



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
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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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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
Increase the recruitment and employment of highly qualified staff by 10% due to the retention rates over the past five (5) years being less than eighty five percent (85%) - 75.70%, 77.50%, 78%, 79.60%, and 81.1%	Longview ISD will create practices to identify strong candidates to advance into the leadership track positions thereby increasing the retention rates within the district.
Forty two (42) percent of LISD's enrollment is Hispanic and of the eight (8) elementary campuses, only one (1) principal is Hispanic and none of the principals are Hispanic at the middle or high school campuses.	Through the EPP, Longview ISD and Texas Southern University will develop a culturally responsive curriculum that attracts and prepares instructional leaders that more closely mirrors the demographics of the district.
LISD has seventy five (75) percent of its population listed as economically disadvantaged and of the eight (8) elementary campuses, 3,689 students or fifty eight (58) percent are economically disadvantaged.	TSU's EPP faculty will co-design with LISD the principal preparation program with LISD to prepare strong instructional leaders to work effectively in diverse student population settings.

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.

Longview ISD will enter into partnership with Texas Southern University to have one hundred percent (100%) of the 10 principal candidates complete a one-year rigorous course of study that is designed to obtain principal certification at the conclusion of the program by June 30, 2021. Collaborative efforts will be developed to measure the candidates success by field-supervisor observations, course performance, principal survey results, site facilitator evaluations and successful passage of the Texas 268 certification examination. Principal residents who complete the program will become the pool of highly qualified candidates eligible to serve in the principal and/or assistant principal positions that become vacant in the district. Candidates completing the program also will earn a master's degree and commit to three years to LISD.

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. Longview ISD and Texas Southern University will finalize program details for identifying leadership candidates, create programmatic calendar along with the year long course of study
2. Interview committee members chosen, application and mock questions designed, applications received, interviews held, and 10 instructional leadership candidates selected
3. Arrange an informational meeting with principals and leadership candidates regarding the EPP requirements
4. Determine principal mentors and assign to leadership candidates and arrange for mentors and candidates to attend the training for the TEA Principal Residency Summer Institute
5. Coordinate enrollment documentation and payment of tuition and fees for 9 hours to TSU for the 10 principal candidates

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Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Place 10 candidates on 10 targeted campuses to begin weekly meetings with principal mentors
2. Complete and administer survey to each resident to determine that each agrees or strongly agrees that at least 40% of all items on the Principal Standards Survey measuring self perception of abilities needed are being met
3. Begin preparing residents for the TExES principal certification examination and review the feedback provided by the instructional residents
4. Along with the leadership coaches and mentor principals, evaluate each residents clinical plan progress
5. Coordinate enrollment of 10 principal candidates in Fall session courses and complete self assessment goal setting
6. Evaluate the 10 principal candidates toward mastery of T-PCESS domains, provide them with feedback, and share concerns to leadership coaches for improvement

Third-Quarter Benchmark

1. Hold year end conferences with residents, leadership coaches and mentor principals to evaluate clinical practice plan progress
2. Provide documentation and pay tuition and fees to enroll 10 principal residents at TSU
3. Continue weekly leadership coaching and sharing instructional feedback with instructional residents
4. Continue testing principal residents for TExES principal certification exams
5. Evaluate principal residents' progress toward fulfilling graduation requirements by the second summer session for fulfilling all internship requirements for program completion
6. Complete final graduate hours, pass with 100% mastery all T-PCESS domains, and fulfill all requirements for the instructional 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.

Longview ISD has multiple assessment levels in the principal residency program to qualitatively and quantitatively measure the progress of each principal resident's mastery on all State standards as well as to provide feedback for improvement. Since the program is a cohort-based model, all principal residents complete the same course of study with the TSU- EPP program and must adhere to the expectations of strong coursework performance and measured based clinical practice performance. Benchmarks for the first quarter center on the recruitment and selection process and continuous monitoring for progress and success where feedback and adjustments can be provided to the residents in the areas of academic course work, preparation for passage of the TExES principal certification examination, student performance, and principal competencies gained through practical application and experiences received from the instructional mentor and principal support. Processes have been identified for the instructional residents to meet with their university and site mentors at least three times during the program year to evaluate the candidate's knowledge, skill, and experiences with the TExES principal examination at least two (2) times during the program year. When principal candidates score below the benchmark level on any program evaluation measure, interventions are immediately identified for rectification. Should the grade point average of a principal resident fall below the requirements, the TSU professor of record, along with the dean, the instructional mentor, & the resident will meet to determine and implement identifiable supports and interventions. During the school year, residents will receive feedback and grades will be tracked throughout the coursework to ensure progress and successful completion of courses. Students progress toward mastery of the Texas Principal Standards, as measured by the evaluation measures will be used to evaluate and adjust course offerings and course sequencing, residency components, and structure the levels of support provided.

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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.

Longview ISD will hold an informational meeting that will announce the residency program to candidates that have been recommended by the ten (10) targeted campuses. The candidate pool will consist of teacher leaders, instructional coaches and/or specialists and these individuals will go through a three-tier selection process to screen candidates based upon the completion of an application, prior performance in the academic setting and the recommendation detailing leadership and instructional acumen. Moreover, these candidates will be limited to teacher leaders who do not currently hold principal or mid-management certification, have not served in the role of a principal, and have been a district employee for at least three (3) years. These nominees should exhibit leadership traits in and for working with economically disadvantaged students to improve their academic, social and emotional learning environment. They should also be a diverse group of candidates mirroring the student demographic population of the district.

The interview committee will utilize the following screening process:

1. The committee members must sign a confidentiality agreement, establish criteria and requirements for the prospective candidates which will contain non-negotiable and negotiable clauses
2. The committee will determine specific dates and times for interviews
3. The committee will review and evaluate all resident applications as well as assemble and review interview questions.
4. The committee will develop a sample scenario in which the candidate will be asked to analyze, interpret, and make recommendations for case improvement

Following the initial screening process and selection of candidates, potential candidates will be required to complete the principal residency application and undergo a three-round selection process, including a phone interview, an interactive interview that includes a simulation leadership experience, and a final small group principal interview. The simulation experience is conducted over a full day and is designed to determine the candidate's strengths in problem solving and working collaboratively. During the simulation, a team of evaluators will observe and assess each candidate's skills for leadership work as well as their skills that map the candidate's profile to the program. The evaluators will consist of experienced educators and school leaders who will utilize validated simulation experiences that align with the competency framework of the program objectives.

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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.

Longview ISD principal residents will become transformational school leaders through an innovative and intensive principal residency program. Candidates chosen in a highly selective admissions process will earn principal certification, a master's degree, and the preparation necessary to effectively take on the challenges of a school that mirrors the needs of this district. The principal residents commit to serving as an educational leader in Longview ISD for three years following graduation and completion of the residency program.

The focus of this principal residency program is driven by five competency areas that guide coursework and assessment including: 1. pursuing excellence in learning and teaching; 2. creating a culture of high expectations; 3. developing effective operations, systems development and management; 4. fostering a commitment to human capital development; and 5. engaging in continuous personal growth in leadership. Residents develop an understanding of the campus principal role regarding: instructional leadership, management of personnel operations, student achievement, and school culture to be able to assist in the overall administration of the campus instructional program and school operations. Principal graduates receive membership in a nationally-accredited principal residency program as well as ongoing induction support that extends their learning as they assume leadership roles in the district and community.

The first classes will help set the theoretical and practical foundations for clinical experiences. Residents will apply the new skills during the summer through projects and working to exercise specific duties on-site at their schools. The residents will discover and develop their unique attributes and strengths while exploring and developing new ideas around the TASA School Transformational Framework. Candidates will observe, then participate and then lead in many different instructional and operational aspects of the school. Course content is closely aligned with the Texas principal standards and the professional standards for educational leaders. All state and national standards are covered during the program course delivery. 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.

Site mentors and university supervisors will work weekly with the residents to discuss priorities, develop plans and provide reflective coaching feedback. Residents will write short reflective reports on each of the competency based projects. Residents will learn and perform extensive practice in the area of instructional leadership. They will work with grade level or content area teachers to lead professional learning communities as they analyze student needs and develop better instructional practices to meet those needs. Residents will also learn and practice the T-TESS framework of coaching and will earn their T-TESS and T-PESS certification during this program. It will be important for residents to be involved in the implementation and analysis of district curriculum assessments and benchmarks. Each resident will also learn how to ensure that lessons are aligned with TEKS as well as perform instructional walk-throughs and provide coaching, feedback and modeling of effective instructional and classroom management practices.

Candidates are released full-time from their teaching assignments to participate in an extended residency experience to secure hand-on leadership experiences. Rather than traditional field supervision, each resident is assigned a leadership coach for the year long clinical practice. Leadership coaches meet weekly for at least one hour, on-site in the resident's school setting.

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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.

The "Leverage Leadership Readiness Assessment: Data Driven Instruction form is included.

Longview ISD currently implements a variety of data-driven systems to include at the campus level the State of Texas Assessments of Academic Readiness as well as diagnostic assessments, common assessments, simulations and the Iowa assessment for K-7 and the Logamos test for students who receive bilingual services. In addition, campuses use reviews of walk-throughs and observations to drive instructional practices. Local assessments can be powerful tools to measure student attainment of the Texas Essential Knowledge and Skills (TEKS) and can provide a common context for reporting student performance. Diagnostic assessments are utilized to determine prior student learning and to make initial decisions related to level of instruction, grouping, and instructional strategies. Common assessments are administered at key points in the year and are designed to assess student mastery of the curriculum that has been taught over a given time period. Simulations are comprehensive assessments administered once a year in the STAAR tested areas and are designed to match the blueprint of the STAAR assessment.

Additionally, the District's Office of Innovation Performance Monitoring Division works with campuses to develop teacher level goals, grade level and campus goals using DMAC. This system assists with analyzing state and local data, creating and administering local assessments, progress monitoring, student plans, appraisals, curriculum planning, and is also used to develop campus and district improvement plans. Teachers and administrators receive training on the use and adaptability of the DMAC dashboard as well as participating in workshops that are dedicated to a greater understanding of using DMAC.

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.

The "Leverage Leadership Readiness Assessment: Observation and Feedback form is included.

Longview ISD utilizes the state adopted Texas Teacher Evaluation and Support System (T-TESS) to evaluate teachers and the Texas Principal Evaluation and Support System (T-PESS) to evaluate administrators. The T-TESS appraisal system allows for campus leaders to evaluate teachers on a regular basis by providing a clear, timely and useful feedback approach that identifies growth areas and to determine where and when professional growth is needed. Principal residents will be evaluated on the T-PESS to ensure alignment with the state principal standards throughout the residency period. Within T-PESS, the residents engage in a self-analysis and goal setting process to identify two goals, professional practice and student growth, at the beginning of the year and then meet with their appraisers in a beginning of the year conference to discuss areas of strength and opportunities for growth and development.

Each principal resident, along with the mentor principal and the EPP advisor will collaboratively plan and document hours of authentic leadership through actions, practices, and experiences. The EPP advisor will engage in regular communication with program residents, provide extensive coaching through the year long residency program, and provide feedback to the program residents through interactive conferencing. Resident conducted walk-throughs and observations will be done in collaboration with campus administrators, mentor principals and the EPP advisor when available.

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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

Ten (10) Residents' Annual Salaries @ \$47,000 per resident	<input type="text" value="470,000"/>
Ten (10) Residents' Annual Fringe Benefits @ \$750 per resident	<input type="text" value="7,500"/>
Ten (10) Stipends for Mentor Principals @ \$1,000 per mentor	<input type="text" value="10,000"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

EPP Tuition and Fees (Master's degree with certification) @ \$16,850	<input type="text" value="168,500"/>
EPP stipends for field supervisors (2) @ \$2,000 each	<input type="text" value="4,000"/>
TEXES 268 and PASL exam fees (\$200+375=575) x 10	<input type="text" value="5,750"/>

SUPPLIES AND MATERIALS (6300)

Books and Supplies @ \$850 per resident	<input type="text" value="8,500"/>
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OTHER OPERATING COSTS (6400)

TEA Principal Residency Summer Institute - June 2021	<input type="text" value="4,500"/>
TESPA or TASSP Conference Attendance - June 2021	<input type="text" value="3,250"/>
<input type="text"/>	<input type="text"/>

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.

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

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