December 2017</p>      |

**For actions related to partner provider, list of any deliverables with expected completion dates:**



**COMPONENT 3: District 1**

**DISTRICT NAME: BROWARD COUNTY PUBLIC SCHOOLS**

|   |  |
|---|--|
| <p><b>Strategy 3a:</b></p> <p>Develop and implement a leader tracking system, coordinated among all three districts, to meet the needs of the district and to be able to provide data to the university on the job performance of its graduates—by the end of Year Three.</p> | <p><b>If implemented successfully, how will we know there is high quality?</b></p> <p>The LTS will provide data on job performance of UPPi graduates placed in principal roles to measure the effectiveness of the UPPi program.</p> |
|---|--|

**Early Win:** Publication of the vision for the LTS.

| <p><b>Actions (What will be done to implement the strategy?)</b></p>  | <p><b>Who is responsible for completion and essential for success?</b></p> | <p><b>Start and End Date (Month)</b></p> |
|---|--|--|
| <p>Action 1: Actively participate in the PLC with representation from all three districts, the state, and FAU to help develop the vision and needs of the LTS.</p>  | <p>Broward Project Director</p>  | <p>September 2016</p>                    |
| <p>Action 2: As part of the PLC, collaborate to identify and hire a LTS project manager (shared by all districts) to serve as liaison between all partners to coordinate LTS development.</p>                                   | <p>Broward Project Director</p>  | <p>September 2016</p>                    |
| <p>Action 3: Based on <i>Quality Measures</i> review and technical assistance provided by AASA, engage in an inclusive process of crafting a vision for the leader tracking system that reflects the needs of the district.</p> | <p>PLC<br/>Project Director<br/>AASA</p>                                   | <p>October 2016 -<br/>November 2016</p>  |
| <p>Action 4: Utilizing the technical assistance provided by AASA, conduct meetings with district staff to diagnose the district's data needs, assess the current infrastructure, and disseminate results to the PLC.</p>        | <p>PLC<br/>Project Director<br/>AASA</p>                                   | <p>October 2016 -<br/>March 2017</p>     |
| <p>Action 5: Regularly engage with PLC to continue planning for LTS development and alignment with partner districts and the state.</p>   | <p>PLC<br/>Broward<br/>Project Director</p>                                | <p>January 2017 to<br/>December 2017</p> |

**For actions related to each district, list of any deliverables with expected completion dates:**

**COMPONENT 3: District 1**

**DISTRICT NAME: BROWARD COUNTY PUBLIC SCHOOLS**

|  |  |
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| <p><b>Strategy 3b:</b></p> <p>Beyond any “core” leader standards cited in Strategy 1b, develop a district-specific set of leader standards to inform the full continuum of professional learning (from teacher leaders through aspiring and seated principals).</p> <p><b>Early Win:</b> Develop focus groups to help determine high leverage behaviors for leadership</p> | <p><b>If implemented successfully, how will we know there is high quality?</b></p> <p>Standards will be aligned with national and state requirements and reflect district-specific leadership needs.</p> |
|--|--|

| <p><b>Actions (What will be done to implement the strategy?)</b></p>  | <p><b>Who is responsible for completion and essential for success?</b></p> | <p><b>Start and End Date (Month)</b></p> |
|---|--|--|
| <p>Action 1: Arrange teacher focus groups</p>   | <p>Leadership Development</p>  | <p>October 2016</p>                      |
| <p>Action 2: Arrange assistant principal focus groups</p>   | <p>Leadership Development</p>  | <p>November 2016</p>                     |
| <p>Action 3: Arrange principal focus groups</p>   | <p>Leadership Development</p>  | <p>December 2016 – January 2017</p>      |
| <p>Action 4: Arrange principal supervisor and central office staff focus groups</p>   | <p>Leadership Development</p>  | <p>February 2017</p>                     |
| <p>Action 5: Research leadership standards from other districts across the county</p>   | <p>Leadership Development/FAU</p>  | <p>September 2016 - December 2016</p>    |
| <p>Action 6: Compile focus group input to develop district specific leadership standards</p>  | <p>Leadership Development/FAU/OSPA</p>                                     | <p>September 2016 - December 2017</p>    |
| <p>Action 7: Utilize standards to develop curriculum and professional learning aligned to leadership standards and district principal preparation program</p> | <p>Leadership Development/FAU</p>  | <p>September 2016 - December 2017</p>    |

**For actions related to each district, list of any deliverables with expected completion dates:**

**COMPONENT 3: District 1**

**DISTRICT NAME: BROWARD COUNTY PUBLIC SCHOOLS**

|  |   |
|--|---|
| <b>Strategy 3c:</b>  | <b>If implemented successfully, how will we know there is high quality?</b>                       |
| Co-develop and co-deliver the professional learning (partnership program) to be incorporated across the continuum, including providing the district-supplied supports necessary for implementation (e.g. tuition aid, district project directors, etc.). | Revised professional learning will result in improvement of VAM scores and principal evaluations. |

**Early Win:** To clearly identify gaps or areas for improvement in current professional learning across the continuum

| Actions (What will be done to implement the strategy?)   | Who is responsible for completion and essential for success? | Start and End Date (Month)   |
|--|--|------------------------------|
| Action 1:<br>Conduct a deep analysis and evaluation of current professional learning   | Leadership Development/FAU                                   | October 2016 - February 2017 |
| Action 2:<br>Research what similar districts are doing around professional learning  | Leadership Development/FAU                                   | October 2016 - June 2017     |
| Action 3<br>In conjunction with Florida Atlantic University, obtain the latest research on leadership professional development | Leadership Development/FAU                                   | October 2016 - June 2017     |
| Action 4:<br>Compile findings to develop professional learning to be incorporated across the continuum                         | Leadership Development/FAU                                   | October 2016 - June 2017     |

**For actions related to each district, list of any deliverables with expected completion dates:**

**COMPONENT 3: District 2**

**DISTRICT NAME: SAINT LUCIE PUBLIC SCHOOLS**

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| <p><b>Strategy 3a:</b></p> <p>Develop and implement a leader tracking system, coordinated among all three districts, to meet the needs of the district and to be able to provide data to the university on the job performance of its graduates—by the end of Year Three.</p> | <p><b>If implemented successfully, how will we know there is high quality?</b></p> <p>St. Lucie Public Schools will have an electronic database of quailed leaders to serve at our under performing schools. We will be able to track how leaders are developing.</p> |
| <p><b>Early Win:</b> Framework for the development of the leader tracking system will reflect the district's vision</p>   |   |

| <p><b>Actions (What will be done to implement the strategy?)</b></p>  | <p><b>Who is responsible for completion and essential for success?</b></p> | <p><b>Start and End Date (Month)</b></p> |
|---|--|--|
| <p>Action 1: Actively participate in the PLC with representation from all three districts, the state, and FAU to help develop the vision and needs of the LTS.</p>  | <p>FAU<br/>AASA<br/>Denise Rodriguez<br/>Dr. Jodie Certosimo</p>           | <p>September 2016</p>                    |
| <p>Action 2: As part of the PLC, collaborate to identify and hire a LTS project manager (shared by all districts) to serve as liaison between all partners to coordinate LTS development.</p>                                   | <p>FAU<br/>AASA<br/>Denise Rodriguez<br/>Dr. Jodie Certosimo</p>           | <p>September 2016</p>                    |
| <p>Action 3: Based on <i>Quality Measures</i> review and technical assistance provided by AASA, engage in an inclusive process of crafting a vision for the leader tracking system that reflects the needs of the district.</p> | <p>FAU<br/>AASA<br/>Denise Rodriguez<br/>Dr. Jodie Certosimo</p>           | <p>October 2016-<br/>November 2016</p>   |
| <p>Action 4: Utilizing the technical assistance provided by AASA, conduct meetings with district staff to diagnose the district's data needs, assess the current infrastructure, and disseminate results to the PLC.</p>        | <p>FAU<br/>AASA<br/>Denise Rodriguez<br/>Dr. Jodie Certosimo</p>           | <p>October 2016-<br/>March 2017</p>      |
| <p>Action 5: Start the coordination of the LTS by selecting the platform to house the database.</p>   | <p>Denise Rodriguez<br/>St. Lucie Public<br/>Schools ITS Dept.</p>         | <p>March 2017-<br/>May 2017</p>          |
| <p>Action 6: Informed by technical assistance provided by AASA and Wallace Foundation RFQ, develop and release a RFP to select high quality vendor to develop Leader Tracking System.</p>                                       | <p>Denise Rodriguez<br/>St. Lucie Public<br/>Schools ITS Dept.</p>         | <p>March 2017-<br/>July 2017</p>         |

|  |   |                                  |
|--|---|----------------------------------|
| Action 7: Review and score proposals submitted by vendors.   | Denise Rodriguez<br>St. Lucie Public<br>Schools ITS Dept. | March 2017-<br>July 2017         |
| Action 8: Identify a high quality vendor for the development of the Leader Tracking System.                                      | Denise Rodriguez<br>St. Lucie Public<br>Schools ITS Dept. | March 2017-<br>July 2017         |
| Action 9: Regularly engage with PLC to continue planning for LTS development and alignment with partner districts and the state. | FAU<br>AASA<br>Denise Rodriguez<br>Dr. Jodie Certosimo    | January 2017 to<br>December 2017 |

**For actions related to each district, list of any deliverables with expected completion dates:**

**COMPONENT 3: District 2**

**DISTRICT NAME: SAINT LUCIE PUBLIC SCHOOLS**

|  |  |
|--|--|
| <p><b>Strategy 3b:</b></p>   | <p><b>If implemented successfully, how will we know there is high quality?</b></p>   |
| <p>Beyond any "core" leader standards cited in Strategy 1b, develop a district-specific set of leader standards to inform the full continuum of professional learning (from teacher leaders through aspiring and seated principals).</p> | <p>St. Lucie Public Schools' standards will be aligned with national and state requirements and reflect district-specific leadership needs (focused on leaders in under performing schools).</p> |

**Early Win:** Gathering senior district leadership to develop and publicize a vision of leadership in St. Lucie Public Schools.

| <p><b>Actions (What will be done to implement the strategy?)</b></p>  | <p><b>Who is responsible for completion and essential for success?</b></p>     | <p><b>Start and End Date (Month)</b></p> |
|---|--|--|
| <p>Action 1: Select committee to work on the development of St. Lucie Leadership Standards.</p>                 | <p>Denise Rodriguez<br/>Dr. Jodie Certosimo</p>                                | <p>December 2016</p>                     |
| <p>Action 2: Review current vision for leadership and create standards specific to St. Lucie Public Schools</p> | <p>Denise Rodriguez<br/>Dr. Jodie Certosimo<br/>Senior District Leadership</p> | <p>January 2017<br/>June 2017</p>        |

**For actions related to each district, list of any deliverables with expected completion dates:**

**COMPONENT 3: District 2**

**DISTRICT NAME: SAINT LUCIE PUBLIC SCHOOLS**

|   |  |
|---|--|
| <p><b>Strategy 3c:</b><br/>Co-develop and co-deliver the professional learning (partnership program) to be incorporated across the continuum, including providing the district-supplied supports necessary for implementation (e.g. tuition aid, district project directors, etc.).</p> | <p><b>If implemented successfully, how will we know there is high quality?</b><br/>St. Lucie Public Schools will have a cohort of quality adjunct professors that will teach select aspiring administrators to serve at high need schools.</p> |
|---|--|

**Early Win:** To clearly identify gaps or areas for improvement to increase the capacity of adjunct professors that will be teaching students in cohorts in Spring 2018.

| <p><b>Actions (What will be done to implement the strategy?)</b></p>  | <p><b>Who is responsible for completion and essential for success?</b></p> | <p><b>Start and End Date (Month)</b></p> |
|---|--|--|
| <p>Action 1: Facilitate the coordination of the professional learning opportunities (workshops/PLC's) for adjunct professors.</p> | <p>FAU<br/>U of D<br/>Denise Rodriguez</p>                                 | <p>Fall 2016 -<br/>TBA</p>               |

**For actions related to each district, list of any deliverables with expected completion dates:**

**COMPONENT 3: District 3**

**DISTRICT NAME: THE SCHOOL DISTRICT OF PALM BEACH COUNTY**

|   |   |
|---|---|
| <p><b>Strategy 3a:</b></p> <p>Develop and implement a leader tracking system, coordinated among all three districts, to meet the needs of the district and to be able to provide data to the university on the job performance of its graduates—by the end of Year Three.</p> | <p><b>If implemented successfully, how will we know there is high quality?</b></p> <p>Palm Beach County School District will have an electronic database of qualified leaders to serve our schools. PBC will track leading and lagging indicators in order to determine the impact of the leader's growth on student achievement.</p> |
| <p><b>Early Win:</b> Framework for the development of the leader tracking system will reflect the district's vision.</p>  |   |

| <p><b>Actions (What will be done to implement the strategy?)</b></p>  | <p><b>Who is responsible for completion and essential for success?</b></p>      | <p><b>Start and End Date (Month)</b></p> |
|---|---|--|
| <p>Action 1: Actively participate in the PLC with representation from all three districts, the state, and FAU to help develop the vision and needs of the LTS.</p>  | <p>Amy Dujon<br/>Monique Coyle<br/>Palm Beach County Schools ITS Department</p> | <p>September 2016</p>                    |
| <p>Action 2: As part of the PLC, collaborate to identify and hire a LTS project manager (shared by all districts) to serve as liaison between all partners to coordinate LTS development.</p>   | <p>Amy Dujon<br/>Monique Coyle<br/>Palm Beach County Schools ITS Department</p> | <p>September 2016</p>                    |
| <p>Action 3: Based on <i>Quality Measures</i> review and technical assistance provided by AASA, engage in an inclusive process of crafting a vision for the leader tracking system that reflects the needs of the district.</p>   | <p>Amy Dujon<br/>Monique Coyle<br/>Palm Beach County Schools ITS Department</p> | <p>October 2016 -<br/>November 2016</p>  |
| <p>Action 4: Utilizing the technical assistance provided by AASA, conduct meetings with district staff to diagnose the district's data needs, assess the current infrastructure, and disseminate results to the PLC. Additionally, work with other departments (HR, IT, Instructional and Regional Superintendents) to determine the highly effective school leaders in order to conduct our root cause analysis and identify common threads.</p> | <p>Amy Dujon<br/>Monique Coyle<br/>Palm Beach County Schools ITS Department</p> | <p>October 2016 -<br/>March 2017</p>     |



|   |  |                                  |
|---|--|----------------------------------|
| Action 5: Start the coordination of the LTS by selecting the platform to house the database.  | Amy Dujon<br>Monique Coyle<br>Palm Beach County<br>Schools ITS<br>Department | March 2017 -<br>May 2017         |
| Action 6: Informed by technical assistance provided by AASA and Wallace RFQ, develop and release a RFP to select high quality vendor to develop Leader Tracking System. | Amy Dujon<br>Monique Coyle<br>Palm Beach County<br>Schools ITS<br>Department | March 2017-<br>July 2017         |
| Action 7: Review and score proposals submitted by vendors.  | Amy Dujon<br>Monique Coyle<br>Palm Beach County<br>Schools ITS<br>Department | March 2017-<br>July 2017         |
| Action 8: Identify a high quality vendor for the development of the Leader Tracking System.   | Amy Dujon<br>Monique Coyle<br>Palm Beach County<br>Schools ITS<br>Department | March 2017-<br>July 2017         |
| Action 9: Regularly engage with PLC to continue planning for LTS development and alignment with partner districts and the state.  | Amy Dujon<br>Monique Coyle<br>Palm Beach County<br>Schools ITS<br>Department | January 2017 to<br>December 2017 |

**For actions related to each district, list of any deliverables with expected completion dates:**

**COMPONENT 3: District 3**

**DISTRICT NAME: THE SCHOOL DISTRICT OF PALM BEACH COUNTY**

|  |   |
|--|---|
| <p><b>Strategy 3b:</b></p>   | <p><b>If implemented successfully, how will we know there is high quality?</b></p>  |
| <p>Beyond any "core" leader standards cited in Strategy 1b, develop a district-specific set of leader standards to inform the full continuum of professional learning (from teacher leaders through aspiring and seated principals).</p> | <p>Palm Beach County Schools standards will be aligned with national and state requirements and reflect district-specific leadership needs (focused on the development of high quality school based leaders).</p> |

**Early Win:** Collaborate with Cabinet (District Upper Leadership) to develop a vision of leadership in Palm Beach County Schools aligned to the CCSSO.

| <p><b>Actions (What will be done to implement the strategy?)</b></p>   | <p><b>Who is responsible for completion and essential for success?</b></p> | <p><b>Start and End Date (Month)</b></p> |
|--|--|--|
| <p>Action 1: Select committee to work on the development of Palm Beach County Leadership Standards.</p>  | <p>Amy Dujon</p>   | <p>December 2016</p>                     |
| <p>Action 2: Review current vision for leadership and create standards specific to Palm Beach County schools.</p>                                | <p>Amy Dujon</p>   | <p>January 2017<br/>June 2017</p>        |
| <p>Action 3: Unpack national and state standards to align with district-specific standards that are appropriate for each leadership program.</p> | <p>Amy Dujon<br/>Monique Coyle</p>   | <p>October 2016<br/>June 2017</p>        |

**For actions related to each district, list of any deliverables with expected completion dates:**

**COMPONENT 3: District 3**

**DISTRICT NAME: THE SCHOOL DISTRICT OF PALM BEACH COUNTY**

|   |   |
|---|---|
| <p><b>Strategy 3c:</b><br/>Co-develop and co-deliver the professional learning (partnership program) to be incorporated across the continuum, including providing the district-supplied supports necessary for implementation (e.g. tuition aid, district project directors, etc.).</p> | <p><b>If implemented successfully, how will we know there is high quality?</b><br/>Palm Beach County schools will have a cohort of quality adjunct professors that will teach select aspiring administrators to serve at high need schools.</p> |
|---|---|

**Early Win:** Identifying district based instructors who have the capacity to develop curriculum and deliver effective instruction aligned to the standards.

| <p><b>Actions (What will be done to implement the strategy?)</b></p>  | <p><b>Who is responsible for completion and essential for success?</b></p> | <p><b>Start and End Date (Month)</b></p> |
|---|--|--|
| <p>Action 1: Advertise and interview interested applicants. Tap certain leaders.</p>  | <p>FAU<br/>DU<br/>Amy Dujon<br/>Monique Coyle</p>                          | <p>Fall 2016 -<br/>TBA</p>               |
| <p>Action 2: Facilitate the coordination of the professional learning opportunities (workshops/PLC's) for adjunct professors.</p> | <p>Amy Dujon<br/>Eric Lundman<br/>Gonzalo LaCava</p>                       | <p>Fall 2016-Dec.<br/>2017</p>           |
| <p>Action 3: Dedicate team to progress monitor.</p>   | <p>Amy Dujon<br/>Monique Coyle<br/>Tanzania Lillard</p>                    | <p>July 2016</p>                         |

**For actions related to each district, list of any deliverables with expected completion dates:**

**COMPONENT 4: State**

|   |   |
|---|---|
| <b>Strategy 4a:</b>   | <b>If implemented successfully, how will we know there is high quality?</b>   |
| <p>Create and implement in consultation with stakeholders the FDOE rules for educational leadership certification program approval that support university-district partnerships which contain strong components to advance the development of highly effective school leaders.</p> | <p>Revision of Florida Administrative Code for the initial and continued approval of educational leadership certification programs and school principal preparation programs will lead to:</p> <ul style="list-style-type: none"> <li>▪ higher satisfaction of school districts (employer satisfaction);</li> <li>▪ higher satisfaction of individuals who were prepared under the revised policies/regulations;</li> <li>▪ increased average retention rate of instructional personnel; and</li> <li>▪ improved student learning performance.</li> </ul> |

**Early Win:** Florida Administrative Code/State Board of Education Rule 6A-5.081 currently is set to go before the State Board of Education in November 2016. By December 31, 2017, all institutions with Level 1 educational leadership programs and all 67 Florida school districts will have revised and begun to implement statutory changes that were effective July 1, 2016, and the Florida Administrative Code (State Board of Education Rule) that include revisions to policies that include strong university-district partnerships that require development of highly effective school leaders.

| Actions (What will be done to implement the strategy?)  | Who is responsible for completion and essential for success? | Start and End Date (Month)     |
|---|--|--------------------------------|
| Action 1: Continue input from both universities and districts to strengthen the current Florida Administrative Code   | BERDR (McDaniel, Graham & Pippin)                            | July-September 2016            |
| Action 2: Hold Rule Development Workshop to gain additional public input  | BERDR (McDaniel, Graham & Pippin)                            | September-October 2016         |
| Action 3: State Board of Education adopts revision to rule.   | BERDR (McDaniel, Graham & Pippin)                            | November 2016                  |
| Action 4: Department provides technical assistance to institutions and districts to implement changes to regulations. | BERDR (McDaniel, Graham & Pippin)                            | December 2016<br>December 2017 |
| Action 5: Conduct discussions with institutions and districts regarding building and fostering partnerships           | BERDR (McDaniel, Graham & Pippin)                            | December 2016-December 2017    |

**For actions related to the state, list of any deliverables with expected completion dates:**

**COMPONENT 4: State**

| <b>Strategy 4b:</b>   | <b>If implemented successfully, how will we know there is high quality?</b>  |
|---|--|
| Create a pilot state assessment for Level 2 certification program completers. | Implementing more rigorous and application-based assessment items/test developed for the level 2 candidate will establish a measure of accountability and result in improved, more consistent, district-level school principal (Level 2) training programs. All development activities will be closely aligned with research and standards (APA, AERA, NCMIE) based best practices in the field. Further research-based performance metrics with assist to inform quality outcomes for the system. |

**Early Win:** Agency and senior leadership support for this project has been rendered.

| <b>Actions (What will be done to implement the strategy?)</b>  | <b>Who is responsible for completion and essential for success?</b> | <b>Start and End Date (Month)</b> |
|--|---|-----------------------------------|
| Action 1: Convene a committee of Subject Matter Experts (SMEs) to guide the project's initial direction and development. | FLDOE-PSA (Phil Canto)  | Nov/December 2016                 |
| Action 2: Begin to develop competencies and skills and development prompts and initial scoring rubrics                   | FLDOE-PSA (Phil Canto)  | January 2017                      |
| Action 3: Pilot testing of prompts with internal scoring   | FLDOE-PSA (Phil Canto)  | April – May 2017                  |

**For actions related to the state, list of any deliverables with expected completion dates:**

**COMPONENT 4: State**

|   |   |
|---|---|
| <b>Strategy 4c:</b>   | <b>If implemented successfully, how will we know there is high quality?</b>                                   |
| Recommend and advise on the development of a leadership tracking system that will provide the data analysis on status and performance of educational leadership across the state. | Data gathered in leadership tracking system supports evidence of improvement of student learning performance. |

**Early Win:**

| Actions (What will be done to implement the strategy?)  | Who is responsible for completion and essential for success? | Start and End Date (Month)     |
|---|--|--------------------------------|
| Action 1: Convene meeting(s) with FAU and 3 partnership districts to discuss the development of a Leadership Tracking System  | BERDR<br>(McDaniel, Graham & Pippin)                         | October 2016-<br>December 2017 |
| Action 2: Arrange for discussion between FAU/Partnership Districts and State Database System staff regarding available data and data needs to address statewide needs | BERDR<br>(McDaniel, Graham & Pippin)                         | January-<br>February 2017      |

**For actions related to the state, list of any deliverables with expected completion dates:**

**COMPONENT 4: State**

|  |   |
|--|---|
| <p><b>Strategy 4d:</b><br/>Investigate and direct resources towards enhancing the university-district partnerships. These include directed funding and funding opportunities for those programs that demonstrate components tied to the development of effective school leaders.<br/><b>Early Win:</b></p> | <p><b>If implemented successfully, how will we know there is high quality?</b><br/>There is evidence that university-district partnerships lead to improved student learning.</p> |
|--|---|

| <p><b>Actions (What will be done to implement the strategy?)</b></p>  | <p><b>Who is responsible for completion and essential for success?</b></p> | <p><b>Start and End Date (Month)</b></p> |
|---|--|--|
| <p>Action 1: Convene meeting(s) with FAU and 3 partnership districts to discuss strategies used to enhance university-district partnerships</p>   | <p>BERDR<br/>(McDaniel, Graham &amp; Pippin)</p>                           | <p>October 2016 –<br/>December 2017</p>  |
| <p>Action 2: Collaborate with FAU to investigate/research best practices on partnerships</p>  | <p>BERDR<br/>(McDaniel, Graham &amp; Pippin)</p>                           | <p>January 2017-<br/>March 2017</p>      |
| <p>Action 3: Review federal ESSA requirements/opportunities to support university-district partnerships to support leadership development and develop Florida's plan to submit to USDOE.</p>                        | <p>BERDR<br/>(McDaniel, Graham &amp; Pippin)</p>                           | <p>October 2016-<br/>March 2017</p>      |
| <p>Action 4: Discuss ESSA funding opportunities with all institutions and school district leadership programs to build support and interest for forging strong partnerships.</p>                                    | <p>BERDR<br/>(McDaniel, Graham &amp; Pippin)</p>                           | <p>April-December<br/>2017</p>           |
| <p>Action 5: Explore with Department and Board of Governors (university) opportunities to provide monetary support to programs that demonstrate strong partnerships that yield highly effective school leaders.</p> | <p>BERDR<br/>(McDaniel, Graham &amp; Pippin)</p>                           | <p>April-December<br/>2017</p>           |

**For actions related to the state, list of any deliverables with expected completion dates:**

**COMPONENT 4: State**

|  |  |
|--|--|
| <p><b>Strategy 4e:</b></p> <p>Align this work with the SEA's ESSA consolidated plan.</p> | <p><b>If implemented successfully, how will we know there is high quality?</b></p> <p>Work will reflect alignment with RAND's 2010 report <i>Improving School Leadership: The Promise of Cohesive Leadership Systems.</i>"</p> |
| <p><b>Early Win:</b></p>   |  |

| <p><b>Who is responsible for completion and essential for success?</b></p>   | <p><b>Start and End Date (Month)</b></p>   |
|--|--|
| <p><b>Actions (What will be done to implement the strategy?)</b></p> <p>Activity 1: Communicate with the SEA about the results of this work and learn in real-time about their ESSA plans to coordinate between the two.</p> | <p>BERDR<br/>(McDaniel, Graham &amp; Pippin)</p> <p>October 2016 –<br/>December 2017</p> |

**For actions related to the state, list of any deliverables with expected completion dates:**



**COMPONENT 5: Coordination by university program of all partners**

|   |  |
|---|--|
| <p><b>Strategy 5a:</b></p>  | <p><b>If implemented successfully, how will we know there is high quality?</b></p>   |
| <p>Constitute and utilize a Project Steering Committee charged with seeing that all the components of the project are being addressed and serves as an advisory committee to the managers of the Project for major decisions.</p> | <p>Through the participation of all those involved and the supporting documentation demonstrating agendas and minutes.</p> |

**Early Win:** Identify committee members, secure commitments, and clearly articulate roles.

| <p><b>Actions (What will be done to implement the strategy?)</b></p>        | <p><b>Who is responsible for completion and essential for success?</b></p> | <p><b>Start and End Date (Month)</b></p> |
|---|--|--|
| <p>Action 1: Form a Steering Committee from the partners.</p>               | <p>Project Director</p>  | <p>October 2016</p>                      |
| <p>Action 2: Create a plan of meeting dates.</p>                            | <p>Steering Committee</p>  | <p>October 2016</p>                      |
| <p>Action 3: Create action agendas and keep minutes of all proceedings.</p> | <p>Project Coordinator</p>   | <p>October 2016 – December 2017</p>      |

**For actions related to university coordination, list of any deliverables with expected completion dates:**

**COMPONENT 5: Coordination by university program of all partners**

|   |   |
|---|---|
| <p><b>Strategy 5b:</b></p>  | <p><b>If implemented successfully, how will we know there is high quality?</b></p>  |
| <p>Constitute and utilize a Curriculum Development Committee responsible for developing the common professional learning continuum, including all of its specific components, and then directing the work of the Course Development Workgroups.</p> | <p>The products for which the Committee is responsible will demonstrate a consistent adherence to standards and metrics that are aligned with high quality in their area.</p> |

**Early Win:** Identify committee members, secure commitments, and clearly articulate roles.

| <p><b>Actions (What will be done to implement the strategy?)</b></p>   | <p><b>Who is responsible for completion and essential for success?</b></p> | <p><b>Start and End Date (Month)</b></p> |
|--|--|--|
| <p>Action 1: Steering Committee will form and create the Curriculum Development Committee, with representation of the School Leaders faculty, district representatives, the FDOE (when willing and able) and the University of Denver representatives.</p> | <p>Steering Committee</p>  | <p>October 2016</p>                      |
| <p>Action 2: Curriculum Development Committee will create a calendar of scheduled meetings, organized to fit the plan of work indicated for the committee in these strategies.</p>   | <p>Curriculum Committee</p>  | <p>October 2016</p>                      |
| <p>Action 3: Curriculum Development Committee will engage in the work outlined in the workplan as its responsibility.</p>  | <p>Curriculum Committee</p>  | <p>October 2016 – December 2017</p>      |

**For actions related to university coordination, list of any deliverables with expected completion dates:**

**COMPONENT 5: Coordination by university program of all partners**

|  |   |
|--|---|
| <p><b>Strategy 5c:</b></p>   | <p><b>If implemented successfully, how will we know there is high quality?</b></p>                              |
| <p>Form a professional learning community to explore and coordinate the development of the leadership tracking systems congruent with the needs of the university, districts, and state data reporting and analyses.</p> | <p>The committee will be run using the protocols tied to most effective PLCs (see Dufour &amp; Eaker, etc.)</p> |

**Early Win:** Identify PLC members, secure commitments, and clearly articulate roles.

| <p><b>Actions (What will be done to implement the strategy?)</b></p>  | <p><b>Who is responsible for completion and essential for success?</b></p> | <p><b>Start and End Date (Month)</b></p>      |
|---|--|---|
| <p>Action 1: PLC formed with representation from all three districts, the state, and FAU.</p>   | <p>Project Director<br/>Project Coordinator</p>                            | <p>July 2016 –<br/>December 2017</p>          |
| <p>Action 2: PLC will create a calendar of scheduled meetings, organized to fit the plan of work indicated for the committee in these strategies.</p> | <p>PLC<br/>Project Director<br/>PLC Project<br/>Manager</p>                | <p>September 2016</p>                         |
| <p>Action 3: PLC will engage in the work outlined in the workplan as its responsibility.</p>  | <p>PLC<br/>Project Director<br/>PLC Project<br/>Manager</p>                | <p>September 2016<br/>– December<br/>2017</p> |

**For actions related to university coordination, list of any deliverables with expected completion dates:**

**COMPONENT 5: Coordination by university program of all partners**

|   |  |
|---|--|
| <p><b>Strategy 5d:</b></p>  | <p><b>If implemented successfully, how will we know there is high quality?</b></p>   |
| <p>Maintain district representation for input and approval by their project coordinators on all the sub-committees and workgroups created, thereby ensuring engagement in all aspects of the Project.</p> | <p>The representation of all the participating organizations, reflected in the meeting minutes, will be consistent and the product of these committees will align with the standards and measures that demonstrate a high level of communication, sharing, and cooperative work.</p> |

**Early Win:**

| <p><b>Actions (What will be done to implement the strategy?)</b></p>   | <p><b>Who is responsible for completion and essential for success?</b></p> | <p><b>Start and End Date (Month)</b></p> |
|--|--|--|
| <p>Action 1: All organizations will be represented on all committees except the workgroups, which will only have university and district representation with invitations to both state and partnership programs to be present.</p> | <p>Project Director<br/>Steering Committee</p>                             | <p>July 2016 –<br/>December 2017</p>     |
| <p>Action 2: Project Coordinator (or Project Director when needed) will sit on ALL committees to ensure active and distributed participation.</p>  | <p>Project Director<br/>Project Coordinator</p>                            | <p>July 2016 –<br/>December 2017</p>     |

**For actions related to university coordination, list of any deliverables with expected completion dates:**

**COMPONENT 5: Coordination by university program of all partners**

|   |  |
|---|--|
| <p><b>Strategy 5e:</b></p> <p>Develop technology platforms to be utilized for large group and committee meetings as well as platforms for smaller group meetings to enhance a constant and productive level of communication between all of the participants in the project.</p> <p><b>Early Win:</b></p> | <p><b>If implemented successfully, how will we know there is high quality?</b></p> <p>Meetings will be held without transmission problems (i.e. video and audio and file sharing and other collaborative tools working without disruption) both on small group/individual on-line video conferences as well as large group meetings.</p> |
|---|--|

| <p><b>Actions (What will be done to implement the strategy?)</b></p>  | <p><b>Who is responsible for completion and essential for success?</b></p>               | <p><b>Start and End Date (Month)</b></p> |
|---|--|--|
| <p>Action 1: Contact all the technical administrators of each respective organization in charge of technology and networking to discover who is responsible.</p>        | <p>Project Director<br/>FAU Technology Director</p>                                      | <p>July 2016 –<br/>September 2016</p>    |
| <p>Action 2: Meet with all administrators involved to determine the best viable solution for both individual/small group conferencing and large group conferencing.</p> | <p>Project Director<br/>FAU Technology Director<br/>Districts / FDOE / Technologists</p> | <p>September 2016</p>                    |
| <p>Action 3: Performing a demo test of both technologies to determine optimum functionality for programmed meetings.</p>  | <p>FAU Technology Director<br/>Districts / FDOE / Technologists</p>                      | <p>September 2016</p>                    |
| <p>Action 4: Advise each organization of what are the needed software and hardware requirements to enable this communication going forward.</p>                         | <p>Project Director<br/>FAU Technology Director</p>                                      | <p>September 2016</p>                    |

**For actions related to university coordination, list of any deliverables with expected completion dates:**

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University Principal Preparation Initiative - Budget Summary

|   |                                    |                           |                  |                 |
|---|------------------------------------|---------------------------|------------------|-----------------|
| University Grantee of Record:   | <b>Florida Atlantic University</b> |                           |                  |                 |
| Grant ID #  | <b>20160532</b>                    |                           |                  |                 |
|   | Wallace budget                     | Non-Wallace budget        |                  |                 |
| University Costs  | \$787,493                          | \$85,559                  |                  |                 |
| District costs  | \$1,400,000                        | \$0                       |                  |                 |
| State costs   | \$150,000                          | \$0                       |                  |                 |
| <b>Total Budget</b>   | <b>\$2,337,493</b>                 | <b>\$85,559</b>           |                  |                 |
| NOTE: Interest is expected to be earned   |                                    |                           |                  |                 |
| <b>Year One: July 1, 2016 - December 31, 2017</b>   | <b>WALLACE BUDGET</b>              | <b>NON-WALLACE BUDGET</b> |                  |                 |
| COMPONENTS 1, 2 AND 5: UNIVERSITY COSTS   |                                    |                           |                  |                 |
| <b>PERSONNEL</b>  |                                    |                           |                  |                 |
| Project Director salary (Please fill in Personnel Worksheet)  | \$109,333                          | \$10,250                  |                  |                 |
| Project Director fringe (Calculated under Personnel Worksheet)  | \$30,613                           | \$2,870                   |                  |                 |
| Personnel (Faculty, and other project staff) (Please fill in Personnel Worksheet)                               | \$201,923                          | \$56,622                  |                  |                 |
| Fringe Benefits (Calculated under Personnel Worksheet)  | \$48,362                           | \$16,817                  |                  |                 |
| <b>PROJECT COSTS</b>  |                                    |                           |                  |                 |
| Communications/website technical assistance   | \$1,950                            | \$0                       |                  |                 |
| Local meeting, office, supplies and equipment expenses  | \$7,595                            | \$0                       |                  |                 |
| Wallace Network Activities and other Initiative-related travel (Please allocate at least \$35,000)              | \$35,000                           |                           |                  |                 |
| Subcontract to Partner Provider Univ. of Denver (range \$200,000 - 250,000)                                     | \$200,000                          | \$0                       |                  |                 |
| Indirect costs for university (Indirect costs may not exceed 15%)   | \$65,217                           | \$0                       |                  |                 |
| Indirect costs for re-grants and subcontracts (estimated 5%)  | \$87,500                           | \$0                       |                  |                 |
| <b>Subtotal university costs</b>  | <b>\$787,493</b>                   | <b>\$85,559</b>           |                  |                 |
| COMPONENT 3: SUMMARY FUNDING FOR DISTRICT WORK (Please complete a separate budget document for each district)   |                                    |                           |                  |                 |
| RE-GRANTS TO DISTRICTS  |                                    |                           |                  |                 |
| District project director (salary)  | \$77,000                           | \$30,835                  | \$0              | \$0             |
| District project director (fringe)  | \$21,640                           | \$5,800                   | \$0              | \$0             |
| Other district personnel (salary)   | \$26,500                           | \$4,008                   | \$0              | \$0             |
| Other district personnel (fringe)   | \$0                                | \$0                       | \$0              | \$0             |
| Leader Tracking System  | \$50,000                           | \$350,000                 | \$350,000        |                 |
| Local meeting and office expenses   | \$7,109                            | \$6,846                   | \$65,174         | \$0             |
| Wallace Network Activities and other Initiative-related travel (please allocate at least \$15,000 per district) | \$15,000                           | \$15,000                  | \$15,000         | \$0             |
| Indirect costs (Indirect costs may not exceed 15%)  | \$9,813                            |                           | \$13,507         |                 |
| <b>Subtotal re-grants to districts</b>  | <b>\$206,062</b>                   | <b>\$0</b>                | <b>\$412,589</b> | <b>\$0</b>      |
| PAID DIRECTLY BY UNIVERSITY   |                                    |                           |                  |                 |
| District project director (salary)  |                                    | \$50,000                  | \$0              | \$0             |
| District project director (fringe)  | \$0                                | \$0                       | \$0              | \$0             |
| Other district personnel (salary)   | \$53,700                           | \$80,268                  | \$103,700        |                 |
| Other district personnel (fringe)   |                                    |                           |                  |                 |
| Leader Tracking System  | \$50,000                           |                           |                  |                 |
| Local meeting and office expenses   |                                    |                           |                  | \$0             |
| Wallace Network Activities and other Initiative-related travel (please allocate at least \$15,000 per district) | \$0                                | \$0                       | \$0              | \$0             |
| <b>Subtotal funds paid directly by university for district work</b>   | <b>\$103,700</b>                   | <b>\$0</b>                | <b>\$130,268</b> | <b>\$0</b>      |
| <b>Subtotal district work</b>   | <b>\$309,762</b>                   | <b>\$0</b>                | <b>\$542,857</b> | <b>\$0</b>      |
| <b>WALLACE BUDGET</b>   |                                    | <b>NON-WALLACE BUDGET</b> |                  |                 |
| <b>Subtotal re-grants to all three districts (\$1,400,000)</b>  |                                    | <b>\$0</b>                |                  |                 |
| COMPONENT 4: SUMMARY RE-GRANTS TO STATE (Please complete separate budget documents)                             |                                    |                           |                  |                 |
| <b>WALLACE BUDGET</b>   |                                    | <b>NON-WALLACE BUDGET</b> |                  |                 |
| NAME OF State Partner   | \$150,000                          |                           |                  |                 |
| <b>GRAND TOTALS</b>   |                                    | <b>\$2,337,493</b>        |                  | <b>\$85,559</b> |

Please enter your proposed budget in the green cells. Fill in the personnel worksheets. Formulas will insert totals from worksheets on to this summary budget.

All district and state re-grants and partner provider subcontracts must complete a separate "Detailed Budget"

**Savings in district costs are not transferrable to university costs, but could be transferred to the state for a state-wide LTS system**

## University Principal Preparation Initiative District Budget Summary

|   |   |                           |  |
|---|---|---------------------------|--|
| <b>DISTRICT Re-Grantee Name:</b>  | <b>The School District of Palm Beach County</b> |                           |  |
| <b>University Name:</b>   | <b>Florida Atlantic University</b>              |                           |  |
| <b>Grant ID #</b>   | <b>20160532</b>                                 |                           |  |
|   | <b>Wallace Grant</b>                            | <b>Non-Wallace Budget</b> |  |
| <b>District costs</b>   | \$533,874                                       |                           |  |
| <b>Indirect</b>   | \$13,507  |                           |  |
| <b>Total Budget</b>   | \$547,381                                       | <b>\$0</b>                |  |
| <b>NOTE: Interest is expected to be earned</b>                                |   |                           |  |
| <b>Year One: July 1, 2016 - December 31, 2017</b>                             | <b>WALLACE BUDGET</b>                           | <b>NON-WALLACE BUDGET</b> |  |
| <b>DISTRICT COSTS (re-grant from university)</b>                              |   |                           |  |
| <b>DISTRICT PERSONNEL</b>   |   |                           |  |
| District Project Director salary (Please fill in Personnel Worksheet)         | \$0   | \$0                       |  |
| District Project Director fringe (Calculated under Personnel Worksheet)       | \$0   | \$0                       |  |
| Other district personnel and consultants (Please fill in Personnel Worksheet) | \$0   | \$0                       |  |
| Other district fringe Benefits (Calculated under Personnel Worksheet)         | \$0   | \$0                       |  |
| <b>PROJECT COSTS</b>  |   |                           |  |
| Leader Tracking System (Please fill in corresponding Worksheet)               | \$350,000                                       | \$0                       |  |
| Local meeting and office expenses   | \$65,174  | \$0                       |  |
| Wallace Network Activities (Please allocate \$15,000)                         | \$15,000  | \$0                       |  |
| AASA Technical Assistance   | No cost to grantee                              |                           |  |
| <b>INDIRECT COSTS</b>   | <b>Enter percentage here</b>                    |                           |  |
| Indirect costs may not exceed 15%   | \$  | 3%                        |  |
| <b>Indirect costs</b>   | \$13,507  |                           |  |
| <b>Subtotal re-grant to district</b>  | <b>\$443,681</b>                                | <b>\$0</b>                |  |
| <b>DISTRICT COSTS (paid for directly by university)</b>                       |   |                           |  |
| <b>DISTRICT PERSONNEL</b>   |   |                           |  |
| District Project Director salary (Please fill in Personnel Worksheet)         | \$0   | \$0                       |  |
| District Project Director fringe (Calculated under Personnel Worksheet)       | \$0   | \$0                       |  |
| Other district personnel and consultants (Please fill in Personnel Worksheet) | \$103,700                                       | \$0                       |  |
| Other district fringe Benefits (Calculated under Personnel Worksheet)         | \$0   | \$0                       |  |
| <b>PROJECT COSTS</b>  |   |                           |  |
| Leader Tracking System (Please fill in corresponding Worksheet)               | \$0   | \$0                       |  |
| Local meeting and office expenses   | \$0   | \$0                       |  |
| Wallace Network Activities (Please allocate \$15,000)                         |   |                           |  |
| AASA Technical Assistance   | No cost to grantee                              |                           |  |
| <b>Subtotal paid directly by university</b>                                   | <b>\$103,700</b>                                | <b>\$0</b>                |  |
| <b>GRAND TOTALS</b>   | <b>\$547,381</b>                                | <b>\$0</b>                |  |

Please enter your proposed budget in the green cells. Fill in the following worksheets personnel and leader tracking system. Formulas will insert totals from worksheets on to this summary budget.



## University Principal Preparation Initiative District Budget Summary

|   |                                    |                            |
|---|------------------------------------|----------------------------|
| <b>DISTRICT Re-Grantee Name:</b>  | <b>St. Lucie Public Schools</b>    |                            |
| <b>University Name:</b>   | <b>Florida Atlantic University</b> |                            |
| <b>Grant ID #</b>   | <b>20160532</b>                    |                            |
|   | <b>Wallace Grant</b>               | <b>Non-Wallace Budget</b>  |
| <b>District costs</b>   | \$542,857                          |                            |
| <b>Indirect</b>   |                                    |                            |
| <b>Total Budget</b>   | \$542,857                          | \$0                        |
| <b>NOTE: Interest is expected to be earned</b>                                |                                    |                            |
| <b>Year One: July 1, 2016 - December 31, 2017</b>                             | <b>WALLACE BUDGET:</b>             | <b>NON-WALLACE BUDGET:</b> |
| <b>DISTRICT COSTS (re-grant from university)</b>                              |                                    |                            |
| <b>DISTRICT PERSONNEL</b>   |                                    |                            |
| District Project Director salary (Please fill in Personnel Worksheet)         | \$30,935                           | \$0                        |
| District Project Director fringe (Calculated under Personnel Worksheet)       | \$5,800                            | \$0                        |
| Other district personnel and consultants (Please fill in Personnel Worksheet) | \$4,008                            | \$0                        |
| Other district fringe Benefits (Calculated under Personnel Worksheet)         | \$0                                | \$0                        |
| <b>PROJECT COSTS</b>  |                                    |                            |
| Leader Tracking System (Please fill in corresponding Worksheet)               | \$350,000                          | \$0                        |
| Local meeting and office expenses   | \$6,846                            | \$0                        |
| Wallace Network Activities (Please allocate \$15,000)                         | \$15,000                           | \$0                        |
| AASA Technical Assistance   | No cost to grantee                 |                            |
| <b>INDIRECT COSTS</b>   | <b>Enter percentage here</b>       |                            |
| Indirect costs may not exceed 15%   | \$                                 |                            |
| <b>Indirect costs</b>   | \$0                                |                            |
| <b>Subtotal re-grant to district</b>  | <b>\$412,589</b>                   |                            |
| <b>DISTRICT COSTS (paid for directly by university)</b>                       |                                    |                            |
| <b>DISTRICT PERSONNEL</b>   |                                    |                            |
| Other district personnel and consultants (Please fill in Personnel Worksheet) | \$130,268                          | \$0                        |
| Other district fringe Benefits (Calculated under Personnel Worksheet)         | \$0                                | \$0                        |
| <b>PROJECT COSTS</b>  |                                    |                            |
| Leader Tracking System (Please fill in corresponding Worksheet)               | \$0                                | \$0                        |
| Local meeting and office expenses   | \$0                                | \$0                        |
| Wallace Network Activities (Please allocate \$15,000)                         | \$0                                | \$0                        |
| AASA Technical Assistance   | No cost to grantee                 |                            |
| <b>Subtotal paid directly by university</b>                                   | <b>\$130,268</b>                   |                            |
| <b>GRAND TOTALS</b>   | <b>\$542,857</b>                   | <b>\$0</b>                 |

Please enter your proposed budget in the green cells. Fill in the following worksheets personnel and leader tracking system. Formulas will insert totals from worksheets on to this summary budget.

**University Principal Preparation Initiative  
District Budget Summary**

|   |   |                              |
|---|---|------------------------------|
| <b>DISTRICT Re-Grantee Name:</b>  | <b>School Board of Broward County Florida</b> |                              |
| <b>University Name:</b>   | <b>Florida Atlantic University</b>            |                              |
| <b>Grant ID #</b>   | <b>20160532</b>                               |                              |
|   | <b>Wallace Grant</b>                          | <b>Non-Wallace Budget</b>    |
| <b>District costs</b>   | \$299,949                                     |                              |
| <b>Indirect</b>   | \$9,813                                       |                              |
| <b>Total Budget</b>   | \$309,762                                     | \$0                          |
| <b>NOTE: Interest is expected to be earned</b>                                |   |                              |
| <b>Year One: July 1, 2016 - December 31, 2017</b>                             | <b>WALLACE BUDGET</b>                         | <b>NON-WALLACE BUDGET</b>    |
| <b>DISTRICT COSTS (re-grant from university)</b>                              |   |                              |
| <b>DISTRICT PERSONNEL</b>   |   |                              |
| District Project Director salary (Please fill in Personnel Worksheet)         | \$77,000                                      | \$0                          |
| District Project Director fringe (Calculated under Personnel Worksheet)       | \$21,640                                      | \$0                          |
| Other district personnel and consultants (Please fill in Personnel Worksheet) | \$25,500                                      | \$0                          |
| Other district fringe Benefits (Calculated under Personnel Worksheet)         | \$0   | \$0                          |
| <b>PROJECT COSTS</b>  |   |                              |
| Leader Tracking System (Please fill in corresponding Worksheet)               | \$50,000                                      | \$0                          |
| Local meeting and office expenses   | \$7,109                                       | \$0                          |
| Wallace Network Activities (Please allocate \$15,000)                         | \$15,000                                      | \$0                          |
| AASA Technical Assistance   | No cost to grantee                            |                              |
| <b>INDIRECT COSTS</b>   |   | <b>Enter percentage here</b> |
| Indirect costs may not exceed 15%   |   | \$ 5%                        |
| <b>Indirect costs</b>   | \$9,813                                       |                              |
| <b>Subtotal re-grant to district</b>  | \$206,062                                     | \$0                          |
| <b>DISTRICT COSTS (paid for directly by university)</b>                       |   |                              |
| <b>DISTRICT PERSONNEL</b>   |   |                              |
| District Project Director salary (Please fill in Personnel Worksheet)         | \$0   | \$0                          |
| District Project Director fringe (Calculated under Personnel Worksheet)       | \$0   | \$0                          |
| Other district personnel and consultants (Please fill in Personnel Worksheet) | \$53,700                                      | \$0                          |
| Other district fringe Benefits (Calculated under Personnel Worksheet)         | \$0   | \$0                          |
| <b>PROJECT COSTS</b>  |   |                              |
| Leader Tracking System (Please fill in corresponding Worksheet)               | \$50,000                                      | \$0                          |
| Local meeting and office expenses   | \$0   | \$0                          |
| Wallace Network Activities (Please allocate \$15,000)                         | \$0   | \$0                          |
| AASA Technical Assistance   | No cost to grantee                            |                              |
| <b>Subtotal paid directly by university</b>                                   | \$103,700                                     | \$0                          |
| <b>GRAND TOTALS</b>   | \$309,762                                     | \$0                          |

**Please enter your proposed budget in the green cells. Fill in the following worksheets personnel and leader tracking system. Formulas will insert totals from worksheets on to this summary budget.**

### Partner Provider Budget Summary

|   |  |                              |
|---|--|------------------------------|
| <b>Partner Provider Subcontractor:</b>                            | <b>Colorado Seminary, dba University of Denver</b> |                              |
| <b>University Name:</b>   | <b>Florida Atlantic University</b>                 |                              |
| <b>Grant ID #</b>   | <b>20160532</b>                                    |                              |
|   |  | <b>Wallace Grant</b>         |
| <b>Partner Provider costs</b>                                     |  | <b>\$174,701</b>             |
| <b>Indirect</b>   |  | <b>\$25,299</b>              |
| <b>Total Budget</b>   |  | <b>\$200,000</b>             |
| <b>NOTE: Interest is expected to be earned</b>                    |  |                              |
| <b>Year One: July 1, 2016 - December 31, 2017</b>                 |  | <b>WALLACE BUDGET</b>        |
| <b>DISTRICT COSTS</b>   |  |                              |
| <b>PERSONNEL</b>  |  |                              |
| Personnel salary (Please fill in Personnel Worksheet)             |  | \$127,293                    |
| Fringe Benefits (Calculated under Personnel Worksheet)            |  | \$15,195                     |
| <b>PROJECT COSTS</b>  |  |                              |
| Consultants (Please fill in corresponding Worksheet)              |  | \$0                          |
| Travel and meeting costs (Please fill in corresponding Worksheet) |  | \$31,463                     |
| Office expenses   |  | \$250                        |
| Printing/publication  |  | \$500                        |
| <b>INDIRECT COSTS</b>   |  | <b>Enter percentage here</b> |
| Indirect costs may not exceed 15%                                 |  | 15%                          |
| <b>Indirect costs</b>   |  | <b>\$25,299</b>              |
| <b>GRAND TOTALS</b>   |  | <b>\$200,000</b>             |

**Please enter your proposed budget in the green cells. Fill in the following worksheets personnel, consultants and travel and meeting costs. Formulas will insert totals from worksheets on to this summary budget.**

## University Principal Preparation Initiative

### State Budget Summary

|   |  |                           |
|---|--|---------------------------|
| <b>STATE Re-Grantee:</b>  | <b>Florida Department of Education</b> |                           |
| <b>University Name:</b>   | <b>Florida Atlantic University</b>     |                           |
| <b>Grant ID #</b>   | <b>20160532</b>                        |                           |
|   | <b>Wallace Grant</b>                   | <b>Non-Wallace Budget</b> |
| <b>State costs</b>  | \$150,000                              |                           |
| <b>Indirect</b>   |  |                           |
| <b>Total Budget</b>   | <b>\$150,000</b>                       | <b>\$0</b>                |
| <b>NOTE: Interest is expected to be earned</b>  |  |                           |
| <b>Year One: July 1, 2016 - December 31, 2017</b>   | <b>WALLACE BUDGET</b>                  | <b>NON-WALLACE BUDGET</b> |
| <b>DISTRICT COSTS</b>   |  |                           |
| <b>STATE PERSONNEL</b>  |  |                           |
| State personnel and consultants (Please fill in Personnel Worksheet)                          | \$0                                    | \$0                       |
| Fringe Benefits (Calculated under Personnel Worksheet)  | \$0                                    | \$0                       |
| <b>PROJECT COSTS</b>  |  |                           |
| Advisory Committee meeting costs and office expenses (Please fill in corresponding Worksheet) | \$150,000                              | \$0                       |
| <b>INDIRECT COSTS</b>   |  |                           |
|   | <b>Enter percentage here</b>           |                           |
| Indirect costs may not exceed 15%   | 0%                                     |                           |
| <b>Indirect costs</b>   | <b>\$0</b>                             |                           |
| <b>GRAND TOTALS</b>   | <b>\$150,000</b>                       | <b>\$0</b>                |

Please enter your proposed budget in the green cells. Fill in the following worksheets personnel and advisory committee meetings costs and office expenses. Formulas will insert totals from worksheets on to this summary budget.

**COMPONENT 3: District 1**

**DISTRICT NAME: BROWARD COUNTY PUBLIC SCHOOLS**

|   |  |
|---|--|
| <p><b>Strategy 3a:</b></p> <p>Develop and implement a leader tracking system, coordinated among all three districts, to meet the needs of the district and to be able to provide data to the university on the job performance of its graduates—by the end of Year Three.</p> | <p><b>If implemented successfully, how will we know there is high quality?</b></p> <p>The LTS will provide data on job performance of UPPi graduates placed in principal roles to measure the effectiveness of the UPPi program.</p> |
|---|--|

**Early Win:** Publication of the vision for the LTS.

| <p><b>Actions (What will be done to implement the strategy?)</b></p>  | <p><b>Who is responsible for completion and essential for success?</b></p> | <p><b>Start and End Date (Month)</b></p> |
|---|--|--|
| <p>Action 1: Actively participate in the PLC with representation from all three districts, the state, and FAU to help develop the vision and needs of the LTS.</p>  | <p>Broward Project Director</p>  | <p>September 2016</p>                    |
| <p>Action 2: As part of the PLC, collaborate to identify and hire a LTS project manager (shared by all districts) to serve as liaison between all partners to coordinate LTS development.</p>                                   | <p>Broward Project Director</p>  | <p>September 2016</p>                    |
| <p>Action 3: Based on <i>Quality Measures</i> review and technical assistance provided by AASA, engage in an inclusive process of crafting a vision for the leader tracking system that reflects the needs of the district.</p> | <p>PLC Project Director AASA</p>   | <p>October 2016 - November 2016</p>      |
| <p>Action 4: Utilizing the technical assistance provided by AASA, conduct meetings with district staff to diagnose the district's data needs, assess the current infrastructure, and disseminate results to the PLC.</p>        | <p>PLC Project Director AASA</p>   | <p>October 2016 - March 2017</p>         |
| <p>Action 5: Regularly engage with PLC to continue planning for LTS development and alignment with partner districts and the state.</p>   | <p>PLC Broward Project Director</p>  | <p>January 2017 to December 2017</p>     |

**For actions related to each district, list of any deliverables with expected completion dates:**

**COMPONENT 3: District 1**

**DISTRICT NAME: BROWARD COUNTY PUBLIC SCHOOLS**

|  |  |
|--|--|
| <p><b>Strategy 3b:</b></p> <p>Beyond any "core" leader standards cited in Strategy 1b, develop a district-specific set of leader standards to inform the full continuum of professional learning (from teacher leaders through aspiring and seated principals).</p> <p><b>Early Win:</b> Develop focus groups to help determine high leverage behaviors for leadership</p> | <p><b>If implemented successfully, how will we know there is high-quality?</b></p> <p>Standards will be aligned with national and state requirements and reflect district-specific leadership needs.</p> |
|--|--|

| <p><b>Actions (What will be done to implement the strategy?)</b></p>  | <p><b>Who is responsible for completion and essential for success?</b></p> | <p><b>Start and End Date (Month)</b></p> |
|---|--|--|
| <p>Action 1: Arrange teacher focus groups</p>   | <p>Leadership Development</p>  | <p>October 2016</p>                      |
| <p>Action 2: Arrange assistant principal focus groups</p>   | <p>Leadership Development</p>  | <p>November 2016</p>                     |
| <p>Action 3: Arrange principal focus groups</p>   | <p>Leadership Development</p>  | <p>December 2016 – January 2017</p>      |
| <p>Action 4: Arrange principal supervisor and central office staff focus groups</p>   | <p>Leadership Development</p>  | <p>February 2017</p>                     |
| <p>Action 5: Research leadership standards from other districts across the county</p>   | <p>Leadership Development/FAU</p>  | <p>September 2016 - December 2016</p>    |
| <p>Action 6: Compile focus group input to develop district specific leadership standards</p>  | <p>Leadership Development/FAU/OSPA</p>                                     | <p>September 2016 - December 2017</p>    |
| <p>Action 7: Utilize standards to develop curriculum and professional learning aligned to leadership standards and district principal preparation program</p> | <p>Leadership Development/FAU</p>  | <p>September 2016 - December 2017</p>    |

**For actions related to each district, list of any deliverables with expected completion dates:**

**COMPONENT 3: District 1**

**DISTRICT NAME: BROWARD COUNTY PUBLIC SCHOOLS**

|   |  |
|---|--|
| <p><b>Strategy 3c:</b></p>  | <p><b>If implemented successfully, how will we know there is high quality?</b></p>                       |
| <p>Co-develop and co-deliver the professional learning (partnership program) to be incorporated across the continuum, including providing the district-supplied supports necessary for implementation (e.g. tuition aid, district project directors, etc.).</p> | <p>Revised professional learning will result in improvement of VAM scores and principal evaluations.</p> |

**Early Win:** To clearly identify gaps or areas for improvement in current professional learning across the continuum

| <p><b>Actions (What will be done to implement the strategy?)</b></p>   | <p><b>Who is responsible for completion and essential for success?</b></p> | <p><b>Start and End Date (Month)</b></p> |
|--|--|--|
| <p>Action 1:<br/>Conduct a deep analysis and evaluation of current professional learning</p>   | <p>Leadership Development/FAU</p>  | <p>October 2016 - February 2017</p>      |
| <p>Action 2:<br/>Research what similar districts are doing around professional learning</p>  | <p>Leadership Development/FAU</p>  | <p>October 2016 - June 2017</p>          |
| <p>Action 3<br/>In conjunction with Florida Atlantic University, obtain the latest research on leadership professional development</p> | <p>Leadership Development/FAU</p>  | <p>October 2016 - June 2017</p>          |
| <p>Action 4:<br/>Compile findings to develop professional learning to be incorporated across the continuum</p>                         | <p>Leadership Development/FAU</p>  | <p>October 2016 - June 2017</p>          |

**For actions related to each district, list of any deliverables with expected completion dates:**

**University Principal Preparation Initiative  
District Budget Summary**

|   |   |                           |
|---|---|---------------------------|
| <b>DISTRICT Re-Grantee Name:</b>  | <b>School Board of Broward County Florida</b> |                           |
| <b>University Name:</b>   | <b>Florida Atlantic University</b>            |                           |
| <b>Grant ID #</b>   | <b>20160532</b>                               |                           |
|   | <b>Wallace Grant</b>                          | <b>Non-Wallace Budget</b> |
| <b>District costs</b>   | <b>\$299,949</b>                              |                           |
| <b>Indirect</b>   | <b>\$9,813</b>                                |                           |
| <b>Total Budget</b>   | <b>\$309,762</b>                              | <b>\$0</b>                |
| <b>NOTE: Interest is expected to be earned</b>                                |   |                           |
| <b>Year One: July 1, 2016 - December 31, 2017</b>                             | <b>WALLACE BUDGET</b>                         | <b>NON-WALLACE BUDGET</b> |
| <b>DISTRICT COSTS (re-grant from university)</b>                              |   |                           |
| <b>DISTRICT PERSONNEL</b>   |   |                           |
| District Project Director salary (Please fill in Personnel Worksheet)         | \$77,000                                      | \$0                       |
| District Project Director fringe (Calculated under Personnel Worksheet)       | \$21,840                                      | \$0                       |
| Other district personnel and consultants (Please fill in Personnel Worksheet) | \$25,500                                      | \$0                       |
| Other district fringe Benefits (Calculated under Personnel Worksheet)         | \$0   | \$0                       |
| <b>PROJECT COSTS</b>  |   |                           |
| Leader Tracking System (Please fill in corresponding Worksheet)               | \$50,000                                      | \$0                       |
| Local meeting and office expenses   | \$7,109                                       | \$0                       |
| Wallace Network Activities (Please allocate \$15,000)                         | \$15,000                                      | \$0                       |
| AASA Technical Assistance   | No cost to grantee                            |                           |
| <b>INDIRECT COSTS</b>   | <b>Enter percentage here</b>                  |                           |
| Indirect costs may not exceed 15%   | 5%  |                           |
| <b>Indirect costs</b>   | <b>\$9,813</b>                                |                           |
| <b>Subtotal re-grant to district</b>  | <b>\$206,062</b>                              | <b>\$0</b>                |
| <b>DISTRICT COSTS (paid for directly by university)</b>                       |   |                           |
| <b>DISTRICT PERSONNEL</b>   |   |                           |
| District Project Director salary (Please fill in Personnel Worksheet)         | \$0   | \$0                       |
| District Project Director fringe (Calculated under Personnel Worksheet)       | \$0   | \$0                       |
| Other district personnel and consultants (Please fill in Personnel Worksheet) | \$53,700                                      | \$0                       |
| Other district fringe Benefits (Calculated under Personnel Worksheet)         | \$0   | \$0                       |
| <b>PROJECT COSTS</b>  |   |                           |
| Leader Tracking System (Please fill in corresponding Worksheet)               | \$50,000                                      | \$0                       |
| Local meeting and office expenses   | \$0   | \$0                       |
| Wallace Network Activities (Please allocate \$15,000)                         | \$0   | \$0                       |
| AASA Technical Assistance   | No cost to grantee                            |                           |
| <b>Subtotal paid directly by university</b>                                   | <b>\$103,700</b>                              | <b>\$0</b>                |
| <b>GRAND TOTALS</b>   | <b>\$309,762</b>                              | <b>\$0</b>                |

*Subaward to district*

*FAU to pay teacher payments*

Please enter your proposed budget in the green cells. Fill in the following worksheets personnel and leader tracking system. Formulas will insert totals from worksheets on to this summary budget.