



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
 10/22/2020 3:15 pm

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.

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

Shared Services Arrangements

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
Cleveland ISD needs to recruit and maintain a 50% larger pool of qualified candidates to fill leadership roles due to fast growth and significant demand for leadership roles.	Cleveland ISD needs to recruit and maintain a 50% larger pool of qualified candidates to fill leadership roles. Through the Principal Preparation grant funded program activities, Cleveland ISD will actively recruit and train a minimum of 10 leadership candidates whose capabilities reflect the district's leadership goals and objectives.
Cleveland ISD needs to reduce by 25% the average search time to fill openings caused by the rural location of CUSD which yields a significant shortage of viable applicants. Cleveland ISD has limited housing opportunities resulting in current leaders and leader applicants commuting to the district from urban areas which also have a high demand for leaders.	CUSD needs to reduce by 25% the average search time to fill openings due to the rural location of CUSD. Through the Principal Preparation grant-funded program activities, CUSD will develop and implement effective succession planning that takes into account opening 3 schools in the next 18 months.
Cleveland ISD needs to increase diversity among its leaders such that racial/ethnic percentages mirror those found in the student population, which currently is 83.5% Hispanic-Latino, 11.3% White, and 2.8% African American and the economically disadvantaged population is 82%.	Through the Principal Preparation grant-funded program activities, CUSD will consider demographics as a criterion for the systematic process for selecting candidates to participate in the residency program, ensuring that diversity among its school leaders racial/ethnic percentages mirror those found in the student population.

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.

Cleveland ISD will improve principal succession planning by selecting a cohort of 10 participants (whose demographics mirror student enrollment) and seeing that 100% successfully complete a one-year rigorous, authentic residency program offered during the 2021-22 school year as a component of the EPP conducted by the University of Houston (UH), measuring success by course performance, principal-standards survey results, field-supervisor observations, and site-facilitator evaluations, ultimately demonstrating mastery of the Texas Principal Standards so that the district generates a highly qualified pool of job applicants who are fully equipped and well-suited to assume the principal role successfully in Cleveland ISD.

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

1. Coursework: Each resident (principal intern) will maintain a 3.0 GPA (4.0 scale), including courses with internship/residency requirements (ELCS 6302, ELCS 6320, and ELCS 6393).
2. Survey: Each resident will indicate agree (4) or strongly agree (5) on at least 40% of all items of the Principal Standards Survey, measuring self-perception of abilities needed to implement identified Texas Principal standards.
3. Observation: Each resident will make sufficient progress, as defined by UH, toward mastery of the selected Texas Principal Standards, as documented using the required Field Supervisor Protocol.
4. Evaluation: Each resident will score 3+ average (on a 5.0 rating scale) on all residency components included on the semester evaluation conducted by his or her site facilitator, indicating the resident's proficiency in completing EPP components related to the residency program.

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Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Coursework: Each resident will maintain a 3.0 GPA (4.0 scale), including courses with internship/residency requirements (ELCS 6302, ELCS 6320, and ELCS 6393).
2. Survey: Each resident will indicate agree (4) or strongly agree (5) on at least 60% of all items of the Principal Standards Survey, measuring self-perception of abilities needed to implement identified Texas Principal standards.
3. Observation: Each resident will make sufficient progress toward mastery of the selected Texas Principal Standards, as documented using the required Field Supervisor Protocol.
4. Evaluation: Each resident will score 3.5+ average (on a 5.0 rating scale) on all residency components included on the semester evaluation conducted by his or her site facilitator, indicating the resident's proficiency in completing EPP components related to the residency program.

Third-Quarter Benchmark

1. Coursework: Each resident will maintain a 3.0 GPA (4.0 scale), including courses with internship/residency requirements (ELCS 6302, ELCS 6320, and ELCS 6393).
2. Survey: Each resident will indicate agree (4) or strongly agree (5) on at least 80% of all items of the Principal Standards Survey, measuring self-perception of abilities needed to implement identified Texas Principal standards.
3. Observation: Each resident will make sufficient progress toward mastery of the selected Texas Principal Standards, as documented using the required Field Supervisor Protocol.
4. Evaluation: Each resident will score 4+ average (on a 5.0 rating scale) on all residency components included on the semester evaluation conducted by his or her site facilitator, indicating the resident's proficiency in completing EPP components related to the residency program.

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.

Cleveland ISD, in addressing student enrollment growth of 25% for the past five years, identified early the need to provide training to keep pace with recruiting and hiring, particularly in the crucial role of principal. With this history, the district has made data-driven decisions for years to refine its successful "pipeline." Past participants in principal preparation programs have assumed all costs; offering reimbursement through this grant will be an incentive for a wider range of candidates to apply. In the proposed iteration of Cleveland ISD's effort to address this ongoing need, the residency program to be implemented in partnership with UH will use project evaluation performance reviews conducted at four program levels: student/candidate, course, residency/internship, and certification/degree.

€ Student/candidate Level: When principal candidates score below benchmark level on any program evaluation measure, interventions are immediately instituted. When a student's GPA in a course falls below 3.0 (on a 4.0 scale), the UH professor of record in communication with the UH Program Director of the M. Ed. In Administration and Supervision, who will meet with the student to determine and implement immediate supports and interventions. Professors are provided with individual Principal Standards Survey results so that adjustments can be made at the individual and course level to increase student mastery of specific standards. If at any time the resident is not meeting benchmarks regarding the resident's residency activities, then the professor, the field supervisor, and the site facilitator meet with the resident to develop and implement supports and interventions to ensure mastery.

€ Course Level: Course content and emphasis of standards is adjusted based on residents' performance on evaluation measure benchmarks. This includes adjusting the emphasis of standards covered in the course and residency program as well as the inclusion of additional content to ensure resident mastery of course and residency standards.

€ Residency/Internship Level: Based on the resident's performance on evaluation measure benchmarks, the level of support provided by the professor of record, field supervisor, and site facilitator during the residency will be increased and residency program activities will be adjusted to ensure resident success in the mastery of the Texas Principal Standards.

€ Certification/Degree Level: Student progress toward mastery of the Texas Principal Standards, as measured by the evaluation measures will be used to evaluate and adjust courses offerings and course sequencing, residency components, and structure and levels of support provided by the IHE certification/degree program director, professor of record, field supervisor, and site facilitator.

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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.

The Cleveland Independent School District is a rural school district located primarily in Liberty County, is the fastest-growing school district in Texas. Cleveland ISD has a current enrollment of 8,760 students. Cleveland is expected to open with an enrollment of 10,000 students for the 2021-2022 school year. Because of the fast growth, Cleveland ISD will be opening three schools in the next 18 months. Identifying, developing, and hiring leaders to open these and projected schools is critical to the success of Cleveland ISD.

Through the Principal Preparation grant-funded program activities, Cleveland ISD will actively recruit and train a minimum of 10 leadership candidates whose capabilities reflect the district's leadership goals and objectives. The targeted recruitment and selection process will include the following:

- Applicants must provide evidence of classroom and campus successful student academic achievement and a summary of activities implemented at the classroom and school level to facilitate increases in student academic performance.
- Applicants must have received positive evaluation appraisal for two or more years and must provide examples of how they have responded to effective observations and feedback procedures to improve their practice and increase student achievement.
- Applicants must provide examples of school leadership that demonstrate how they have engaged in collaborative efforts to research and problem solve classroom and campus solutions to problems affecting teaching and learning.
- Applicants must provide evidence of a growth mindset in developing their own knowledge and skills to improve teaching and learning as well as evidence of the development of a student growth mindset to increase academic performance.

The district will:

- 1) gather recommendations from current principals;
- 2) use University of Houston's online application interface as well as an in-district application process to obtain the pool of candidates;
- 3) form an ad hoc committee to review these applications and to apply standards from a rubric developed for this purpose;
- 4) have the committee select applicants to interview, such that the finalists not only mirror the ethnic proportions found in Cleveland ISD's student enrollment, but also represent a span of instructional levels, elementary, middle school, high school; and
- 5) use interview results to guide the committee's ultimate selection of 10 residents to constitute the cadre. Priority will be given to applicants whose race/ethnicity mirrors that of the student population.

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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.

The Department of Educational Leadership & Policy Studies at the University of Houston has responded to the significant amount of research evidence that indicates that quality principals lead quality schools and achieve higher student performance. As a Department, the work of developing a rigorous course sequence (see Attachment 1), including sustained and rigorous clinical experiences in authentic school settings, was a priority. Course content is closely aligned with The Texas Principal Standards and the Professional Standards for Education leaders (PSEL) standards for school leadership (see Attachment 2). All state and national standards are covered during the program course delivery. The redesign of internship/residency experiences included collaboration with district partners, university faculty, and student alumni. The goal of this partnership is to transition student interns from leadership in a single classroom, to leadership of effective school teams, and eventually to lead the organization of an entire school community.

Principal candidates participate in a full-time, year-long (fall and spring school term) residency program and can have no more than two class periods of teaching or other job-related responsibilities. During the school year, interns engage in sustained and clinical learning in an authentic school setting and are provided with significant leadership responsibilities.

During the year-long residency, interns complete the following course content and residency requirements:

€ During ELCS 6302 (Data-Driven Decision Making for School Leaders), interns identify, address, and resolve a significant problem or challenge that influences practice in order to improve student learning. Interns evaluate the effectiveness of the plan to resolve a significant problem or challenge affecting teaching and learning during ELCS 6370 (Research for School Leaders).

€ In ELCS 6320 (Instructional Supervision), students develop school culture routines and ensure data-driven instruction. With assigned staff, interns guide the review of student performance data to determine professional development needs. The school team, led by the intern, determines, designs and implements needed professional development, addressing a specific data-driven need and which will improve teaching and learning. Students develop personal leadership skills and practice skills related to developing effective professional development and managing and leading change.

€ ELCS 6350 (School Leadership, The Principalship) requires interns to evaluate and reflect on their ability to facilitate stakeholders' efforts to build a collaborative team within the school for the purpose of improving instructional practice, student achievement, and the school culture.

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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.

CISD currently has the following data-driven instructional systems in place at the campus level: professional learning communities (PLCs), teacher-created common formative assessment (CFA) after each unit, district-created curriculum-based assessments (CBA) at the end of each nine weeks, and data desegregation during PLCs after each CFA or CBA.

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.

CISD utilizes an observation form to provide observation notes and feedback during observation and feedback meetings. The observation form serves as scripted evidence during the instructional coaching meeting so that the teacher and instructional leader can engage in constructive dialogue about instruction and continuous instructional growth.

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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" value="7820"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="7820"/>
4. Total current-year grant allocation	<input type="text" value="700,000"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="700,000"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="90"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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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

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

OTHER OPERATING COSTS (6400)

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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