



Aspiring Principals Pipeline Grant

Request for Applications (RFA)

Application Due Date:

Wednesday, April 24, 2024

5:00 p.m. CDT

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General Information

Background

Across the country and within the state of North Dakota, looming principal shortages are of increasing concern. In December of 2021 and again in August of 2022, the National Association of Secondary School Principals released results from national surveys of school principals, which indicated that nearly 40% of principals expected to leave the profession in the next three years, 24% in the next two to three years, and 14% within the next year¹. Indeed, such projections have thus far been true to reality – according to a research brief by RAND Corporation, released in February of 2023, 16% of principals left their school in the 2021-2022 school year². In North Dakota, the latest data from the North Dakota Department of Public Instruction (NDDPI) indicates a 9.7% rate of irregular (emergency or provisional credentialed personnel) and unfilled positions across elementary and secondary areas.

While such attrition rates may be exacerbated by the unique demands of running a school through the COVID-19 pandemic period, it is important that districts have access to high-quality, low-cost principal pathways. The Learning Policy Institute cites student debt from principal preparation programs as a contributing factor towards principal compensation concerns, which is a primary reason why many principals indicate they plan to leave their school³. Moreover, like the teacher occupation, the principal occupation experiences a mismatch in racial representation with relation to the larger student population – in 2017, while 52% of national students identified as non-white, only 22% of principals identified as non-white⁴. Therefore, it is critical that North Dakota develop high-quality, low-cost pathways that will equip diverse aspiring principals to earn their administration degree and credential and persist in the profession.

Purpose

The purpose of the North Dakota Apprenticeship Program for Principals is to create a pathway for aspiring K-12 principals to become K-12 principals for free and get paid to do so. Candidates will take coursework leading to a master's degree in educational administration, and a North Dakota Level I Professional Principal Credential while being employed full-time as an assistant principal.

¹ National Association of School Principals. (2021, December 8). *NASSP Survey Signals a Looming Mass Exodus of Principals from Schools*. NASSP. Retrieved March 31, 2023, from

<https://www.nassp.org/news/nassp-survey-signals-a-looming-mass-exodus-of-principals-from-schools/>

² Superville, D. R., & Yap, L. (2023, February 16). *Is This the Beginning of the Principal Exodus?* Education Week. Retrieved March 31, 2023, from <https://www.edweek.org/leadership/is-this-the-beginning-of-the-principal-exodus/2023/02>

³ Bartoletti, J. (2020, May 14). *Supporting a Strong, Stable Principal Workforce: What Matters and What Can Be Done*. Learning Policy Institute. Retrieved March 31, 2023, from

<https://learningpolicyinstitute.org/product/supporting-strong-stable-principal-workforce-report>

⁴ Hansen, M., Dews, F., & Winthrop, R. (2022, November 22). *Low retention, diversity among school principals sparks need for long-term strategies*. Brookings. Retrieved March 31, 2023, from <https://www.brookings.edu/blog/brown-center-chalkboard/2022/11/22/1649415/>

The North Dakota Department of Public Instruction (NDDPI) plans to award up to \$150,000 to 1-2 Education Preparation Provider (EPP) applicants who can offer high-quality, low-cost pathways to aspiring principals. NDDPI reserves the right to award grant amounts that partially fund an applicant’s proposal (for example, if an applicant submits an application for \$150,000, NDDPI may choose to award \$75,000 and the remaining \$75,000 to another applicant). Applicants are therefore encouraged to apply for an amount that reflects their maximum capacity, and all budgets should be provided on a per participant basis. Applications are weighted in favor of higher number of candidates served, while still maintaining program quality.

Eligible Applicants

This competitive solicitation is open to any Education Preparation Providers (EPP) with an approved principal preparation program in the state of North Dakota.

Schedule

Event	Date
Request for Applications Released	March 14, 2024
Application Deadline	April 24, 2024
Notice of Contract Award	June 1, 2024
Proposed Contract Start Date *	June 1, 2024

*Note: All contract signature deadlines and proposed contract start dates are tentative and subject to all final approvals once grant awards are determined.

Scope of Work Summary

Terms for EPP Applicant

The following Scope of Work summary provides an overview of the minimum requirements that selected awardees will be expected to provide upon contract award.

1. The Awardee must provide aspiring principal participants (“participants”) with a tuition-free education resulting in a master’s degree in educational administration, or another field certifiable by the Education Standards and Practices Board, and Level I Professional Principal Credential, focusing on Elementary Principal Credential (for individuals serving grade levels K-8), Secondary Principal Credential (for individuals serving grade levels 5-12), or the K-12 Principal Credential. The Awardee must already be approved to offer the credential they have proposed in their application(s).

2. Grant funding must entirely cover tuition, textbooks, and fees for all selected participants. No cost for programming shall be passed on to participants.
3. The Awardee must work with the partnering LEA(s) to place each participant in a paid full-time assistant principal position for the duration of their participation in the program. During this residency component of the program, participants will serve in a minimum 1-year clinical internship experience. Each participant must be assigned to a high-quality mentor principal.
4. The Awardee and LEA partner(s) must allow for the residency experience to satisfy the clinical internship requirements for participants. Once selected and enrolled in the Awardee's program, participants must be employed by the LEA as a paid, full-time assistant principal or similar position for the entire duration of the program.
5. The Awardee must work with the LEA partner(s) to ensure that participants will not serve as the lead principal in a clinical practice setting during their completion of the program.
6. The Awardee must allow for LEAs to make the final decision on the selection of all participants. All selected participants must meet all state and local requirements for employment as a full-time assistant principal, as well as all admission requirements for the partner Awardee institution in which they will be enrolled. Individuals who already have a master's degree do not qualify for participation in the applicant's program.
7. The Awardee must ensure that if a participant chooses to unenroll from the Awardee's program prior to their completion of the program, the Awardee will allow the LEA in which that participant was placed to select a new participant to enroll in the program at no additional cost.
8. The Awardee must submit a proof of participant progress report, on a semesterly basis, that outlines program progress and outcomes to date. Minimum semesterly report requirements include:
 - a. Participant progress data
 - b. Participant names
 - c. GPAs
 - d. LEA employer
 - e. Enrollment status (enrolled vs. unenrolled)
 - f. Degree and/or certification currently held
 - g. Any other relevant information as requested by the North Dakota Department of Public Instruction.
9. The Awardee shall provide to the North Dakota Department of Public Instruction, within 90 calendar days of the conclusion of the grant term, a written final report that outlines program activities and outcomes. Minimum final report requirements include:
 - a. Comprehensive summary of program activities and outcomes
 - b. Participant progress data outlined in scope item #10.
 - c. Graduation status, credential application status, and employment status for each participant
 - d. Overall evaluation of program effectiveness, including participant graduation rate
 - e. LEA satisfaction survey regarding the effectiveness of the participants' preparation as a result of the program

- f. Recommendations for program improvements for future participants
10. For the duration of the grant term, the Awardee and all partners must be responsive to all program evaluation requests from the North Dakota Department of Public Instruction.
 11. The Awardee must provide supplementary academic, career, and certification preparation support, within grant funding, to all participants enrolled in the programs, as outlined in their grant application and proposal.
 12. The Awardee shall agree to cooperate with the North Dakota Department of Public Instruction in their Grow Your Own program as a Registered Apprenticeship program.
 13. Unused funding from the Awardee's award may be reallocated, at the discretion of the North Dakota Department of Public Instruction.
 14. The Awardee shall otherwise implement a North Dakota Principal Apprenticeship Program as specified in their application's response to the Application Component section of this RFA, including all specifications outlined by the applicant in response to Mandatory Requirement and Technical Response items.

Partnership Requirements

All applications must include letter(s) of support from each proposed LEA partner. This letter must certify the following:

- The LEA is willing to participate in the grant program in partnership with the applicant.
- The LEA has reviewed and agrees to its role and responsibilities as a partner, as outlined in the Scope of Work Summary and Technical Response sections of this RFA.
- The LEA certifies that any additional stipends or payments provided to assigned mentor principals will be the financial responsibility of the LEA and will not be paid by the EPP awardee using grant funds.
- The LEA certifies that it has been involved in determining, and approves of, the teacher certification field(s) and degree(s) that will be offered via the proposed partnership.
- If a grant is awarded, the LEA is willing to sign a formal memorandum of understanding (MoU) with the North Dakota Department of Public Instruction, as part of its participation in the program, that further outlines and clarifies its role and responsibilities.

Upon grant award, all partnering LEAs will be required to sign a memorandum of understanding (MoU) with the North Dakota Department of Public Instruction. See "Appendix C: Memorandum of Understanding (LEAs)" for a summary of what will be included in this MoU.

Application Components

Mandatory Requirements (Pass/Fail)

The applicant must address all mandatory requirement items listed below and provide, in sequence, all requested information and documentation. Applications that do not earn a passing score in all mandatory requirement items will not be considered for award. All mandatory requirements must be met and given a passing score in order for an application to receive remaining scores for the Technical Response section.

Item	Mandatory Requirements	<i>(For state use only:)</i> Assigned Score (Pass/Fail)
M1	Contact Info: Detail the name, title, email address, mailing address, and telephone number of the person the Solicitation Coordinator should contact regarding the response.	
M2	Partner Info: Provide the entity name, point of contact, phone number, and email address for each organization involved in this partnership. This should include information for both the EPP submitting the application as well as any LEAs with whom the EPP is proposing to partner.	
M3	Agrees to Scope of Services: Provide a statement confirming that, if awarded a contract, the applicant will accept and agree to all terms and conditions outlined in the section “Terms for EPP Applicant” of this RFA.	
M4	Approved to Certify: Provide a statement confirming that the applicant is already approved to offer recommendation for certification in all of the applicable certification fields, prior to the submission of their application.	
M5	LEA Letter(s) of Support: Include attached letter(s) of support from all proposed partner LEA(s), and/or partnership agreements with each of the proposed partner LEAs. Each letter of support must certify the following: <ul style="list-style-type: none"> ● The LEA has reviewed and agrees to its role and responsibilities as a partner, as outlined in the Scope of Work and Technical Response sections of this RFA. ● Any additional stipends or payments provided to assigned mentor principals will be the financial responsibility of the LEA and will not be paid by the EPP awardee using grant funds. ● The LEA has been involved in determining, and approves of, the principal certification that will be offered via the proposed partnership. ● If a grant is awarded, the LEA is willing to sign a formal memorandum of understanding (MoU) with the North Dakota Department of Public Instruction, as part of its participation in the program, that further 	

	outlines and clarifies its role and responsibilities.	
M6	No Cost to Participants: Provide a statement confirming that, if the grant is awarded, participants will not bear any costs from tuition, textbooks, or fees.	
M7	Registered Apprenticeship: Provide a statement indicating that, upon successful program implementation, applicant and LEA partners are willing to participate in registration of the program as an official Registered Apprenticeship with the US Department of Labor’s Regional Office, with the North Dakota Department of Public Instruction serving as sponsor.	
M8	Residency Period: Applicants must attest that program participants will have at least one year of full-time residency experience.	

Technical Response (100 Points)

The applicant must address all technical response items and provide, in sequence, the information requested. The evaluation team members will evaluate the responses and assign a score to each item using the rubric below. See **Appendix B: Technical Response Rubric** for a detailed breakdown of how each Technical Response Item will be scored.

#	Technical Response Item	Max Points	Assigned Points (For state use only)
T1	LEA Partners: Provide the applicant’s full list of proposed LEA partners.	12	
T2	Participant Seats: Provide the following: <ol style="list-style-type: none"> 1) A count of the number of participant seats that will be offered to each LEA partner for the proposed GYO program. Number of seats offered to each LEA may vary and should be based on size and need of the LEA(s). 2) A count of the total number of seats offered to all LEA partners for the GYO North Dakota grant program. 	38	
T3	Budget and Budget Narrative: Submit a proposed budget (using the attached Appendix A: <i>Budget Template</i>), and an accompanying budget narrative. The budget narrative must indicate costs on a “per participant” basis and must categorize all proposed costs for the program. Only scholarships (object code 800), supplies (object code 600), and indirect costs (object code 900) should be utilized. If proposed items do not fit under these object codes, you may use the “other” category, and describe the cost in the budget narrative. <i>Any fixed costs should be clearly indicated as such in the accompanying budget narrative, and all other costs should be indicated on a “per</i>	5	

	<p><i>participant” basis. NDDPI reserves the right to award grant amounts that partially fund an applicant’s proposal (for example, if an applicant submits an application for \$150,000 for 15 candidates, NDDPI may choose to award \$100,000 for only 10 candidates, and the remaining \$50,000 to another applicant). Applicants are therefore encouraged to apply for an amount that reflects their maximum capacity.</i></p> <p><i>Individual application budgets received must not exceed \$150,000.00.</i></p>		
T4	<p>Coursework Details: Provide a timeline of program activity and intended course schedule. This response should include, at a minimum:</p> <ol style="list-style-type: none"> 1) Indication of professional credential (Elementary Principal Credential, Secondary Principal Credential, or K-12 Principal Credential) and degree granted. 2) Descriptions of how courses will be delivered (online, in-person, hybrid), and an outline of where courses will be offered (e.g. on-campus, online learning management system, etc.) 3) Course descriptions and full course schedule for the proposed apprenticeship program, including number of credit hours for the degree 4) Narrative of how courses complement the full-time clinical experience <p>Additionally, this response should address how coursework is aligned to and satisfies each of the following standards, as prescribed by the Education Standards and Practices Board: (1) mission, vision, and improvement; (2) ethics and professional norms; (3) equity, inclusiveness, and cultural responsiveness; (4) learning and instruction; (5) operations and management; (6) building professional capacity; (7) internship experience.</p>	15	
T5	<p>Details of Residency Model: Provide a description of the residency and 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following:</p> <ol style="list-style-type: none"> 1) How will high-quality mentor principals be chosen and paired? 2) Will the LEA partner(s) offer stipends or additional payments to assigned mentor principals? If yes, how much will be offered? 3) How will participants gradually take on more responsibility over the course of the program? 4) What evaluation process will be established to provide feedback to participants throughout the program? 5) How will the residency model complement classroom learning? 	15	
T6	<p>EPP-LEA Partnerships: Provide a description of the respective partnership roles between the applicant and the partner LEA(s). Please specify which parties are responsible for which elements of the program.</p>	5	

T7	Wraparound Supports: Describe the academic and career support plan that the EPP will offer to participants to ensure success during their completion of the program. What ongoing support will be offered, if any, following completion of the program?	5	
T8	Increasing Diversity: Provide the principal diversity recruitment and hiring goals of the applicant's partner LEA(s). This should include their retention goals, specifically in regard to school leaders of color, including current and projected hiring needs based on current staff data. The applicant must outline how both the applicant and the proposed LEA partner(s) intend to take steps to increase the diversity of the LEA's leadership staff, including by increasing the percentage of school leaders of color, by participating in the program. The applicant should articulate specific strategies that will help realize these goals.	5	
<i>Score Awarded (Maximum Possible= 100)</i>			

Appendix A: Budget Template

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

1. Applicant Organization Name:		2. SAM.gov UEI		
3. Applicant Organization Address		City	State	ZIP
4. Project Name				
5. Project Period				
Beginning Date (MM/DD/YY)		Ending Date (MM/DD/YY)		
6. Budget Summary (Must include a narrative that includes a Budget Justification.)				

Budget Category	Funds Being Requested
100 - Certified Personnel	
200 - Employee Benefits	
300 - Purchased Professional and Technical Services	
500 - Travel	
600 - Supplies & Materials	
700 - Equipment	
800 - Other (Dues and Scholarships)	
900 - Indirect Cost	
TOTALS	

7. Terms and Conditions

The grantee agrees to conduct this grant award within the guidelines issued by the North Dakota Department of Public Instruction (NDDPI) and to comply with the "Fiscal Requirements for Federal Programs" found on NDDPI's website. A final invoice and performance report will be submitted within 30 days after the project's end date.

Signature of Authorized Official/Project Director	Typed Name	Date	
Title	Telephone Number		
Signature of Chairperson of Applicant's Governing Board	Typed Name	Date	
Address	City	State	Zip Code

Appendix B: Technical Response Rubric

Question	Points Earned			
T1: LEA Partners: Provide the applicant's full list of proposed LEA partners.	2 points Applicant proposes to partner with 1 LEA.	5 points Applicant proposes to partner with 2 LEAs with high-need school(s).	8 points Applicant proposes to partner with 3-4 LEAs with high-need school(s).	12 points Applicant proposes to partner with 5+ LEAs with high-need school(s).
T2: Participant Seats: Please provide the following: A count of the number of participant seats that will be offered to each LEA partner for the proposed GYO program. Note: number of seats offered to each LEA can vary and should be based on size and need of LEA(s). A count of the total number of seats offered to all LEA partners for the proposed GYO North Dakota grant program.	Maximum Points: 38 points Score = (Number of total participants applicant can support / maximum number of total participants supported across all applications received) * 38			
T3: Budget and Budget Narrative: Submit a proposed budget (using the attached Appendix A: Budget Template), and an accompanying budget narrative. The budget narrative must indicate costs on a "per participant" basis and must categorize all proposed costs for the program. Only scholarships (object code 800), supplies (object code 600), and indirect costs (object code 900) should be utilized. If proposed items do not fit under these object codes, you may use the "other" category, and describe the cost in the budget narrative.	0 points The item is not addressed.	1 point EPP provides both a budget and budget narrative for the program, but items are poorly detailed, contain several errors, and/or do not clearly align to stated program goals.	3 points EPP provides both a budget and budget narrative for the program, but items are somewhat lacking in detail, contain errors, and/or only somewhat align to stated program goals.	5 points EPP provides both a budget and budget narrative for the program, and items are well detailed, contain no errors, and are clearly aligned to stated program goals.
T4: Coursework Details: Provide a timeline of program activity and intended course schedule. This response should include, at a minimum:	0 points The item is not addressed.	5 points Response does not contain a clear description of intended coursework details, and/or two or more of the required components are missing or	10 points Response contains a clear description of intended coursework details, but one of the required components is missing or lacking in sufficient detail.	15 points Response contains a clear description of intended coursework details, and all of the required components are fully addressed in sufficient detail.

<ol style="list-style-type: none"> 1. Indication of professional credential (Elementary Principal Credential, Secondary Principal Credential, or K-12 Principal Credential) and degree granted. 2. Descriptions of how courses will be delivered (online, in-person, hybrid), and an outline of where courses will be offered (e.g. on-campus, online learning management system, etc.) 3. Course descriptions and full course schedule for the proposed apprenticeship program, including number of credit hours for the degree 4. Narrative of how courses complement the full-time clinical experience <p>Additionally, this response should address how coursework is aligned to and satisfies each of the following standards, as prescribed by the Education Standards and Practices Board: (1) mission, vision, and improvement; (2) ethics and professional norms; (3) equity, inclusiveness, and cultural responsiveness; (4) learning and instruction; (5) operations and management; (6) building professional capacity; (7) internship experience.</p>		<p>lacking in sufficient detail.</p>		
<p>T5: Details of Residency Model: Provide a description of the residency and 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following:</p> <ol style="list-style-type: none"> 1. How will high-quality mentor principals be chosen and paired? 2. Will the LEA partner(s) offer stipends or additional payments to assigned mentor principals? If yes, how much will be offered? 3. How will participants gradually take on more responsibility over the course of the program? 4. What evaluation process will be established to provide feedback to 	<p>0 points The item is not addressed.</p>	<p>5 points Response does not contain a clear description of the residency model to be employed during the program, and/or two or more of the required components are missing or lacking in sufficient detail.</p>	<p>10 points Response contains a clear description of the residency model to be employed during the program, but one of the required components is missing or lacking in sufficient detail.</p>	<p>15 points Response contains a clear description of the residency model to be employed during the program, and all required components are addressed in sufficient detail.</p>

<p>5. participants throughout the program? How will the residency model complement classroom learning?</p>				
<p>T6: EPP-LEA Partnerships: Provide a description of the respective partnership roles between the applicant and the partner LEA(s). Please specify which parties are responsible for which elements of the program.</p>	<p>0 points The item is not addressed.</p>	<p>1 point Narrative is incomplete and/or lacks a clear outline of responsibilities for each party.</p>	<p>3 points Narrative is complete and includes a clear outline of responsibilities for each party, but lacks some level of detail describing responsibilities of each party in managing specific elements of the grant program, including recruitment, selection and placement of candidates, etc.</p>	<p>5 points Narrative is complete and includes a clear outline of responsibilities for each party, with a high level of detail describing responsibilities of each party in managing specific elements of the grant program, including recruitment, selection and placement of candidates, etc.</p>
<p>T7: Wraparound Supports: Describe in detail the academic, career, and certification preparation support plan that the EPP will offer to participants to ensure success during their completion of the program. What ongoing support will be offered, if any, following completion of the program?</p>	<p>0 points The item is not addressed.</p>	<p>1 point Narrative provides a poor level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants, and does not clearly outline how support will be differentiated based on the prior experience and needs of the participants.</p>	<p>3 points Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants but does not clearly outline how support will be differentiated based on the experiences and needs of the participants.</p>	<p>5 points Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants to ensure success both during and after their completion of the program. Narrative provides a clear outline of how support will be differentiated based on the experiences and needs of the participants.</p>
<p>T8: Increasing Diversity: Provide the principal diversity recruitment and hiring goals of the applicant's partner LEA(s). This should include their retention goals, specifically in regard to school leaders of diverse background, including current and projected hiring needs based on current staff data. The applicant must outline how both the applicant and the proposed LEA partner(s) intend to take steps to increase the diversity of the LEA's leadership staff, including by increasing the percentage of school leaders of diverse background, by participating in the program. The applicant should articulate specific strategies that will help realize these goals.</p>	<p>0 points The item is not addressed.</p>	<p>1 point Response describes a superficial attempt to increase the diversity of teaching staff, and it fails to outline concrete steps.</p>	<p>3 points Response contains a description of how both the applicant and the proposed LEA partners intend to take steps to increase the diversity of the LEA's leadership staff. The application may not identify multiple meaningful strategies they will take towards achieving the goal(s).</p>	<p>5 points Response contains a clear description of how both the applicant and the proposed LEA partners intend to take steps to increase the diversity of the LEA's leadership staff, including by increasing the percentage of teachers of diverse background, by participating in this grant program. The application identifies a variety of specific steps they will take towards achieving the goal(s) articulated in this response.</p>

Appendix C: MoU for the Registered Principal Apprenticeship:

- North Dakota Department of Public Instruction (NDDPI)
- North Dakota University
- LEAs

Section I: Purpose

The purpose of this Memorandum of Understanding (MoU) is to outline roles and responsibilities of parties involved in implementing a Registered Apprenticeship in K-12 Principal Program (“Program”). The North Dakota Department of Public Instruction (“NDDPI”) shall serve as program sponsor, <Principal Preparation Program> shall serve as the Related Instruction Provider, and LEAs currently participating in the Program will serve as the apprentice Employers.

Section II: Responsibilities of NDDPI

- A. Sponsor Responsibilities: Responsibilities of NDDPI as program sponsor are fully outlined in the Standards of Apprenticeship 29 § CFR 29.5. NDDPI must conduct, operate, and administer this program in accordance with all applicable provisions of Title 29 Code of Federal Regulations (CFR) part 29, subpart A and part 30, and all relevant guidance issued by the Office of Apprenticeship (OA).

Section III: Responsibilities of LEA

- A. Employment: The Employer shall employ each apprentice in an assistant principal, dean, or an analogous position that facilitates hands-on training in the duties and responsibilities of an executive principal. Apprentices shall be paid according to the Employer’s salary schedule for the apprentice position. Apprentices must earn pay increases, which may be according to the Employer’s existing salary schedule or according to a new salary schedule created for the principal-apprentice position.
- B. Mentors: The Employer certifies that all apprentices in the program shall be placed alongside a fully certified, high-quality executive principal, who will serve as a clinical mentor. The Employer certifies that any payments provided to assigned mentor principals will be the financial responsibility of the Employer, unless otherwise indicated in a competitive grant program offered through NDDPI.
- C. Activity: The Employer acknowledges that apprentices must engage in administrative activities and training related to the following areas: curriculum, instruction and assessment; equity and cultural responsiveness; ethics and professional norms; mission, vision, and core values; community of care and support for students; professional capacity of school personnel; professional community for teachers and staff; meaningful engagement of families and community; operations and management; and school improvement.
- D. Prohibited Duties: The Employer acknowledges that apprentices will not serve as an executive principal before completion of the apprenticeship program.
- E. Assessing Competencies: The Employer shall assess the apprentice’s progress along on-the-job competencies and make final recommendation of competency mastery, as outlined in Appendix A of the Standards of Apprenticeship.

Section IV: Responsibilities of University

- A. Related Instruction: The Principal Preparation Program agrees to provide coursework leading to a master’s degree and certification to become a principal in North Dakota public schools.

- B. Clinical Experience: The Principal Preparation Program agrees to allow for the apprenticeship Program to satisfy the clinical internship requirements otherwise required for apprentice graduation.
- C. Wraparound Supports: The Principal Preparation Program agrees to provide wraparound support to the apprentice to ensure academic, career, and certification success.
- D. Additional and Replacement Seats: The Principal Preparation Program agrees that the Employer reserves the right to purchase additional seats at the prorated amount per participant, as outlined in the Grow Your Own Principal Grant solicitation. The Employer is also able to replace a candidate at no additional cost into the Program if a previous candidate drops out before graduating.
- E. Communication: The Principal Preparation Program agrees to support and facilitate communication between NCGYO and districts for the purpose of sharing critical information pertaining to the registered principal apprenticeship work or collecting information or data needed by the state.
- F. Assent to Other Terms of Grant Contract: The Principal Preparation Program agrees to all Terms and Conditions outlined in the Grow Your Own Principal Grant solicitation not explicitly acknowledged in this MoU.

Section V: Joint Responsibilities

- A. Full-Time Position: The Employer and the Principal Preparation Program agree to arrange for apprentices to complete all coursework while remaining full-time apprentices. Clinical requirements shall be arranged through the apprentice's full-time position.
- B. Serving as Executive Principal: The Employer and Principal Preparation Program shall ensure that apprentices will not serve as the executive principal during the Program. Apprentices will be able to be an executive principal once all certification and preparation requirements have been satisfied. The Employer is not obligated to immediately place the apprentice as an executive principal upon completion of the Program, but the Employer should make reasonable effort to do so as soon as is practicable.
- C. Recruiting and Enrolling: The Employer and the Principal Preparation Program agree to recruit apprentices from within their local communities, whenever possible.
 - i. The Employer will make apprentice recommendations to the Principal Preparation Program.
 - ii. The apprentice-candidate will apply to the Principal Preparation Program, providing all requested application material, which may include a letter of recommendation from the Employer.
 - iii. The Principal Preparation Program will give priority admission to Employer-recommended candidates.
- D. Data Sharing and Reporting: The Employer and the Principal Preparation Program agree to cooperate with each other in providing information necessary to effectively implement the Program. The Employer and the EPP agree to cooperate with NDDPI in supplying data relevant to federal reporting requirements and ongoing program evaluation.