



2021-2022 PRINCIPAL RESIDENCY GRANT PROGRAM, CYCLE 4
COMPETITIVE GRANT Application Due 11:59 p.m. CT, October 22, 2020

NOGA ID

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

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Application stamp-in date and time

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Grant period from **March 9, 2021 - September 30, 2022**

Pre-award costs are not permitted.

Required Attachments

Refer to the Program Guidelines for a description of all required attachments.

Amendment Number

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

Applicant Information

Organization CDN Vendor ID ESC DUNS
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

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):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

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

For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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 2021-2022 Principal Preparation Grant Program, Cycle 4 Program Guidelines.
- The applicant provides assurance to adhere to all Performance Measures, as noted in the 2021-2022 Principal Residency Grant Program, Cycle 4 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 Residency Summer Institute in June 2021.
- 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 Residency Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Residency Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.
- If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to principalresidency@tea.texas.gov for approval.
- LEA assures it will choose from the list of approved EPP providers. An approved provider list is posted on the TEA Grant Opportunities page, with all documents pertaining to the RFA.
- If preliminarily selected for award, LEA agrees that full grant award will not be released until TEA staff have concluded the negotiation process and verified that an approved EPP provider was selected and the MOU contains all the required elements listed on page 7 of 2021-2022 Principal Residency Grant Program, Cycle 4 Program Guidelines.

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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. LEA must also provide their plan for considering the degree to which the diversity of the residents mirrors that of the student population in their recruitment and selection strategy.

Lubbock ISD will actively recruit highly qualified applicants for the Principal Fellow Program to ensure that each candidate demonstrates the potential to be an effective school leader in all situations, but specifically in schools which are lower-performing based on the quality seat analysis that is done through the Systems of Great Schools (SGS) work being done in the district. SGS requires districts to develop a long-term recruitment strategy that results in a pipeline of leaders which makes this grant an excellent complement to existing initiatives. In order to meet these criteria, the following recruitment and selection processes will be utilized.

Nominations will be requested via an electronic newsletter. To ensure diversity potential is attained and a diverse pool of educators (gender, ethnicity, and age/service) is reached, recommendations from campus and district administrators as well as counselors, lead teachers/department chairs, instructional coaches, and specialists will be accepted. As educators working closely with school leaders, these people provide insight into the recruitment of high performing teachers and aspiring administrators that match student demographics.

Nominations must consider the grant purpose which includes diverse instructional leaders. These candidates must demonstrate student achievement and growth, effective instruction based upon observation data and leadership skills, as well as leadership skills which include the ability to problem solve and work with others. To encourage the consideration of candidates who might not otherwise be nominated, campuses will be provided with a list of teachers recognized at the district level for their student growth and achievement, T-TESS evaluations marked proficient and above, and involvement in district-level leadership activities for consideration. The selection of diverse candidates from this list is highly encouraged. If a highly diverse pool is not created through the nomination process, campuses will be contacted to consider other potential highly qualified candidates that may not have been considered.

Nominated educators will receive an email invitation to join an information session hosted by Lubbock ISD and Texas Tech University. This information session will provide an overview of the program and the application process. Candidates will be able to ask questions and gain the information needed to determine their participation.

Candidates who choose to apply for the program will provide additional data to support their impact on student learning. They will complete a Haberman Administrator Screener, obtain letters of recommendation, and complete an application process to be considered for Phase I interviews at the district level. This application will include questions regarding examples of growth mindset and impact on student learning. The district will select a diverse sub-group of applicants from Phase I interviews to proceed to Phase II of the application process with Texas Tech University. Rubrics are utilized by the district to rate each applicant based on all application criteria. This group will mirror the demographic make-up of the student body.

The Texas Tech University faculty members utilize rubrics to rate each of the components listed above in the university application process. In addition, the university faculty members conduct virtual live interviews of the candidates put forward by the partnering school district with semi-structured questions on leadership dispositions, teacher content knowledge, advocacy for at-risk students, teacher mindset, and instructional knowledge. During the interview process, faculty members examine multiple forms of rubric and application data, discuss the overall scores, district partners' selection notes, and input to select the candidates who will participate in the next Principal Fellows cohort for the following school year. Texas Tech will make the final selection of three candidates from the Phase II applicants.

The Texas Tech University Principal Fellows Residency Program has been collaborating with Lubbock ISD as well as other districts in Texas and Louisiana for six years on the selection, coaching, placement, and skill development of future school leaders. Lubbock ISD served as a pilot district and was instrumental in the development of the application and program development. The Residency program has also served as a platform to diversify the school leadership pipeline. Lubbock ISD continues to increase the number of diverse candidates each year since the program's inception.

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Statutory/Program Requirements

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.

Principal Fellows will be relieved of all classroom responsibilities and will serve 100% of their time in a highly selective and competency-based residency model that provides evidence-based professional enhancement activities. This model has been developed collaboratively between Lubbock ISD and Texas Tech University. This clinical experience will provide the opportunity to develop instructional leadership skills to transform schools and meet district established goals of 80% of students being in A/B schools and SGS goals of creating a pipeline of highly qualified leaders. The activities of the residency address multiple components of the Effective Schools Framework as well.

Principal Residents will conduct an equity audit using current district data sources that include both campus and state data. Based upon the audit, residents will identify a) two at-risk teachers in core content areas, b) one core content area PLC, c) one at-risk EL, d) one at-risk SpEd, and e) one 504 case study to support throughout the program. Candidates will conduct a root-cause analysis on each case study to accurately identify problems of practice and develop action plans for each of the identified cases. They will implement action plans and present data to show improvement. When improvement is not observed, they will engage in coaching conversations with the district mentor and university faculty to make necessary modifications and adjustments.

The TTU Faculty Coaches lead high-quality clinical supervision experiences with individual coaching sessions examining the Principal Fellows growth and performance through formative/summative assessment. Formative assessments during the 15-month program include the use of Principal Mentor input and multiples sources of feedback about the overall leadership in PLCs, work with struggling teachers, student advocacy work, and overall aspiring school leader performance. Competencies and skills are progress monitored using performance assessments, quarterly instructional coaching feedback cycles, and supporting the progress monitoring of instructional goals.

Principal fellows will be expected to participate daily in authentic leadership opportunities outlined in the Identified Integrated Pillars through involvement in PLCs, participation in campus and district leadership meetings, leading and participating in professional development, leading data meetings using Driven by Data processes, providing teacher feedback using Get Better Faster coaching techniques. They will participate in hiring conversations and play an active role in curriculum conversations to ensure quality teaching and learning occur in classrooms. These conversations will take place in PLCs and in individual teacher conversations.

In order to ensure that residents are able to see and participate in the wide array of duties of a principal, candidates will be assigned a wide range of activities and will not be limited to things such as managing discipline.

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Statutory/Program Requirements (Cont.)

3. 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.

One of the pillars of Lubbock ISD is valuing data. As a result, the majority of campuses in Lubbock ISD have participated in Data-Driven Instruction training as well as Effective School Framework (ESF) training with the Educational Service Center. Principal Fellows will have the opportunity to participate in and apply this learning in order to provide another set of tools to support effective leadership. Executive Principals, principals, and campus teams use assessments and the DDI process to better understand the rigor of standards and guide planning. District assessment blueprints have been developed with fidelity to state tests to ensure the validity of the measures in determining student abilities. These assessments are given according to the assessment calendar developed by the district and are supplemented with CFAs. Teachers are actively involved in data-driven conversations to analyze assessments, unpack standards, and develop and practice plans for improving instruction. These conversations are conducted using the templates provided in Driven by Data. This template allows teachers and administrators to See It-Name It- Do It. In the See It portion of the conversation, participants celebrate past successes and dive into exemplars. This involves interpreting standards and looking at teacher and student exemplars to identify gaps. Once gaps are identified, analysis of errors takes place leading to developing a plan to reteach the skills in the Name It phase of the process. Finally, in the Do It process teachers begin to practice the necessary skills for improvement and arrange for follow-up to allow for accountability. Executive Principals and Curriculum and Instruction staff help increase accountability by participating in data meetings. Instructional Coaches are available to provide additional support for effective instruction. Lubbock ISD has additional data analysis protocols that are used in vertical and horizontal PLCs to advance the use of data to drive instruction. These measures are well supported by district staff.

4. 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.

Lubbock ISD uses T-TESS for conducting teacher appraisals, but observation and feedback go far beyond just that cycle. The T-TESS model includes pre-conference, observation, and post-conference cycles (POP). Feedback is provided to the teacher utilizing the T-TESS rubric to provide feedback on planning, instruction, and learning environments. LISD administrators participate in calibration sessions throughout the year to measure fidelity to the T-TESS rubric and ensure the accuracy of observation data across the district. Principal residents actively participate in these sessions and will complete four POP cycles during their experience to provide multiple opportunities for the application of skills. In addition to the POP cycle, campus administrators and residents will conduct a minimum of two walkthroughs on every teacher over the course of the school year. The 16 dimensions of T-TESS provide an excellent description of the best practices of effective instruction, yet it is often a struggle to help teachers understand how to best make small changes to bring about a big improvement in their instructional practices. Using the Get Better Faster (GBF) Scope and Sequence, district administrators and instructional coaches have been trained to observe through the lens of management and rigor to identify action steps that will have the greatest impact on teaching. Administrators and coaches are able to provide the action steps, practice them with teachers, and plan for follow up observations to measure improvement. Using the coaching pillars of providing granular feedback, practicing until perfect, and providing real-time feedback in the classroom has led to the improved observation and feedback practice of leaders and improved performance of teachers. Data is collected through coaching logs, walkthrough data, and conferencing notes to track conversations and observations. Connections have been made through the GBF Scope and Sequence and the T-TESS Rubric to help administrators align the two instruments. In addition, Observation and Feedback systems are aligned to the ESC Lever 2.2 which again is identified as a high leverage school behavior. Principal residents will participate in the use of the GBF tools and processes to collect observation data, track progress, and provide effective feedback to the teachers identified in their equity audit as well as others that they support throughout the year.

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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	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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Request for Grant Funds

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

Number of principal residents participating in the 2021-2022 Principal Residency Grant Program

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 Salaries	120,000
Principal Mentor Stipends	9,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional Development	12,500
Tuition Fees	50,000

SUPPLIES AND MATERIALS (6300)

Books	4,000
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OTHER OPERATING COSTS (6400)

Leadership Travel	2,500
Certification Reimbursement	2,220
Administrative Costs	3500

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

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Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

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