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

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):

Applicant Information

Organization	Presidio ISD	CDN	189902	Vendor ID	746001944	ESC	18	DUNS	044111102

Address	701 E. Market St.	City	Presidio	ZIP	79845	Phone	432.229.3275

Primary Contact	Laura Portillo	Email	lportillo@presidio-isd.net	Phone	432.229.3275

Secondary Contact	Ray Vasquez	Email	rvasquez@presidio-isd.net	Phone	432.229.3275

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	Ray Vasquez	Title	Superintendent

Email	rvasquez@presidio-isd.net	Phone	432.229.3275

Signature		Date	10/29/2018

Grant Writer Name	Susan Forthman	Signature	*Susan Forthman*	Date	10/29/2018

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

2019-019255

701-18-105-039

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
Need for administrators who are representative of the student population. 96.6% of our students are Hispanic, yet less than 50% of our administrators are Hispanic.	In our recruitment efforts, Presidio ISD is targeting candidates who mirror our student population in order to increase the number of Hispanic administrators in our district, making it more representative of our students and our community.
Need for certified administrators. Currently only 5 out of our 6 campus administration positions are filled with certified candidates and there are no qualified, certified candidates to fill future positions.	By preparing future Presidio ISD principals from our pool of current teacher leaders, we will create a pipeline to fill current and future positions with candidates who already exhibit the characteristics of a successful campus instructional leader.
Need for certified and qualified applicants for current and future positions who will remain in Presidio ISD. Due to our remote location, few candidates are willing to re-locate to our community long-term.	Presidio ISD will recruit current teacher leaders already make their homes and careers in our community. For that reason, they are much more likely to stay here long-term than those who move here only for the administrative position.

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.

By the end of the 2020-20201school year, 4 current Presidio ISD teachers will have completed a master's degree in educational leadership and be fully certified as principals.

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

Presidio ISD will have an articulated MOU with an EPP at an IHE for participants to complete a master's degree in educational leadership and certification as a principal.

Presidio ISD will have finalized recruitment of candidates who exemplify established criteria and entered into an MOU with with candidates who commit to complete their degrees and certification within the grant period and remain in Presidio ISD for a minimum of 4-years. Support provided for candidates from the district and the IHE will be specifically articulated.

Measurable Progress (Cont.)

Second-Quarter Benchmark

4 principal candidates in Presidio ISD will enroll in the IHE providing a master's degree in educational leadership and a State Board of Education Principal Certification.

High performing mentors who excel in supporting their colleagues will be selected for the principal candidates. A mentor-candidate -I HE kick-off event will be held. Dedicated time for mentors and candidates to meet and conduct planning/observations will be scheduled.

The IHE professors, field supervisors, mentors, and principals will have begun planning/collaborating to ensure authentic field experiences are planned, curriculum is tailored to participant and district needs, and all support systems are in place.

Third-Quarter Benchmark

4 teacher candidates from Presidio ISD will have begun their coursework and field experiences to earn their masters certification with defined upport from the district, the IHE, mentor teachers, and administration.

Evaluation efforts will be in place to consistently monitor participant and program success and adjust the program/participant supports as needed.

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.

Presidio ISD will ensure all decisions regarding the implementation and modification of the Principal Preparation program are data-informed through consistently collecting and analyzing both program and participant data - quantitative and qualitative - through a variety of methods. The Federal programs/Curriculum Director will serve as the project director. Performance measures established by TEA and additional locally-designed measures (based on our local needs assessment) will be analyzed in quarterly program meetings. The Federal programs/Curriculum Director will also serve as the liaison with the IHE/EPP. The superintendent will meet with participants and mentors at least quarterly to review individual progress and program effectiveness. The IHE contact will submit data regarding participant progress at least quarterly. Data will be shared at principals' meetings and plans and services will adjusted through collaborative planning during these meetings to address any challenges that participants or the program are facing.

Evaluation data will be used to promote sustainability by bringing to light additional and ongoing support that participants and/or the program need to ensure continued success. This ongoing support and refinement of services provided in order to meet both anticipated and unanticipated needs will be critical to ensuring that this grant program is not an isolated effort but an on-going effort that becomes an integral initiative in Presidio ISD to maintain a pipeline of certified administrators.

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.

Presidio ISD is actively recruiting our most talented future leaders through a multi-faceted process that ensures candidates that will best meet the needs of our students, staff, and community. Presidio Isd staff were notified of the opportunity through emails, web-site postings, faculty meetings, and one-on-one contact by district and campus administrators. Particularly, excellent teacher leaders who are Hispanic were encouraged by their principals and district administrators to apply.

Candidates selected for the principal residency are being selected based on the following criteria:

-Demonstrated positive results impacting student achievement in Presidio ISD.
-Positive evaluation ratings.
-Demonstrated evidence of a commitment to continuous improvement through professional development and colleague/ supervisor observation and feedback.
-Successful participation in school activities and teacher leadership opportunities.
-Demonstrated willingness and ability to collaborate with and coach colleagues.
-Strong relationships with colleagues, supervisors, students, parents, and staff.
-Commitment to complete the master's program and certification within the time allotted by the grant.
-demographics representative of the student population.
-Strong analytical and problem-solving ability.
-Commitment to the district's vision, mission, and goals.
-Exhibits strong ethics and a growth mindset.

Following initial recruitment , candidates were screened based on the published criteria and individual interviews are scheduled for those who rose to the top of the pool. The superintendent, along with key members of his staff will determine through interviews and recommendations the candidates who best exemplify the criteria and meet the needs of the district.

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.

The year-long, full-time residency for the Principal Preparation Grant participants will be planned, coordinated, and executed through a collaboration among the Presidio ISD Superintendent, principals, the IHE/EPP, the residents, and their mentors. The Educational Leadership Program at our partner IHE is designed to heavily emphasize instructional leadership, data, collaborative teams, campus improvement, and the change process. Candidates will complete the Performance Assessment for School Leaders (PASL) tasks (and 9 Pillar Assignments) throughout three Practicums that coincide with their residency. PASL Task 1 requires students to complete at least one targeted improvement project and complete all 4 steps of the improvement cycle: data analysis, root cause analysis, plan for the solution and provide professional development on the solution selected; and implement and monitor the solution. In Practicum I candidates complete Steps 1 and 2 of the Change Cycle-Data Analysis, identification of targeted problem and root cause analysis with their campus Data Team; in Practicum II candidates complete Step 3 of the Change Cycle-Plan with their campus Data Team; and in Practicum III candidates complete Step 4 of the Change Cycle-Implementation and Monitoring with their campus Data Team. Each Practicum is paired with two content courses. In addition to the three practicum courses and two content courses, two action research courses and two instructional leadership courses support this effort. The district mentorship and the true cohort model at the IHE with a 1:10 professor to student ratio to provide individualized coaching will support residents throughout this process.

In addition to this year-long project, as full-time principal residents, the participants will actively participate in all administrative day to day responsibilities supported by coaching not only by their mentor, but by the entire Presidio ISD administrative team. Participants will begin by shadowing campus administrators, then begin taking on the responsibilities with one-on-one support, and will then independently practice both routine and as-needed tasks with feedback and coaching. Dedicated time for reflection, planning for continuous improvement, and feedback will be a continuous loop throughout the process.

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.

The data-driven instruction systems currently implemented at Presidio ISD campuses begin with leaders examining high level data from regularly-scheduled common assessments, then leading PLCs to guide teachers to see drill down in the data to identify examplar student answers, analyze trends, and identify high leverage action plans. ongoing leadership training includes in-depth training in the TEKS of each core subject area, familiarity with grade-appropriate curriculum and standards, and best teaching practices. This is currently a district emphasis as it was identified as a weakness during a recent needs assessment that administrators tended to be experts only in their teaching field. Through the analysis of data, particularly disaggregated data, administrators are able to identify areas where individual teachers are teams of teachers demonstrate strengths and weaknesses. Are certain teachers doing better with certain populations of students than others? Do individual teachers or groups of teachers seem to be struggling with teaching the curriculum in the intended timeline? Are there certain teachers who may be experiencing challenges in practice that are impacting overall student achievement such as classroom management, planning, or subject matter expertise? This information enables leaders to tailor their coaching to match student and teacher needs. Administrators not only lead teachers during PLCs to create high-leverage action plans, but they also use the data gathered from data analysis to plan and implement support for teachers such as professional development plans, opportunities to observe colleagues, and opportunities to practice effective strategies with feedback and coaching.

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.

Instructional leaders use a common walkthrough instrument to conduct weekly observations of teachers, in addition to specific monitoring tools based on the high-leverage action plans designed through PLCs and individual coaching plans, to observe teachers weekly, gather data, and deliver measurable and observable feedback. Administrators analyze the data from these walkthroughs to determine overall trends and individual teacher needs. They then meet with teachers to enable them to reflect on their performance, provide feedback, and collaborate to create action plans for improvement. Administrators then assist teachers to implement those action plans through strategies that might include professional development, opportunities to observe expert teachers in areas where teachers need to grow, opportunites to practice new, enhanced skills with feedback, or other agreed-upon supports.

A critical function of the administrator in the observation and feedback system is to monitor implementation of all action plans consistently and create a continuous feedback loop so that just-in-time interventions can be provided as needed.

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 4

Matched amount (number of principal residents participating in program x $15,000) 60,000

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

Salary for full time principal residents	240,000
Stipends for mentor principals	5,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Required training for certification at ESCs	5,000

SUPPLIES AND MATERIALS (6300)

Supplies and materials for residency and coursework	8,000

OTHER OPERATING COSTS (6400)

Travel for PD, meetings, and collaboration	5,000
Fees	1,460

Total Direct Costs	264,460
Indirect Costs	15,540
TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)	280,000

Leading Observation Feedback
How would you describe your team's... *

	1 - Leading	2 - Foundational	3 - Proficient
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?	2		
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?	1		
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?	1		
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?	1		
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?	1		
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	1		
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	1		
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	1		
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"?	1		

RELAY/GSE

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

	2 - Foundational / 3 - Proficient
a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?	1
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?	1
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?	1
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?	1
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?	1
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)?	1
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?	1
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?	1
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?	1