TEA — Texas Education Agency

2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation   ESEA, as amended by P.L. 114-95, ESSA Title II, Part A

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

RECEIVED TEXAS EDUCATION AGENCY 2018 NOV -8 PM 4:39 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION

Grant period from   **January 1, 2019 – June 30, 2020**

[X] Pre-award costs are not permitted.

Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):   **N/A**

Applicant Information

Organization: The University of Texas Charter School	CDN 227806	Vendor ID 746000203	ESC 13	DUNS 170230239

Address: 2200 East 6th Street   City: Austin   ZIP: 78702   Phone: 512-471-4864

Primary Contact: Melissa Chavez   Email: m.m.chavez@austin.utexas.edu   Phone: 512-471-4365

Secondary Contact: Jenny Davis   Email: jennydavis@austin.utexas.edu   Phone: 512-471-1434

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

[X] Grant application, guidelines, and instructions
[X] General Provisions and Assurances
[X] Application-specific Provisions and Assurances

[X] Debarment and Suspension Certification
[X] Lobbying Certification
[X] ESSA Provisions and Assurances requirements

Authorized Official Name: Melissa M. Chavez   Title: Superintendent

Email: m.m.chavez@austin.utexas.edu   Phone: 512-471-4365

Signature: *Melissa M. Chavez*   Date: 11-7-18

Grant Writer Name: Melissa M. Chavez   Signature: *Melissa M. Chavez*   Date: 11-7-18

( ) Grant writer **is** an employee of the applicant organization.   ( ) Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

X SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Our district needs to have at least 2 principal candidate in the pipeline in each of the areas we serve in Texas (Austin, Houston, San Antonio/ Hill Country, and Waco).	Our district is very unique, serving 23 residential treatment centers across the state of Texas. Our student population has very specific academic and social/ emotional needs that can only be addressed by specially trained staff. We have created a tired leadership program consisting of executive principals, associate principals, & assistant principals to have principals in the pipeline at UT-UCS.
Our district will have people in leadership positions that mirror our student population.	Currently, we are working towards hiring more diverse leadership. We collect data yearly on the ethnic and gender diversity of our leadership and teachers and intentionally work towards creating a more diverse workforce. This is part of the hiring process.
Teachers and staff will have an opportunity to grow into leadership positions in our district.	Our teacher and staff surveys over the years have revealed a need for our district to have more opportunities for teacher leadership. We have added instructional coach positions, and we have added associate and assistant principal positions. This has address our need for skilled leadership opportunities.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

UT-UCS district will identify 2 strong principal candidates from among our current staff in the Houston and San Antonio area to begin participation in the 2019-2020 Principal Preparation Grant Program, with Region 13 as our partners by June 1, 2019.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

By February 18, 2018, the hiring committee will have determined a list of 5 candidates for the principal internship position. Before this date, the process for applying for the program will be created by the district team using the grant fidelity implementation rubric and the grant fidelity rubric as a framework. Communication about this program, qualifications and how to apply will be communicated to all staff through email by January 22, 2018 . By March 25, 2019, the hiring committee will select 2 candidates from among our current staff in the Houston and San Antonio area to participate in the principal preparation grant program. Before this date, the district team will establish the job description and goals and objects for the principal intern. A principal mentor will be assigned from current principal staff.

Measurable Progress (Cont.)

Second-Quarter Benchmark

By June 1, 2019, both candidates will be hired into their residency positions and begin the principal preparation program with Region 13. Before this date, the candidates will take the TExES Principal (268) assessment and the PALS assessment to be certified for their leadership position.

Third-Quarter Benchmark

By September 13, 2019, principal interns will have first observations and meetings in T-PESS. Before this date, the intern will meet with mentor to set goals for the year. A portfolio will be created by the principal intern that will collect artifacts for each principal standard: Instructional leadership, school climate, human resource management, organizational management, communication and community relations, and personal professional development.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The project evaluation data will be used to create the goals, time line, and process. A document outlining the critical success factors and milestones to accomplish the goals will be developed by the district team, that will help keep this program on track. We will meet weekly to measure our progress towards the goals in cabinet meeting, if our goals are not being met, we will create a plan to address and problem solve. We will collect teacher surveys, and coaching notes. We will support Region 13's program expectations and requirements by providing release time for our interns to travel to Austin to attend classes, take exams, and participate in professional development.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.

☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.

☒ The applicant assures that residents do not have significant classroom responsibilities.

☒ The applicant assures that residents do not hold a principal certification in the state of Texas.

☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.

☒ The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.

☒ The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.

☒ The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to brenda.garcia@tea.texas.gov for approval.

☒ The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

Statutory/Program Requirements

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria, including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

The targeted recruitment process will begin with recommendations from current principals, who will be identifying current teaching staff that show significant abilities to lead their colleagues. The district will create a team of individuals that include district and campus staff as well as Region 13 staff, that will make up the recruitment and hiring committee. This committee will establish clear expectation for the new position, will be charged with creating an evaluation rubric, and research the candidates completely and effectively. This team will also be responsible for grant expectation through out the process.

There will be an application process which will include essay questions. The questions will be designed to show the candidates views on student achievement, growth mindset, leadership, motivation, goals and experiences. The applicants will be screened through collection of school data (assessment scores and T-TESS observations) and telephone interview with superintendent to ensure that applicants meet the admissions criteria. These criteria include but are not limited to: evidence of student achievement, strong T-TESS appraisals, evidence of campus leadership work, evidence of possessing a growth mindset, and motivation to lead. The screened applicants will go through an interview process that will include, a presentation, interview questions, and essay questions answered in advance of the interview.

it is extremely important to our district that our leadership staff mirror the students in our schools, because it's important we say it. We state we want to recruit a diverse staff. Research tells us that you must make sure your pool is highly diverse to insure hiring a diverse team. You need to be intentional to make sure that each and every search has a diverse candidate pool. If they do not see a diverse pool responding to a posting, it is our responsibility to reach out one-by-one to diverse candidates and ask them for participation. We use a "two in the pool effect," this helps overcome unconscious biases. Also, personality assessments increase workplace diversity because they don't show adverse impact, that is, personality scores do not differ for minority group members. research shows that companies who used a personality assessment in their hiring process, had more racially diverse workforces.

Our current make-up of administrative staff and student population are as follows.

Ethnicity of Students vs. Administrative Staff
Hispanic/Latino 41% student vs. 25% staff
American Indian / Alaskan 2% student vs. 0% staff
Asian 0.6% student vs. 0% staff
Black/ African American 18% student vs. 16% staff
Hawaiian or Other Pacific Islander 0.1% student vs. 0% staff
White 35% student vs. 58% staff
Two or more Races 3% student vs. 0% staff

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

We want to create authentic leadership opportunities. The Houston area intern will over see 2 small RTC campuses (Safe Haven and Shriners Hospital). A current Houston principal will be assigned as the mentor. The San Antonio Intern will oversee 2 small RTC campuses (SJRC and Pathways). A current San Antonio principal will be assigned as the mentor. The interns will be responsible for the following:

• Supervises all school personnel on the campus, directly and/or indirectly
• General Planning: conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school program.
• General Coordination: ensures that the school program is compatible with the legal, financial and organizational structure of the school system.
• Enhancement of Personnel Skills: provides activities, which facilitate the professional growth of the school staff and enhance the quality of the instructional program.
• School Objectives: identifies the annual objectives for the instructional, extracurricular, and athletic programs of the school.
• Curriculum Objectives: ensures that instructional objectives for a given subject and/or classroom are developed, and involves the faculty and others in the development of specific curricular objectives to meet the needs of the school program. The executive principal provides opportunities for staff participation in the school program.
• Establishes Formal Work Relationships: evaluates student progress in the instructional program by means that include the maintaining of up-to-date student data. The executive principal supervises and appraises the performance of the school staff.
• Facilitates Organizational Efficiency: maintains inter-school system communication and seeks assistance from central office staff to improve performance. Maintains good relationships with facilities, students, staff, and parents.
• New Staff and Students: orients and assists new staff and new students and provides opportunities for their input in the school program.
• Community: encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members.
• Supplies and Equipment: manages, directs, and maintains records on the materials, supplies and equipment, which are necessary to carry out the daily school routine. The principal involves the staff in determining priorities for instructional purposes.
• Services: organizes, oversee, and provides support to the various services, supplies, material, and equipment provided to carry out the school program. The principal makes use of community resources.

Statutory/Program Requirements

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☒ Not Applicable

Statutory/Program Requirements (Cont.)

4. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

> Our district uses a response to intervention framework. The campus collects data and reviews it in data teams that create intervention plans. These teams meet monthly. We use the following schedule and resources to collect data.
>
> Reading: Pre-Kindergarten: Circle, Grades K-5: DIBELS Next, Grades 6-12: Achieve 3000, and 7 and 7th Grader who did not pass 6th grade STAAR: TMSFA
>
> Math: Pre-Kindergarten: Circle, Grades K-5: Exact Path, and Grades 6-12: Test Pack
>
> Initial Diagnostic Grades 1-12
> Track 1, 2, and 4: Week of August 27, 2018
> Track 3: Week of July 23, 2018
> Initial Diagnostic Grades PK-K
> Track 1, 2, and 4: Week of September 24, 2018
> Track 3: Week of September 10, 2018
> Progress Monitor:
> DIBELS Next: Campuses will create a progress monitor passage once a 6 weeks. Results will be reported on Key Results Report.
> Exact Path: Campuses must complete administer the diagnostic during week 5 of 2nd, 4th, and 6th six weeks. Student should also work 1-2 times a week on their learning path
> Achieve 3000: Progress Monitor will be completed through weekly activity completion. Results will be documented on Key Results Reports

5. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

> Our district uses the Texas Teacher Evaluation and Support System (T-TESS) to support teachers in their professional growth. T-TESS captures the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students, and identifying the effectiveness of teachers requires a consistent focus on how students respond to their teacher's instructional practices. For those reasons, each of the observable domains in T-TESS focuses on teachers and students rather than separating them out into separate domains. T-TESS includes three components:
> goal-setting and professional development plan, the evaluation cycle (including: pre-conference, observation, post-conference), and the student growth measure.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

○ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.

○ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

○ Yes ⦿ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

○ Yes ○ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.

☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year grant allocation

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

Request for Grant Funds

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program 2

Matched amount (number of principal residents participating in program x $15,000) 30,000

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)   BUDGET

Principal resident #1 salary and fringes (100%)	77,400
Principal resident #2 salary and fringes (73.63%)	56,989

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

OTHER OPERATING COSTS (6400)

Total Direct Costs   134,389

Indirect Costs   5,611

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)   140,000

RELAY/GSE

Attachment 1: Leverage Leadership Readiness Assessment

Leading Data Driven Culture:
How would you describe your team's...

	1 - Approach / 2 - Foundational / 3 - Proficient / 4 - Exemplary
a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?	2
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?	2
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?	2
d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including "do nows", in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?	2
e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?	2
f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?	2
g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)?	2
h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning?	2
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?	3
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?	2

Partial

Partial

Partial

RELAY/GSE

Attachment 1: Leverage Leadership Readiness Assessment

Leading Observation Feedback

How would you describe your team's... *

Scale:
- 0 - Lacking
- 1 - Emerging
- 2 - Foundational
- 3 - Proficient
- 4 - Exemplary

Item	Score
a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?	3
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	3
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	2
d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	3
e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	3
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	3
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	2
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	2
i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?	2
j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	2