Grow Your Own – Registered Principal Apprenticeship Program

Competitive Subgrant Request for Applications (RFA)

Department of Teacher Education and Licensure

Virginia Department of Education

PO Box 2120

Richmond, Virginia 23218-2120

Issue Date: January 23, 2025

Application Due Date: March 14, 2025

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Issuing Agency:
Virginia Department of Education

Agency Contact:
Shawna LeBlond, Director
Office of Apprenticeships
Virginia Department of Education
PO Box 2120
Richmond, Virginia 23218-2120

Issued to:
Virginia Educator Preparation Programs

Funding Authority:
State Apprenticeship Expansion Formula Subgrant

Grant Period:
May 5, 2025 – June 30, 2027

Application Submission Deadline:

Interested applicants (school leader preparation programs) are requested to electronically submit a grant application no later than 4 p.m. on March 14, 2025 to Ms. Shawna LeBlond at Shawna.LeBlond@doe.virginia.gov.

Please direct all inquiries, questions, and requests for information to: Ms. Shawna LeBlond, Director, Office of Apprenticeships, Virginia Department of Education, either by email to Shawna.LeBlond@doe.virginia.gov or phone (804) 750-8594.

All of the conditions imposed herein, the undersigned offers and agrees to operate a grant program in accordance with the attached signed grant application or as mutually agreed upon through subsequent negotiation.

The Building a Vertically Aligned RAP system for Aspiring Virginia Educators project is supported by the U.S. Department of Labor. A total of $6 million or 100 percent will be financed with federal funds.

The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, age, political affiliation, veteran status, or against otherwise qualified persons with disabilities in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

General Information

Background

Across the country and in Virginia, the availability of qualified school principals is an important topic of focus. National surveys conducted by the National Association of Secondary School Principals have indicated that a significant number of principals anticipate leaving the profession over the next few years[1]. While these trends are concerning, Virginia is already taking steps to address the issue. The Wallace Foundation's report, *How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research*, highlights the pivotal role principals play in student achievement and school improvement. It indicates that effective principals are second only to teachers in their influence on student learning, with their leadership being particularly impactful in underserved communities. By fostering a positive school culture, enhancing teacher effectiveness, and driving instructional improvement, principals serve as catalysts for success. The report underscores the importance of investing in principal preparation.[2]

To help maintain strong school leadership, it is essential that aspiring principals have access to affordable and effective pathways to certification. Research highlights that the cost of principal preparation programs can be a factor in retention, and addressing these financial challenges can improve long-term outcomes[3]. By developing affordable, high-quality pathways for future school leaders, Virginia can ensure a steady supply of skilled and committed principals ready to lead schools effectively.

In July 2024, the VDOE, in partnership with Virginia Works, was awarded $6 million in competitive State Apprenticeship Expansion Funding (SAEF) by the U.S. Department of Labor. As part of this SAEF award, VDOE will allocate $510,000 in competitive funding for sub-awards to school leader preparation programs to partner with school divisions to offer apprenticeship pathways to the K-12 Principal position, at no cost to the aspiring principal. Funds will be used by subgrantee institutions to help cover program costs, including tuition, fees, and textbooks.

Procurement Purpose:

The purpose of the Virginia Department of Education (VDOE) GYO Competitive Grant for Grow Your Own Principal Apprenticeships is to create an accessible pathway for homegrown aspiring school administrators – who may currently be teachers, deans, or other education community members who hold a Virginia teaching license – to earn their endorsement to become a Virginia school leader for “free and get paid to do so” no later than June 30, 2027. Under this grant, aspiring school leaders will work under the mentorship of a licensed school principal, as well as alongside Special Education and English Language Learner leaders where possible, which will help ensure that apprentices are “Day 1” ready to assume a school leader position

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[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] Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). *How principals affect students and schools: A systematic synthesis of two decades of research*. The Wallace Foundation. https://www.wallacefoundation.org/report/how-principals-affect-students-and-schools-systematic-synthesis-two-decades-research

[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

when they complete the apprenticeship program. Grant funds will be awarded to successful applicants responding to this competitive grant solicitation process.

Via the release of this competitive grant opportunity, the Virginia Department of Education (VDOE) is seeking to sponsor and fund high-quality principal registered apprenticeship program models that will be designed and implemented in partnership between eligible school divisions and eligible state-approved Educator Preparation Providers (EPPs). Virginia's registered principal apprenticeship model will align leading practices in educator preparation and development with the rigors of the national registered apprenticeship process. The VDOE's principal apprenticeship model will be federally recognized, nationally approved, and state monitored.

Awards of **up to $510,000** will go to EPPs with established partnerships between school divisions or a consortia of school divisions who outline in their budget and budget narrative (see Technical Response Items 3 and Appendix F) how they will allocate the grant award from VDOE to operate a Grow Your Own (GYO) Principal Apprenticeship program according to the specifications in "Terms for Applicant." VDOE encourages EPPs to establish multiple partnerships with school divisions to meet the needs of divisions' local contexts and serve as many apprentices as possible. Grant funds will be awarded to successful EPPs responding to this competitive subgrant solicitation process. This opportunity provides competitive, reimbursement-based funding from VDOE to the EPP to cover all tuition, textbooks, certification assessments, and fees on behalf of candidates selected by participating school divisions for participation in the GYO Principal Apprenticeship Program.

Applicants must propose a budget, no greater than $510,000, that covers the entire program at no-cost to the apprentice. Grant dollars must be used for participant tuition, books, cost, fees, program costs, etc. (see Technical Response Item 3 for additional details), and not wages or other administrative elements. Indirect costs are also prohibited. Applicants must submit budgets on a per-candidate basis based on the maximum number of candidates they could support. The application will be scored according to a cost-per-candidate basis, and VDOE may opt to partially award a subgrant to an applicant (for example, if an applicant submits an application for $100,000 to support 10 candidates, VDOE may choose to award to $50,000 to support 5 candidates).

Eligible Applicants

The Department of Human Capital within the Virginia Department of Education is opening this competitive solicitation to any state-approved Educator Preparation Program (EPP) who can offer a high-quality pathway, in close partnership with school division partner(s), that leads to certification in K-12 Administration and Supervision in Virginia. Please note the Mandatory Requirements outlined in the "Application Components" section of this RFA, which must all be satisfied in order for an application to be considered.

Funding: A total of $510,000 is available for this round of the SAEF Competitive Subgrant. VDOE may choose to award all available funds in this round of the subgrant application, or VDOE may choose to rollover available subgrant funds into a later round. This decision will be made based on the

competitiveness of applications received and will be made at the discretion of VDOE and Virginia Works. Grant dollars must be used for participant tuition, books, fees, program costs, etc. Wages and administrative costs are not eligible. Indirect costs are prohibited.

Schedule (Eastern Standard Time)

Event	Time	Date
Application Released	4:00 p.m.	January 23, 2025
Information Session #1	10:00 a.m.	February 5, 2025
Information Session #2	3:00 p.m.	February 6, 2025
Additional Questions Submitted for Clarification		Rolling
Application Deadline	4:00 p.m.	March 14, 2025
Notice of Contract Award	4:00 p.m.	May 5, 2025

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

Applicants may submit questions to Ms. Shawna LeBlond at Shawna.LeBlond@doe.virginia.gov.

Applications must be received by VDOE by 4:00 p.m. (EST) on the date due. All responses must be submitted as directed in the **Submissions Instructions** section of this RFA. Failure to do so will result in disqualification. *Responses not submitted on time will not be reviewed.* If you need assistance with submitting your application, please reach out to the contact person listed in this RFA.

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 award.

1. As part of their application, applicants must confirm that they have read and agree to the ***"Scope of Work Summary".*** Upon grant award, all applicants and school division partners will be required to sign a Memorandum of Understanding (MoU) with the Virginia Department of Education.

2. The Awardee must provide aspiring administrators ("participants") with a tuition-free education resulting in a master's degree and endorsement in K-12 Administration and Supervision, or post-baccalaureate endorsement in K-12 Administration and Supervision (if the participant already holds

a master's degree), to serve as a school administrator in Virginia. The Awardee must already be approved to offer the pathway to licensure they have proposed in their application(s).

3. Grant funding must entirely cover tuition, textbooks, and fees for all selected participants. No cost for programming shall be passed on to participants.

4. The Awardee must certify that apprentices can complete the apprenticeship no later than June 30, 2027.

5. The Awardee must certify that all coursework is part of the state-approved program leading to licensure. Any institutional requirements including coursework or seminars not related to the approved licensure program shall be waived or shall be provided at no cost to the apprentice and not charged to SAEF subgrant funds.

6. The Awardee must agree to cover the cost of one issuance of each required certification assessment for all selected participants who complete the GYO Principal Apprenticeship program. Unless covered by the Awardee's approved grant budget, additional issuance of a required certification exam will be paid for by the division or participant.

7. The Awardee must work with the partnering division to place each participant in a paid non-principal-of-record position for the duration of their participation in the program.

8. Awardee and school division partner(s) must allow for each participant's clinical experience during the program to satisfy the Awardee's clinical internship requirements for educator candidates.

9. The Awardee must work with the division partner(s) to ensure that participants will not serve as the principal-of-record in a clinical practice setting during their completion of the program.

10. The Awardee must allow for divisions to make the final decision on the selection of all participants. All selected participants must meet all state and local requirements for employment as well as all admission requirements for the partner Awardee institution in which they will be enrolled.

11. The Awardee must ensure that if a participant chooses to un-enroll from the Awardee's program prior to their completion of the program, the Awardee will allow the division in which that participant was placed to select a new participant to enroll in the program at no additional cost to the division or the replacement participant.
    a. Replacement participants may be enrolled up to one (1) semester after program start date; otherwise, if a participant un-enrolls after one semester of the program, their seat shall remain unfilled.
    b. All grant payments to the Awardee shall be reimbursement-based, so the Awardee should not retain any future funds allocated on a per-participant basis for any participants who un-enrolls from the program. Invoices should reflect expenses that are proportional to the number of participants enrolled in the program.

12. The Awardee must agree to allow any partner division, at the division's sole discretion, to purchase additional participant seats in the approved GYO Principal Apprenticeship program at the Awardee's prorated amount per participant, as outlined in the grant award and corresponding budget.

13. The Awardee must submit a proof of participant progress report, at the end of the semester, that outlines program progress and outcomes to date. Minimum semesterly report requirements include:
    a. Participant progress data
    b. Participant names
    c. Demographic data
    d. GPAs
    e. School division employer
    f. Enrollment status (enrolled vs. unenrolled)
    g. Degree and/or certification currently held
    h. Any other relevant information as requested by the Virginia Department of Education.

14. The Awardee shall provide to the Virginia Department of Education, within 30 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 #13.
    c. Graduation status, certification assessment passage status, and employment status for each participant
    d. Overall evaluation of program effectiveness, including participant graduation rate and certification assessment passage rates
    e. School division satisfaction survey regarding the effectiveness of the participants' preparation as a result of the program
    f. Participant satisfaction survey, assessing mentor/resident advisor, curriculum, program support, and overall program experience
    g. Recommendations for program improvements for future participants

15. For the duration of the grant term, the Awardee and all partners must be responsive to all program evaluation requests from the Virginia Department of Education.

16. 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.

17. The Awardee shall agree to cooperate with the Virginia Department of Education in establishing their GYO Principal Apprenticeship Program as a Registered Apprenticeship program, if pursued by the Virginia Department of Education.

18. The Awardee is encouraged to coordinate with any partner divisions to have participants pay back grant funds if they do not complete a 3-year administrative commitment in the same division they were trained in if full-time employment was offered. Payback is encouraged to be proportional to the percentage of time the participant spent as a school leader, and funds ultimately shall be reimbursed to the Virginia Department of Education. All participants shall be made aware of any employment commitments prior to the start of the program.

19. Unused funding from the Awardee's award may be reallocated or collected, at the discretion of the Virginia Department of Education. Any modifications shall be submitted to the Virginia Department of Education for prior approval at least 90 days prior to the end of the grant award period.

20. The Awardee shall otherwise implement a GYO 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 signed by the superintendent or designee from each proposed division partner. This letter must certify the following:

- The division is willing to participate in the grant program in partnership with the applicant.
- The division 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 division certifies that it has been involved in determining, and approves of, the principal licensure pathway and degree(s), if applicable, that will be offered via the proposed partnership.
- If a grant is awarded, the division is willing to sign a formal memorandum of understanding (MoU) with the Virginia Department of Education, as part of its participation in the program, that further outlines and clarifies its role and responsibilities.

Upon subgrant award, a Memorandum of Understanding (one per successful application) shall be established between VDOE, each EPP Awardee, and each school division partner.

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	Score *(For state use only)*
M1	**Contact Info:** Detail the name, title, email address, mailing address, and telephone number of the person the Solicitation Coordinator should contact regarding the application.	
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 divisions with whom the EPP is proposing to partner.	
M3	**Agrees to Scope of Services:** Provide a statement confirming that, if awarded, 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, prior to the submission of their application.	
M5	**School Division Letter(s) of Support:** Include attached letter(s) of support from **all** proposed partner division(s), and/or partnership agreements with each of the proposed partner divisions. Each letter of support must certify the following: ● The division is willing to participate in the grant program in partnership with the applicant. ● The division 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 division certifies that it has been involved in determining, and approves of, the principal licensure pathway and degree(s), if applicable, that will be offered via the proposed partnership. ● If a grant is awarded, the division is willing to sign a formal memorandum of understanding (MoU) with the Virginia Department of Education, as part of its participation in the program, that further outlines and clarifies its role and responsibilities.	
M7	**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.	
M8	**Progressive Wage Schedule:** The applicant submits a progressive wage schedule for the proposed GYO principal apprenticeship program. This schedule clearly indicates the (minimum) wage levels that apprentices will earn as they progress through the program, as well as any additional wage increases apprentices will receive while completing the program. This progressive wage schedule must also include the minimum starting rate which an apprentice would earn if they were to successfully complete the apprenticeship program, successfully complete all requirements for Initial Principal Licensure in Virginia, and successfully transition into a licensed school leader role within the school division.	
M9	**Registered Apprenticeship:** Provide a statement indicating that, upon successful program implementation, applicant and division partners are willing to participate in registration of the GYO Principal Apprenticeship program as an official Registered Apprenticeship with the Virginia Department of Workforce Development and Advancement, with the Virginia Department of Education serving as sponsor.	

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 **Technical Response Rubric** for a detailed breakdown of how each Technical Response Item will be scored.

#	Technical Response Item	Max Points	Score *(For state use only)*
T1	**School Division Partner(s):** List your school division partner(s). See the scoring rubric for details on how points are awarded based on the number of partners supported and whether the partner(s) is/are in hard-to-staff areas. If your proposal will address any hard-to-staff areas of Virginia, please state so, and provide data to support your claim.	5	
T2	**Cost Per Principal Apprentices:** Provide a count of the total number of principal apprentices that the applicant and the partnering school divisions intend to enroll in the proposed GYO Principal Apprenticeship program. As a reminder, if the grant is awarded, the awardee must ensure that participating principal apprentices will not bear any costs from tuition, textbooks, or fees. Each application will be scored on a cost per apprentice basis. As a reminder, note that grant funds must fund all tuition, textbooks, certification assessments, and fees on behalf of candidates selected by participating school divisions, and candidates may not bear any costs. *Ex) If an applicant requests $100,000 and indicates they will support 10 candidates, their cost per candidate is $10,000. See the rubric in the appendix on how this cost per candidate is scored against other applications.*	30	
T3	**Budget, Budget Narrative, and Reimbursement Schedule:** Submit a proposed budget (using the example outlined within the attached *Budget Template*), and an accompanying budget narrative. The budget must be annualized for each year of the program and must categorize all proposed costs for the program. The Budget Narrative should include a detailed narrative outlining how requested grant funds will be allocated and spent in service of the proposed GYO Principal Apprenticeship program that will be implemented in partnership between the applicant EPP and partner school division(s). As a reminder, applicants may use funds for the following purposes: ● Tuition support for principal apprentices ● Assessments and fees for principal apprentices	5	

	● Asset-based wraparound support services for principal apprentices and journeyworker mentor principals ● Financial incentives (i.e., stipends) for journeyworker mentor principals ● Funding to cover any resulting substitute costs necessitated by implementation of the proposed principal apprenticeship program ● This should not include wages, salaries, or financial incentives (i.e., stipends) for individual apprentices, nor should it include personnel administrative costs. Note that the most competitive applications from a budget and capacity perspective will likely maximize the percentage of total grant funds used for candidate tuition and support. All applicants should outline within their Budget Narratives any available external funding sources or any institutional discounts or scholarships applied before submitting their budget, and the availability of such funds should be factored into the amount of funds requested (and net program costs indicated) by the applicant. Additionally, submit a reimbursement schedule, aligned to the applicant's budget and budget narrative, detailing when invoices will be sent and, generally, what will be charged at each program milestone. Expenditures should be organized under the categories on the Budget Form Appendix F or a reasonable facsimile thereof the document arranged by the Online Management of Education Grant Awards (OMEGA) system.		
T4	**Coursework and Timeline:** Provide a timeline of program activity and intended course schedule. This response should include, at a minimum: 1) 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.) 2) Course descriptions and full course schedule for the proposed GYO Principal Apprenticeship program, including number of credit hours for the degree 3) Description of how candidates will complete all coursework by no later than June 30, 2027. Please provide any differentiating details if completion dates are contingent upon any candidate details.	10	
T5	**Program Design:** Provide a description of intended program outcomes. At a minimum, this description must outline the following:	10	

	1) How was the vision for the GYO Principal Apprenticeship program developed? What process was used to incorporate input from students, educators, and diverse stakeholders in the community? 2) What master's degree(s) and certification, or certification-only (if the participant already holds a master's degree) will participants earn as a result of the program? 3) Who is the intended recruitment and talent pool for this program, and what degrees or credentials must intended participants currently possess in order to be eligible for the program? 4) Does this build upon or integrate with an existing teacher registered apprenticeship program? If so, how? If not, you may leave this question unanswered.		
T6	**Details of Clinical Experience:** Provide a description of the 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following: 1) How will high-quality mentor principals be chosen and paired? 2) Will the division/EPP partner(s) offer stipends or additional payments to assigned mentor principals? If yes, how much will be offered, or are other incentives offered? 3) How will apprentices gradually take on more administrative responsibility over the course of the grant? 4) How will your apprenticeship program provide opportunities for apprentices to work alongside Special Education and English Language Learner leaders? 5) What evaluation process will be established to provide feedback to participants and mentor principals throughout the program?	10	
T7	**EPP-Division Partnerships:** Provide a description of the respective partnership roles between the applicant and the partner division(s). Please specify which parties are responsible for which elements of the program.	5	
T8	**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?	10	
T9	**Science of Reading**: Describe in detail how your program will embed the Science of Reading (SoR) into leadership training, to equip future principals to support and guide teachers in evidence-based literacy practices.	5	
T10	**Assessment and Accountability**: Describe in detail how your	5	

	program will equip apprentices to utilize data to increase student outcomes.		
T11	**High-Quality Instructional Material:** Describe how candidates will learn to use high-quality/standards-aligned materials to ensure that all students have meaningful access to grade-appropriate, culturally responsive instruction.	5	
Total points possible		**100 points**	

Technical Response Rubric

Question	Points Earned		
T1: School Division Partner(s): List your school division partner(s). See the scoring rubric for details on how points are awarded based on the number of partners supported and whether the partner(s) is/are in hard-to-staff areas. If your proposal will address any hard-to-staff areas of Virginia, please state so, and provide data to support your claim.	**1 point** Applicant partners with 1 school division.	**3 points** Applicants partners with 2 school divisions.	**5 points** Applicant partners with 3+ school divisions, including divisions in hard-to-staff areas, and this justification of hard-to-staff is adequately supported by data.
T2: Count of Principal Apprentices: Provide a count of the total number of principal apprentices that the applicant and the partnering school division(s) intend to enroll in the proposed principal registered apprenticeship program. As a reminder, if the grant is awarded, the awardee must ensure that participating principal apprentices will not bear any costs from tuition, textbooks, or fees. Each application will be scored on a cost per apprentice basis.	**Maximum Points: 30 points** Score = (Number of total participants applicant can support / maximum number of total participants supported across all applications received) *30 *E.g. If Applicant A requests $100,000 and indicates they will support 10 candidates, their cost per candidate is $10,000. If Applicant B requests $100,000 and indicates they will support 20 candidates, their cost per candidate is $5,000. Assuming Applicants A and B are the only applicants, Applicant B would be the minimum price per apprentice across all applications and would receive ($5,000/$5,000)*35 = 35 points. Applicant A would receive ($5,000//$10,000)*30 = 15 points.*		
T3: Budget, Budget Narrative, and Reimbursement Schedule: Submit a proposed budget (using the example outlined within the attached Budget Template), and an accompanying budget narrative. The budget must be annualized for each year of the program and must categorize all proposed costs for the program. The Budget Narrative should include a detailed narrative outlining how requested grant funds will be allocated and spent in service of the proposed principal registered apprenticeship program that will be implemented in partnership between the applicant school division and their	**0 points** The item is not addressed or includes unallowed costs.	**2 points** 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. The budget does not demonstrate a commitment to reducing program costs.	**5 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. The budget demonstrates a commitment to maximizing the impact of subgrant dollars by doing some of the following: braiding multiple funding sources, reducing tuition rates for GYO candidates, and waiving institutional fees.

chosen EPP partner. As a reminder, applicants may use funds for the following purposes: Tuition support for principal apprentices Assessments and fees for principal apprentices Asset-based wraparound support services for principal apprentices and journeyworker mentor principals Financial incentives (i.e., stipends) for journeyworker mentor principals Funding to cover any resulting substitute costs necessitated by implementation of the proposed principal apprenticeship program This should not include wages, salaries, or financial incentives (i.e., stipends) for individual apprentices, nor should it include personnel administrative costs. Note that the most competitive applications from a budget and capacity perspective will likely maximize the percentage of total grant funds used for candidate tuition and support. All applicants should strongly consider and outline within their Budget Narratives any external financial aid sources and other available external funding sources before submitting their budget, and the availability of such funds should be factored into the amount of funds requested (and net program costs indicated) by the applicant. Additionally, submit a reimbursement schedule, aligned to the applicant's budget and budget narrative, detailing when invoices will be sent and, generally, what will be charged at each program milestone. Expenditures should be organized under the categories on the Budget Form Appendix E or a reasonable facsimile thereof the document arranged by the Online Management of Education Grant Awards (OMEGA) system.			

T4: Coursework and Timeline: Provide a timeline of program activity and intended course schedule. This response should include, at a minimum: 1. 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.) 2. Course descriptions and full course schedule for the proposed GYO Principal program, including number of credit hours for the degree 3. Description of how candidates will complete all coursework by no later than June 30, 2027. Please provide any differentiating details if completion dates are contingent upon any candidate details.	**0 points** The item is not addressed.	**2 point** Timeline and course schedule are unclear or incomplete, or two of the required components are missing or lacking in sufficient detail.	**5 points** Timeline and course schedule are complete, but one of the required components is missing or lacking in sufficient detail.	**10 points** Timeline and course schedule are complete, and all of the required components are provided in sufficient detail.
T5: Program Design: Provide a description of intended program outcomes. At a minimum, this description must outline the following: 1) How was the vision for the GYO program developed? What process was used to incorporate input from students, educators, and diverse stakeholders in the community? 2) What master's degree(s) and certification, or certification-only (if a participant already holds a master's degree) will participants earn as a result of the program? 3) Who is the intended recruitment and talent pool for this program, and what degrees or credentials must intended participants currently possess in order to be	**0 points** The item is not addressed. Applicant does not describe a visioning process that included input from students, educators, paraprofessionals, and diverse stakeholders in the community.	**2 point** Response does not contain a clear description of intended program design, and/or two or more of the required components are missing or lacking in sufficient detail.	**5 points** Response contains a clear description of intended program design, but one of the required components is missing or lacking in sufficient detail.	**8 points** Response contains a clear description of intended program design, and all of the required components are fully addressed in sufficient detail. Program is clearly designed with community priorities in mind. **+2 points** The Principal apprenticeship program builds upon an existing teacher registered apprenticeship program in a meaningful way.

eligible for the program? 4) Does this build upon or integrate with an existing teacher registered apprenticeship program? If so, how? If not, you may leave this question unanswered.				
T6: Details of Clinical Experience: Provide a description of the 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following: 1) How will high-quality mentor principals be chosen and paired? 2) Will the division/EPP partner(s) offer stipends or additional payments to assigned mentor principals? If yes, how much will be offered, or are other incentives offered? 3) How will participants gradually take on more administrative responsibility over the course of the grant? 4) How will your apprenticeship program provide opportunities for apprentices to work alongside Special Education and English Language Learner school leaders? 5) What evaluation process will be established to provide feedback to participants and mentor principals throughout the program?	**0 points** The item is not addressed.	**2 point** Response does not contain a clear description of the clinical model to be employed during the program, and/or two or more of the required components are missing or lacking in sufficient detail.	**5 points** Response contains a clear description of the clinical model to be employed during the program, but one of the required components is missing or lacking in sufficient detail.	**10 points** Response contains a clear description of the clinical model to be employed during the program, and all required components are addressed in sufficient detail.
T7: EPP-Division Partnerships: Provide a description of the respective partnership roles between the applicant and the partner division(s). Please specify which parties are responsible for which elements of the program.	**0 points** The item is not addressed.	**1 point** Narrative is incomplete and/or lacks a clear outline of responsibilities for each party.	**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,	**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

			including recruitment, selection and placement of candidates, etc.	candidates, etc.
T8: 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?	**0 points** The item is not addressed.	**2 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 of the participants.	**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 but does not clearly outline how support will be differentiated based on the experiences of the participants.	**10 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 of the participants.
T9: Science of Reading: Describe in detail how your program will embed the Science of Reading (SoR) into leadership training, to equip future principals to support and guide teachers in evidence-based literacy practices.	**0 points** The item is not addressed.	**1 point** Applicant provides a poorly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in the "Science of Reading."	**3 points** Applicant provides a moderately detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in the "Science of Reading." Description lacks specificity around how the "Science of Reading" will be embedded.	**5 points** Applicant provides a highly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in the "Science of Reading." Description includes a high level of specificity around how the "Science of Reading" will be embedded within coursework for all participants.
T10: Assessment and Accountability: Describe in detail how your program will equip apprentices to utilize data to increase student outcomes.	**0 points** The item is not addressed.	**1 point** Applicant provides a poorly detailed description of how apprentices will be trained in utilizing data to increase student outcomes.	**3 points** Applicant provides a moderately detailed description of how apprentices will be trained in utilizing data to increase student outcomes.	**5 points** Applicant provides a highly detailed description of how apprentices will be trained in utilizing data to increase student outcomes.
T11: High-Quality Instructional Material: Describe how candidates will learn to use high-quality/standards-aligned materials to ensure that all students have meaningful access to grade-appropriate, culturally responsive instruction.	**0 points** The item is not addressed.	**1 point** Applicant provides a poorly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in HQIM/standards-aligned materials.	**3 points** Applicant provides a moderately detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in HQIM. Description lacks specificity around how HQIM/standards-aligned materials will be embedded within coursework.	**5 points** Applicant provides a highly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in HQIM. Description includes a high-level of specificity around how HQIM/standards-aligned materials will be embedded within coursework for all participants.
Total Points Possible			**115 Points**	

MoU between VDOE and Partner Division(s)

Upon award, all partnering divisions will be required to sign an MoU with VDOE. This MOU will include, at minimum, the following terms:

- The division is willing to participate in the GYO Virginia grant program, in partnership with the EPP applicant. The division will partner with the EPP to ensure each participant serves in a principal apprentice position for a minimum of 1-year.

- The division must ensure participants serve in buildings with highly effective cooperating principals who will serve as clinical mentors. Each participant must be assigned to a high-quality mentor principal.

- The division certifies that it has been actively involved in determining, and approves of, the school administrator certification field(s) and degree(s) that will be offered via the proposed GYO Virginia partnership.

- The division agrees to all principal-of-record policies outlined in this grant application.

- The division may have participants pay back grant funds if they do not complete a 3-year administrative commitment in the same division they were trained in if full-time employment was offered. Payback is encouraged to be proportional to the percentage of time the participant spent as a school leader, and funds ultimately shall be reimbursed to the Virginia Department of Education. All participants shall be made aware of any employment commitments prior to the start of the program. This payback arrangement is not a mandatory requirement.

- The division may be able to replace a candidate at no additional cost into the program if a previous candidate drops out within one (1) semester of start of the program. Replacement participants may be enrolled up to one (1) semester after program start date.

- The division reserves the right to purchase additional seats at the prorated amount per participant, as outlined in the grant award. (For example, if an EPP says they can produce 14 candidates for the $100,000 grant, then the division may purchase additional “seats" at $7,143 per candidate with their own funds, separate from this GYO Principal SAEF Subgrant program.)

APPENDICES

Appendix A: Program Introduction and Overview

In July 2023, the US Department of Labor, Office of Apprenticeship approved K-12 Principal as an "apprenticeable" occupation. Virginia Works approved a VDOE-sponsored program in December 2024. As a result, programs that train and provide workforce development opportunities for K-12 principals are now eligible to apply and become "registered apprenticeship" programs.

The term "registered apprenticeship" means a program that contains national industry standards and is registered with the U.S. Department of Labor (USDOL) (or a federally recognized state apprenticeship agency). Virginia's program will require at least 144 minimum hours of related technical instruction (RTI) and approximately 2000 on-the-job training hours (See Appendix C Work Process). At the completion of every USDOL registered apprenticeship program, the individual receives an industry informed and nationally recognized credential from USDOL. More information on Registered Apprenticeship can be found here. It is strongly encouraged that all applicants familiarize themselves with registered apprenticeship prior to developing their proposal.

The VDOE seeks to sponsor Grow Your Own – Registered Principal Apprenticeship programs between divisions and Educator Preparation Programs (EPPs). VDOE's Principal Registered Apprenticeship model will align leading practices in school leader preparation and development with the rigors of the national registered apprenticeship process. The VDOE's Registered Principal Apprenticeship model will be federally recognized, nationally approved, and state monitored. As part of this federal recognition, the State Apprenticeship Agency, the Virginia Department of Workforce Development and Advancement (Virginia Works), has been granted the responsibility for approving registered apprenticeships in the Commonwealth of Virginia. Both agencies will coordinate to approve apprenticeships with the VDOE serving as the sponsor of record and Virginia Works approving apprentices sponsored by the VDOE.

Under the system, the state education agency (VDOE) will serve as the sponsor of record, assuming responsibility for the administration and operation of the apprenticeship program. VDOE will design the Registered Apprenticeship programs and work collaboratively with school divisions (employers) that have the capacity to provide jobs to apprentices providing hands-on learning and EPP technical instruction for apprentices. As a registered apprenticeship program with Virginia Works, the state and apprentice may be eligible for further sustainable funding through Virginia Works workforce grant programs. The initial investment in quality of programming will pay off for years and ultimately ensure a permanent, sustainable source of effective school leaders for students.

The state-sponsored Registered Apprenticeship program must include these components: (a) non-principal of record contractual employment and (b) school-based mentors, (c) employment opportunity for apprentices upon graduation from an accredited institution of higher education, and (d) integration of education and career pathway. Mentor models may include some retired principals, if they support the school-based mentor in the division. Additionally, the program will provide a variety of wraparound services to ensure success in their coursework and employment (for example, individualized professional development plan).

Review the Department of Labor's fact sheet *including 5 key components on registered apprenticeships*
https://www.apprenticeship.gov/sites/default/files/Employer_Fact_Sheet.pdf

Roles and Responsibilities:

State Role: As the sponsor of record, the VDOE is responsible for onboarding and training new employer-division partners and ensuring that new apprentices have assigned mentors and understand the responsibility of satisfying all requirements leading to licensure in Virginia.

The VDOE has created registered apprenticeship work plans for educators (See Appendix C), including program requirements and curriculum linked with licensure endorsements in areas such as Administration and Supervision. As the sponsor of record, the state is responsible for program oversight, administration responsibilities, including Virginia Works program registration, related technical instruction outline and program approval, progressive wage scale, and documentation related to apprentice registration, cancellations, and completions.

The VDOE will continue to monitor partnerships and maintain all required reporting elements necessary for program partnerships, implementation, and outcomes.

The VDOE's Director of Apprenticeship, on behalf of the state, will serve as the lead technical assistance hub for principal registered apprenticeship models. The Apprenticeship Office will support program questions, both for aspiring school leaders and future programs. The Apprenticeship Office will operate as the one-stop-shop for programmatic support and technical assistance.

Employer (Division) Role: An employer who commits to hiring, mentoring, and supervising an apprentice as a school leader agrees to build and launch a lasting principal apprenticeship program. School divisions will:

1. Agree and abide by the terms outlined in the VDOE's Principal Apprenticeship Division Employer Checklist attached in the Appendix B.
2. Co-design high-quality programs with EPPs. By reviewing K-12 student and teacher performance data, vacancy trends, sources of future school administrators, and individual school needs, divisions design programs that directly support talent gaps.
3. Train principals that students and teachers need most. Through job-embedded classroom training, mentor feedback, and 1:1 coaching, divisions develop lasting talent in real time. Program apprentices learn the division's culture, priorities, and best practices from mentor principals, training in the content and specialty areas most needed by students and teachers. VDOE Principal Performance Standards will be used to create job-embedded classroom training.
4. Pay apprentice(s) to earn and learn (employment). As apprentices earn their master's degree and/or licensure credential, divisions pay them as a school leader apprentice with the division) in a 1-2 year program. The progressive wages compensate for a candidate's increasing ability, mirroring their growing responsibility and competency. **Apprentices are restricted from accepting principal of record contracts.**
5. Select school-based mentors or mentor management structures that allow maximum engagement with the apprentice. The VDOE's 2021 Guidelines for Mentor Principal Programs for Beginning and Experienced Principals may provide criteria for selection and structures for program management. Apprentices complete structured and supported on-the-job training overseen by a mentor/coach/journey worker that aligns with the work processes defined by Virginia Works.
6. The division must consider how the apprentice employment will be linked with future leadership commitment with the division, such as asking apprentices to sign a letter of commitment.

Preparation Program (EPP) Role: EPPs can support the foundation of a strong partnership with school

divisions. To build and launch lasting apprenticeship programs, EPPs can:

1. Support divisions to define their local needs. EPPs can help division(s) source talent from their community and region. Across the state, division staff capacity and staff vary, and EPPs have an opportunity to help support elements of this work.
2. Co-design flexible programs that meet division and school leader needs. Addressing previous challenges – like preparation barriers or coursework cost and length – can attract new candidates. All licensure requirements and related Virginia Regulations Governing the Review and Approval of Education Programs must be addressed.
3. Commit to the long-term success of the divisions and school leaders. EPPs can chart a new course for the profession through their collaboration and reimagination. With apprenticeships, EPPs can develop innovative programs for credentialing and clear pathways into school leader positions.
4. Consider how clinical experiences for existing degree programs can be aligned with the apprenticeship employment requirements (non-principal employment). Apprenticeship programs are appropriate for positions in which the apprentice can receive meaningful, daily mentorship and gradual release into expanded responsibilities that mirror the responsibilities of a certified school leader. The employment hours may affect the length of the program. All clinical experiences for licensure must meet the requirements in the Regulations.
5. Applicants must also consider how to ensure the success of the apprenticeship program by offering additional support to the mentor principals participating in the program. EPPs may be able to offer tuition discounts or professional development coursework to mentor principals.
6. In addition to a degree or associated licensure credentials, Virginia Works will issue an end of program credential, which indicates successful completion of a Registered Apprenticeship Program.
7. All EPP programs offered by IHEs that lead to licensure in Virginia must be approved by the State Board of Education (BOE). To be state approved, all licensure programs must ensure that candidates have the opportunity to attain the knowledge and skills specified by the BOE, have clinical experiences in accordance with guidelines established by the BOE, and meet all other standards, procedures, and guidelines established by the *Virginia Regulations for Approved Programs*.

Appendix B: Division Checklist

Principal Registered Apprenticeship Division Employer Checklist
Virginia Department of Education

Adapted from the Minimum standards for apprenticeship, registered with the Virginia apprenticeship council

According to Chapter 6, Title 40.1 Code of Virginia Section 4. Apprenticeship Agreements

____ The Apprenticeship Agreement must be signed by the apprentice and the VDOE's authorized representative and registered with the State Apprenticeship Agency. The apprentice must receive a copy of the signed Apprenticeship Agreement and the Minimum Standards document.

Section 6. Term of Apprenticeship

____ The apprentice must fulfill the minimum of 2,000 hours of reasonably continuous employment.

____ The employment must be supplemented by a minimum of 144 hours/year of related instruction (Total 288 RTI hours for a two year program).

____ Any overtime hours will be credited to the term of apprenticeship. Advanced standing for hours may also be granted on a case-by-case basis, at the discretion of VDOE.

Section 10. On-the-Job Training (OJT)

____ The apprentice shall be given instruction and work experience as established by industry practice and as listed in Virginia's work processes.

____ Division Mentor will confirm completion of competency requirements and verify educational and previous experience.

Section 11. Related Instruction

____ Each apprentice shall receive related instruction and shall provide the division employer with evidence of satisfactory participation and progress following completion of each designated portion (such as degree transcript, training certificates).

____ A minimum of 144 hours of related instruction (RTI hours) is recommended for *each year* of apprenticeship, to be completed during the full term.

____ The Apprenticeship Agreement can be suspended or canceled when an apprentice does not satisfactorily complete either the on-the-job learning or related instruction. Exceptions may be allowed for sickness or injury.

Section 13. Periodic Evaluation

____ The progress of each apprentice's job performance and related instruction is subject to a periodic review prior to the expiration of each wage period by the employer. Should a review reveal a lack of interest or ability on the part of the apprentice, the apprentice will be informed of the deficiency and may be placed on probation for a sufficient period to determine improvement or failure. At the end of the probationary period (i.e., after 3 months), if the apprentice has not shown acceptable improvement, the apprenticeship agreement may be suspended or canceled.

Employer must notify the VDOE Director of Apprenticeships with a progress report each semester.

The VDOE Director of Apprenticeships must promptly notify the apprentice and the VDWDA in writing of any suspension or cancellation.

Section 14. Hours of Work

____ Hours of work for apprentices are determined by the division employer and apprentice, with full time being the norm. Part-time schedules are permitted and must be recorded the same as for all other employees.

____ Time spent at related instruction (course enrollment) may not be considered as hours of work.

____ Sponsors shall not require apprentices to work hours that would interfere with attending related instruction except in emergencies.

Section 15. Apprentice Wages

____ The term of each apprenticeship program shall be divided into periods, with wages that progressively increase as the apprentice progresses in skill and productivity.

____ Wages are based on the basic rate paid to school administrators and must reflect any credit given for previous experience. Overtime shall be based on the same percentage as that paid to all other hourly employees.

____ The minimum wage ($25 per hour) paid to all apprentices employed under these Standards is recorded in the Program Registration.

____ Apprentices who are given credit for previous training or experience shall be paid the wage rate commensurate with the period to which such credit advances them.

Section 16. Suspension or Cancellation

____ **Suspension and Cancellation** - Apprenticeship Employment agreements may be suspended or canceled at any time for an appropriate reason. The VDOE Director of Apprenticeships must notify VDWDA in writing within 45 days stating the reason for the suspension or cancellation.

Section 19. Number of Apprentices to be Trained in the Program

____ To ensure adequate training of apprentices, the division employer must ensure that each Mentor is assigned to no more than two apprentices unless that individual's position is strictly limited to mentoring.

____ Mentor completes Signed 671 Registration Form and submits copy of approved apprentice education transcript.

Principal Registered Apprenticeship Common Terms

Apprentice: A paid employee who participates in structured on-the-job training (OJT) to prepare for a successful career. Apprentices earn a progressive wage as their skills and productivity increase.

Clinical experiences: Time spent in the placement working directly with a fully licensed school leader. Clinical experiences provide fully supported, increasingly demanding opportunities to apply coursework and to reflect on practice under direct supervision of the fully licensed school leader that serves as the cooperating principal/mentor. OJT is developed and outlined by the VDOE Director of Apprenticeships and division to meet local needs.

Cooperating Principal/Mentor: An experienced worker who has attained a mastery level of skill, abilities, and competencies required for the occupation, and who oversees and guides the work of the apprentice in the on-the-job placement (deliverables include progress reports and documentation of competency mastery). The Cooperating principal or school leader (principal of record) may serve as the mentor. Retired educators may be used to support the principal of record with mentor responsibilities.

Credentials: Apprentices earn a portable, nationally recognized credential within their industry: the USDOL Certificate of Completion of Apprenticeship.

Employer: Any person or school division employing an apprentice, whether or not such person or organization is a party to an Apprenticeship Agreement with the apprentice.

Registration Agency: The Virginia Department of Workforce Development and Advancement has the responsibility for registering apprenticeship programs and apprentices; providing technical assistance; conducting reviews for compliance with 29 CFR part 29 subpart A, and part 30; and quality assurance assessments.

Registered Apprenticeship Program (RA): Registered Apprenticeship is an industry-driven, high quality career pathway where employers can develop and prepare their future workforce, and where individuals can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable, nationally recognized credential.

Related Technical Instruction (RTI): Technical Instruction (hours) that supports the tasks to be learned with knowledge-based education including state approved degree program requirements leading to licensure recommendation (also include statutory licensure trainings such as CPR, dyslexia, division required PD).

Sponsor: Virginia Department of Education will be the sponsor of record who will operate the apprenticeship program, and in whose name the program is (or is to be) registered or approved. The Sponsor is fully responsible for the administration and running of the Registered Apprenticeship Program.

Structured On-the-Job Training (OJT): Registered Apprenticeship Programs provide structured on the-job training (OJT) to prepare for a successful career. The OJT includes instruction from an experienced mentor. All apprenticeships must include at least 2000 hours of OJT.

Principal Candidate: Individuals enrolled in a State approved principal preparation program, placed in a school setting, and who works 1:1 with a lead principal (cooperating principal/mentor) assigned by the school of placement.

Wage Schedule: A progressively increasing schedule of wages paid to the apprentice consistent with the skill acquired. The entry wage must not be less than the minimum wage prescribed by the Fair Labor Standards Act.

Appendix C: VDOE Registered Apprenticeship Work Process

Virginia Program Guide – Competency Based
Principal Degree Program

1) On-The-Job Training (Employment) Total Hours 2000-3000

Complete a minimum of 12-24 months *or more* of successful, in-school employment (non-principal of record) at which time the candidate must have successfully completed **Items 2, 3, and 4 below.** A program must at minimum be 2000 hours and competency based. Credit for previous school-based work experience and/or apprentice experience will be considered for up to 1000 hours.

2) On-the-Job Training Competencies (see Appendix D)

These competency standards are based on the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principal* approved by the Virginia Board of Education in 2022. These learning progressions apply to principals throughout their careers, so the base level standards are used for apprentices. It is expected that apprentices will develop their skills within each progression during the apprenticeship.

The mentor principal, working in collaboration with a supervising faculty member from the participating educator preparation program, determines whether the apprentice has demonstrated adequate mastery of each standard. Deliverables will include, but are not limited to the following: Apprentice Time/Meeting Log, Observation Documents, Formative Feedback Forms, and Final Evaluation.

3) Related Technical Instruction Hours (RTI) 144 minimum hours

Education related: Masters Degree and/or Post-Baccalaureate Certification

- Apprentices must have at least a bachelor's degree to enroll in the program
- Apprentices must have at least 3 years of successful, full-time experience in a public school or accredited nonpublic school in an instructional personnel position that requires licensure in Virginia
- Completion of all licensure endorsement requirements as required in the Approved Program Regulations include board required licensure assessments and all statutory requirements
- Virginia Literacy Act outcomes

4) Progressive Wage Scale

Apprentices shall be paid a progressively increasing schedule of wages that is based on a percentage of the local principal starting salary schedule and that is equal to or higher than the pay rate for paraprofessional staff but is at least $25 per hour. Wages must show at least one progressive increase during the apprenticeship after completion of 50% of the OJT Competencies.

Appendix D: On-The-Job Training Competencies/Professional Standards Rubric for Apprentices

These competency standards are based on the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principal* approved by the Virginia Board of Education in 2022. These learning progressions apply to school administrators throughout their careers, so the base level standards are used for apprentices. It is expected that apprentices will develop their skills within each progression during the apprenticeship.

The mentor principal, working in collaboration with a supervising faculty member from the participating educator preparation program, determines whether the apprentice has demonstrated adequate mastery of each standard. Deliverables will include but are not limited to the following: Apprentice Time/Meeting Log, Observation Documents, Formative Feedback Forms, Final Evaluation.

The apprenticeship program is based on the competencies and standards produced by the Uniform Performance Guidelines for Principals, approved by the Virginia Board of Education.

Work Processes
Competency 1: Instructional Leadership The principal drives the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.
Competency 2: School Climate The principal fosters the success of all students by developing, advocating, nurturing, and sustaining an academically rigorous, positive, welcoming, and safe school climate for all stakeholders.
Competency 3: Human Resources Leadership The principal provides human resources leadership by selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel.
Competency 4: Organizational Management The principal cultivates the success of all students by supporting, managing, and overseeing the school's organization, operation and use of resources.
Competency 5: Communication and Community Relations The Principal fosters the success of all students by communicating, collaborating and engaging with family and community stakeholders to promote understanding and continuous improvement of the school's programs and services.
Competency 6: Barriers to Student Success The principal demonstrates a commitment to supporting students' mental health by addressing limited screen time, chronic absenteeism, and bullying prevention aligned with division and school goals, priorities, and strategies that support the well-being of all students.

Competency 7: Professionalism The principal fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.
Competency 8: Student Academic Progress The principal's leadership results in acceptable, measurable, and appropriate student academic progress based on established standards.

The below on-the-job–learning (OJL) work process competencies are intended as a guide. In all cases, the apprentice is to receive sufficient experience to make them fully proficient in all areas. In addition, the apprentice will perform training and tasks under the supervision of a mentor.

Ratings are:

Field Training – Apprentice is exposed to and assist with task
Demonstrates Fundamentals – Apprentice can perform the task with some coaching.
Proficient in Task – Apprentice performs task properly and consistently.
Completion Date – Date apprentice completes final demonstration of competency.
Mentor Sign off – Signature of mentor/supervisor who observes proficiency

Apprentices must meet to be "proficient in task" in each category, before completing the apprenticeship.

Table 1: Competency Categories						
Category	**R#**	**Description**	**Training Received**	**Proficient in Task**	**Completion Date**	**Mentor Sign Off**
Competency 1: Instructional Leadership	1.1	Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance rigorous and relevant teaching and student academic progress and that lead to school improvement.				
	1.2	Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions that improve classroom instruction, increase student achievement, and maximize overall school effectiveness.				
	1.3	Acquires and shares knowledge of research-based instructional best practices in the classroom.				
	1.4	Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.				
	1.5	Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.				
	1.6	Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents/caregivers, and to inform instructional practices.				
	1.7	Provides collaborative leadership for the design and implementation of efficient schedules that protect and maximize instructional time.				
	1.8	Promotes and supports professional development and instructional planning and delivery practices that incorporate the use of achievement data and result in increased student progress.				
	1.9	Demonstrates the importance of sustained professional development by participating in and providing adequate time and resources for teachers and staff for professional learning (i.e., peer observation, mentoring,				

		coaching, study groups, learning teams, action research).				

Competency 2: School Climate	2.1	Uses data and incorporates knowledge of the unique and individual needs of the school community to cultivate a positive, engaging academic learning environment.				
	2.2	Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, parents/caregivers, staff, and other stakeholders.				
	2.3	Uses shared decision-making and collaboration to build relationships and engage with all stakeholders and enhance positive school morale.				
	2.4	Models and inspires trust and a risk-tolerant environment by sharing information and power to promote growth, change, and innovation.				
	2.5	Develops, implements, monitors, and communicates a school safety plan that manages crisis situations in an appropriate and timely manner.				
	2.6	Involves students, parents/caregivers, staff, and other stakeholders to create, promote, and sustain a positive, safe, and healthy learning environment that reflects state, division, and local school rules, policies, and procedures.				
	2.7	Develops and/or implements best practices in school wide behavior management and communicates behavior management expectations to students, parents/caregivers, staff, and other stakeholders.				
	2.8	Is visible, approachable, and dedicates time to listen to the concerns of students, parents/caregivers, staff, and other stakeholders.				
	2.9	Respects and promotes the appreciation of unique and individual student needs and includes every student as an important member of the school community.				

Competency 3: Human Resources Leadership	3.1	Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.				
	3.2	Provides a development process for all new and targeted instructional personnel and cultivates leadership potential through personal mentoring and coaching.				
	3.3	Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.				
	3.4	Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.				
	3.5	Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.				
	3.6	Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.				

Competency 4: Organizational Management	4.1	Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.				
	4.2	Reviews fiscal records regularly to ensure accountability for all funds.				
	4.3	Plans and prepares a fiscally-responsible budget to support the school's mission and goals.				
	4.4	Follows federal, state, and local policies with regard to finances, school accountability, and reporting.				

Competency 5: Communication and Community Relations	5.1	Plans strategically for and solicits student, parent/caregiver, staff, and other stakeholder input to promote sound judgment in the decision-making process and communication when appropriate.				
	5.2	Collaborates with stakeholders to develop and communicate long- and short-term goals and the school improvement plan.				
	5.3	Disseminates information to students, parents/caregivers, staff, and other stakeholders in a timely manner through multiple channels and sources.				
	5.4	Involves students, parents/caregivers, staff, and other stakeholders in a collaborative effort to establish positive relationships that support academic success, health, and well-being.				
	5.5	Maintains visibility and accessibility to students, parents/caregivers, staff, and other stakeholders.				
	5.6	Speaks and writes consistently in a clear, explicit, and professional manner using standard oral and written English to communicate appropriately with students, parents/caregivers, staff, and other stakeholders.				
	5.7	Provides a variety of opportunities for parent/caregiver and family involvement in school activities.				

Competency 6: Barriers to Student Success (Attendance, Mental Health, Cell Phones, Screen Time)	6.1	Develop and lead initiatives to improve student attendance by implementing data-driven strategies that reduce chronic absenteeism. Foster a school culture that emphasizes the importance of regular attendance, engages families, and provides targeted support for students at risk of poor attendance outcomes, thereby enhancing overall student success.				
	6.2	Develop and implement strategies to support students' mental health through individualized, need-based learning by fostering a positive academic environment tailored to each student's needs and in alignment with the school-wide Mental Health Plan.				
	6.3	Utilize the VDOE school leader toolkit to implement cell phone-free education, creating a more focused educational environment where teachers can focus on learning and not discipline. Support the division approved cell phone policy within their individual school building to address the increases in youth chronic mental health conditions, such as depression and anxiety, that are driven in part by children's extensive social media and cell phone use. The principal apprentice must work with the building administrator to publicly share (1) how school-based personnel are trained to manage crisis and emergency situations, (2) re-unification plans, and (3) family notification processes during crisis situations. Principals should notify parents at the start of the school year about any updates to the annual crisis emergency plan and clearly outline the communications plan for parent notification should a school-based emergency or crisis occur, including any relevant or timely follow-up information regarding a school-based emergency event.				
	6.4	Develop and implement a holistic approach to managing technology to ensure a healthy life. This plan should involve being mindful of how technology impacts a student's physical and mental well-being and actively				

		seeking a balance between the benefits and drawbacks of digital engagement. This focus should include healthy screen time limits, which encourages a balance between screen-based activities and other pursuits that promote activities that support emotional, physical, social, and cognitive development. Areas of focus to be emphasized within the school culture include digital citizenship, digital learning, internet safety, and social media.				
	6.5	Utilize data-driven decision-making processes to analyze and respond to student needs. This involves collecting, interpreting, and applying data to ensure that academic, behavioral, and mental health-based interventions are evidence-based and effectively tailored to promote success for all students.				
	6.6	Implement and sustain the Virginia Tiered Systems of Supports (VTSS) by establishing multi-tiered interventions and supports. Ensure that these interventions are accessible to all students, fostering an environment that supports their academic, behavioral, and unique/individual mental health development with a focus on moving students to a scaffolded tier 1 support level.				

Competency 7: Professionalism	7.1	Works within legal, ethical, and professional guidelines to improve student learning and to meet school, division, state, and federal requirements.				
	7.2	Maintains a professional appearance and demeanor in accordance with school board policy and division expectations.				
	7.3	Models professional behavior and is responsive to students, parents/ caregivers, staff, and other stakeholders.				
	7.4	Engages in personal professional development that positively impacts school effectiveness.				

Competency 8: Student Academic Progress	8.1	Collaboratively develops, implements, and monitors the school improvement plan that results in increased student academic progress.				
	8.2	Communicates assessment results to multiple internal and external stakeholders.				
	8.3	Uses faculty meetings, team/department meetings, and targeted professional development activities to focus on student progress outcomes.				
	8.4	Provides evidence that students are meeting measurable, reasonable, and appropriate achievement goals.				
	8.5	Demonstrates responsibility for school academic achievement through proactive interactions with students, parents/caregivers, staff, and other stakeholders.				
	8.6	Sets benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.				

Appendix E: Sample Wage Scale

Progressive Wage Models

Providing apprentices with escalating job responsibilities where they can learn on-the-job is an essential component of the model. Apprentices are also required to receive pay and reflective increases as their skills and knowledge increase. The minimum entry wage for an apprentice is equal to or higher than the pay rate for an instructional staff member with 4 years of successful, full-time experience in a public school or at least $25 per hour, whichever is higher.

Division employers must provide at least one progressive wage increase when 50% of the on-the-job training competencies have been met.

Associated Wage Progression

Apprenticeships start by establishing an entry wage and an ending wage. From there, programs build in progressive wage increases as skill benchmarks are attained by apprentices.

Apprentices shall be paid a progressively increasing schedule of wages based on **either a percentage or a dollar amount** of the current hourly journey worker wage rate, which is an average of $117,084/year (this is a statewide average, and the actual salary rate will vary based on employer and placement).

Wage Progression

(2-Year Term) Example:

Entry Level Wage: $25.00

1st period: $27.00

2nd increase: $29.00

3rd increase: $31.00

4th increase: $33.00

Many apprenticeship agreements provide a specific percentage of the journey worker/mentor rate due for each level of apprenticeship, which can then be applied to the prevailing wage rate listed for the classification in the applicable wage determination to calculate the wage rate that can be paid to apprentices at each stage of apprenticeship while they are working on the project.

Sometimes, however, the agreement only lists the rates paid to apprentices and the rate paid to mentors. For apprentices enrolled in such registered apprenticeship programs, the listed apprentice rate can be divided by the journey worker rate listed in the apprenticeship agreement to convert it to a percentage, which can then be applied to the base hourly wage rate listed in the applicable wage determination to find the applicable rate for apprentices while they are working on the project.

School divisions must provide their progressive wage schedule for GYO apprentices employed in their division.

Appendix F: Budget Template

Period of Award	**May 5, 2025 – June 30, 2027**
Applying Education Preparation Provider (EPP)	

Personal Services 1000							
NOTE: This is not an allowable expense for grant funding, however applicants can demonstrate any in-kind contributions such as personnel who will be tasked with the grant's management.							
Name of Individual	**Program Role**	**% FTE**	**Salary**	**Total in-kind contribution**	**Grant Funds Requested**	**Other funding source (optional)**	**Total cost**
				$0			$0
				$0			$0
				$0			$0
				$0			$0
				$0			$0
Total Personal Services:							$0

Employee Benefits 2000							
NOTE: This is not an allowable expense for grant funding, however applicants can demonstrate any in-kind contributions such as personnel who will be tasked with the grant's management.							
Name of Individual	**Program Role**	**% FTE**	**Salary**	**Total in-kind contribution**	**Grant Funds Requested**	**Other funding source (optional)**	**Total cost**
				$0			$0
				$0			$0
				$0			$0
				$0			$0
				$0			$0
				$0			$0
Total Employee Benefits:							$0

Purchased/ Contractual Services 3000			
Description (Please provide detailed cost calculations.)	**Grant Funds Requested**	**Other funding source (optional)**	**Total cost**
			$0
			$0
			$0
			$0
			$0
			$0
Total Purchased Contractual Services:			$0

Internal Services 4000			
Description (Please provide detailed cost calculations.)	**Grant Funds Requested**	**Other funding source (optional)**	**Total cost**
			$0

			$0
			$0
			$0
			$0
Total Internal Services:			$0

Other Charges 5000			
Description (Please provide detailed cost calculations.)	**Grant Funds Requested**	**Other funding source (optional)**	**Total cost**
			$0
			$0
			$0
			$0
			$0

			$0
Total Other Charges:			$0

Materials and Supplies 6000			
Description (Please provide detailed cost calculations.)	**Grant Funds Requested**	**Other funding source (optional)**	**Total cost**
			$0
			$0
			$0
			$0
			$0
			$0
Total Materials and Supplies (6000)			$0

Total Program Budget for the Grow Your Own - Registered Principal Apprenticeship Program			
Budget Categories and Codes	**Source of Funds**		**Total Cost**
	Grant Funds Requested	**Other funding source (optional)**	
Personal Services (1000)	**$0**	**$0**	**$0**
Employee Benefits (2000)	**$0**	**$0**	**$0**
Purchased/Contractual Services (3000)	**$0**	**$0**	**$0**
Internal Services (4000)	**$0**	**$0**	**$0**
Other Charges (5000)	**$0**	**$0**	**$0**
Materials and Supplies (6000)	**$0**	**$0**	**$0**
Total Program Budget	**$0**	**$0**	

The total Grant Funds requested cell must match the number on the Grant Proposal Cover Page. A description of every object code is provided for reference. Any incentive awards or stipends provided are taxable to the recipient. Grantee is responsible for ensuring that all taxes are properly remitted.

Budget Narrative: The budget narrative should clearly describe anticipated expenditures. The narrative should outline the justification for the overall amount requested from grant funding as well as describe in-kind contributions, if any, or other matching funds that may be provided by the division or other partners. A form is not provided so prepare the narrative using the itemized titles and codes shown.

ONLINE MANAGEMENT OF EDUCATION GRANT AWARDS (OMEGA) OBJECT CODE DESCRIPTIONS

Personal Services (1000): Include salaries and wages for employees. Entries should identify program staff positions and titles; the appropriate rate of pay per hour, day, week, or month; and the total amount or percent of their work time to be charged to the program.

Employee Benefits (2000): Include job-related benefits that are provided to employees as part of their total compensation. Fringe benefits (proportioned to the percent of their work time to be charged to the program) include the employer's portion of FICA, retirement, insurance (life, health, disability, etc.).

Purchased/Contractual Services (3000): Include fees for special professional services to the program by individuals or firms not involved as program staff (employees) of the university. Include name and title of consultant, and the type of consultant services to be provided.

Internal Services (4000): Include charges from internal services to other functions, activities, or elements of the organization for the use of internal services, such as print shop or central purchasing/central stores.

Other Charges (5000): a) Travel expenses should be itemized in this section. Transportation, lodging, and other appropriate travel expenses of program staff and consultants should be budgeted in accordance with the institution's policies and regulations, based on the Commonwealth of Virginia's current travel regulations. All program travel must be directly related to grant activities. b) Stipends should be included in this section. Include the number and amount of stipends. Please provide detailed information on the stipends in the narrative.

Supplies and Materials (6000): Include supplies, materials, and services directly used for this program. This category includes the following: office supplies; educational materials for participants; books and audiovisual materials; and postage, printing, publication, and photocopying services.

Appendix G: Proposal Cover Page

2024-2025 GRANT APPLICATION FOR EDUCATOR PREPARATION PROVIDERS TO APPLY FOR PRINCIPAL APPRENTICESHIP IMPLEMENTATION GRANT

Applying Educator Preparation Provider:	
Address:	
Partnering School Division(s) & Superintendent's Region(s):	
Number of Candidate Seats:	
Amount Requested Per Candidate:	
Name of Grant Project Contact: (Must be at Educator Preparation Provider level)	**Title:**
Email:	**Telephone:**
Name of Fiscal Agent Contact:	**Title:**
Email:	**Telephone:**
Total Grant Funding Amount Requested:	**$**

Certification by the Educator Preparation Provider: I certify to the best of my knowledge that the information in this proposal is correct; the filing of this proposal is duly authorized by the educator preparation provider; and the provider will adhere to the requirements of the grant. This educator preparation provider will submit to the Virginia Department of Education.

Name of Educator Preparation Provider Designee:_____

Signature of Educator Preparation Provider Designee: _____