



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 _____.

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
The data reflects that GCCISD needs to be intentional in recruiting since the student population is 69% Hispanic with only 28% Hispanic administrators. The male student population is 51%; however, only 25% of our principals are male.	Recruit candidates to apply that meet the identified area of need. Prioritize candidates based on both diversity and selection criteria. Provide weekly support to candidates throughout the program to foster successful certification.
The 2020-2021 GCCISD campus administrator retention data reflects that there was a 22% principal turnover rate and a 37% turnover rate for assistant principals. This is a significant increase from prior years.	Analyze the district process on campus administrator reassignments. Decrease the internal campus administrator reassignments. Increase retention rates for campus administrators.
GCCISD has 13 identified targeted schools due to state performance and needs highly trained instructional leaders to meet the needs of our students. Principal candidates will be assigned to greatest need schools.	Rank order the identified targeted schools based on state performance. Place Principal Candidates strategically on identified targeted campuses. Partner with UHCL to provide job-embedded instruction and practice to support improved instruction on campuses.

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.

GCCISD in partnership with the University of Houston at Clear Lake will collaborate, select, and prepare ten (10) principal residents that mirror student demographics through academic and authentic leadership experiences. At the conclusion of the residency, 100% of the principal fellows will earn a master's degree and principal certification as well as commit to serving in GCCISD for 3 years.

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

During the first quarter, the following will be reviewed for progress:
 -Principal resident candidates applications submitted by April 2021.
 -Ten Principal resident candidates selected by May 2021.
 -Ten Principal resident candidates matched to mentor principal at target campus by June 2021.
 -Ten Principal resident candidates complete the three UHCL Program Courses for 2021 Summer Session by August 2021.

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Measurable Progress (Cont.)**Second-Quarter Benchmark**

During the second quarter, the following will be reviewed for progress:

- Principal residents are enrolled in the Fall 2021 Coursework at UHCL.
- Mentor Principals meet weekly with principal residents.
- Review progress towards mastery of state principal standards and T-P ESS domains with principal residents.
- Review principal residents' projects in mid year conferences with mentor principals.
- Prepare principal residents for the TExES principal certification exams.
- Mid-year survey for principal residents and mentor principals to measure satisfaction rates.

Third-Quarter Benchmark

During the third quarter, the following will be reviewed for progress:

- Principal residents are enrolled in the Spring 2022 Coursework at UHCL.
- 100% of Principal residents pass the T-TESS certification exam.
- Evaluate principal residents' progress on mastery of state principal standards and T-P ESS domains.
- Begin testing principal residents on TExES principal certification exams.
- Evaluate principal residents' projects during end of year conferences with mentor principals.
- Evaluate principal residents' progress with all internship requirements, internship logs, and other related program documents required to be complete by the second summer session (2022).
- End of the year survey for principal residents and mentor principals to measure satisfaction rates.

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.

Below is the process GCCISD will use to monitor and adjust so that the project will meet the expected outcome:

Formal and informal conferences conducted with principal residents to adjust coaching/mentoring by the district and/or the university in order to provide the principal residents with quality academic and authentic leadership experiences.

Course work and testing requirements will be reviewed each semester. Principal residents with deficient progress will have conferences conducted with the district and the university to develop a support plan.

Data reviews will be completed each six weeks to review progress toward meeting the action plan goals set for student achievement in state testing areas. Data will be analyzed in terms of unsatisfactory, approaches, meets, and masters.

A comparison study will be conducted using data for reading and math for schools with principal residents versus schools without principal residents to determine strengths and areas of growth for schools as well as future projects with principal preparation programs.

An end of the year project review to affirm the success of all principal fellows earning a master's degree and principal certification.

Surveys to measure satisfaction rates throughout the residency.

Formal and informal assessments will be conducted throughout the year with real time adjustments to ensure effectiveness of the program.

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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.

Below is the GCCISD plan:

Recruitment-The district will advertise the program to all staff via the district "News of the Day" email, digital flyers, and on our district website and social media. Each campus principal and district personnel will nominate one highly effective teacher to apply for the program based on leadership rubric criteria. The rubric will include information regarding ethnic and gender diversity. The University will host an informational meeting about the Principal Preparation Program. Applications will be open for a two week window.

Screening-Applications will be screened using a criterion rubric. Criterion will include minimum of 5 years of teaching experience with 5 years proficiency with T-TESS, leadership essay to include evidence of measurable student achievement, campus principal recommendation with a minimum of 4 on a 5 point scale, priority points for years in the district, priority points for demographics mirroring the district, points for last 60 hours on Bachelor's degree with gpa of 3.0 or higher, and growth mindset.

Interviews-Top 18 applicants will move forward to the interview process. A diverse interview committee including district and campus level staff will conduct the interviews. A multi-rater instrument will be applied to include cognitive and behavior components. Applicants must present a campus improvement based on a scenario. Ten finalists will be selected along with 2 alternates.

Finalists-The finalists will move forward with the university application process which will include a growth mindset, genuinely motivated to lead, likely to succeed, and ultimately a potential hire for the district.

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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.

Goose Creek CISD will partner with the University of Houston at Clear Lake to create a competency-based curriculum aligned with the Texas 268 Identified Integrated Pillars and the master's program. The year-long residency program will be designed to allow residents to engage in rigorous clinical learning experiences in an authentic school setting under the supervision and guidance of an exemplary mentor principal and an EPP field supervisor while completing graduate coursework.

During the residency year, principal residents will complete coursework specifically designed to develop leader competencies in the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity an Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving. Tasks in these courses were developed to provide opportunities for authentic learning in each competency and will reflect student proficiency in each of the pillars. Student logs, projects, observations and rubrics will used be to evaluate student progress.

Additionally, principal residents will participate in authentic leadership experiences. They will work alongside their administrative peers to engage in a variety of leader responsibilities including but not limited to: leading PLCs; serving on site-based leadership teams; instructional coaching; data collection and disaggregation; instructional rounds/focused-walk-throughs; facilitating professional development activities; teacher appraisals; discipline management; school culture and climate activities; ARDS, 504s, LPACs, and RTI processes; parent engagement; assessments; personnel management; and budgets.

Each resident will be provided coaching support and supervision from an effective principal mentor and EPP field coach. The resident will get specific and timely feedback on progress towards practicum work on a weekly basis. These meeting will be documented to show resident progression and proficiency on learning experiences aligned with the pillars and Principal Professional Standards. The principal mentor and EPP field coach will work in partnership to align and collaborate on the resident's progress and ensure that authentic leadership tasks lead to effective leadership development practices of the resident.

Residents will be required to select a year-long case study/capstone project where they will identify a school problem of practice, complete a root cause analysis, develop a theory of action, and collaborate with school leaders to develop an action plan address possible solutions. The program will conclude with residents presenting their work in a resident showcase to principal mentors, district leaders, and EPP faculty.

Goose Creek CISD will provide residents with relevant on-going professional learning experiences throughout the year-long residency. Additional leadership training will be provided to build leadership capacity such as Results Coaching and PLC protocol training. In addition, upon graduation students will have the opportunity to enroll in the district's Pathway or LEAD leadership programs which provides additional experiences that build leadership knowledge and skills.

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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.

Goose Creek CISD is committed to continuous improvement guided by data. Goose Creek CISD provides district level assessments each semester and six-weeks that are aligned to STAAR as well as norm referenced assessments, Curriculum based assessments, Benchmarks, Reading readiness assessments, and other content area specific assessments to provide the data for schools to determine areas to focus on for improvement.

Data from assessments are regularly analyzed as part of a continuous improvement model (PLCs). GCCISD implements a calendar provided by the District Curriculum and Instruction department to guide us through the PLC Process. As indicated on the instructional calendar, our district has embedded PLC days where teachers are involved in staff development needed to improve data driven instruction.

Campuses develop yearly action plans to serve individual teachers and identified student target groups. The Campus Administrators and Instructional leadership team monitors and collaborates to ensure action plans are being implemented with fidelity.

Through the use of these practices schools have seen continuous improvement.

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.

Goose Creek CISD utilizes the T-TESS system as the framework for observation and feedback systems. This system includes a pre-conference, observation, and post-conference with feedback provided to teachers utilizing the T-TESS rubric to provide feedback on planning, instruction, and learning environments. All teachers engage in the goal setting process at the beginning of the year and develop a goal that includes an area they would like to improve in their instructional practice linked to a student growth measure. Campus administrators conduct a minimum of five walk-throughs each week which equates to at least two to three additional observations for every teacher over the course of the school year.

School staff have been trained in the PLC process and have dedicated time each week as well as professional development days during the school year to review walkthrough feedback from campus administrators as well as district level content program instructional specialists/directors. This focused review and analysis allows for mapping out the adjustments needed for instructional delivery that will increase student achievement.

Campuses conduct observations through instructional rounds and focus and learning walks to identify trends on the campus and develop action plans to improve instruction.

GCCISD campus processes with T-TESS, Professional Learning Communities, and Instructional Rounds provide a direct connection to the "Leverage Leadership Readiness" components in order for the schools to establish effective improvement instruction.

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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 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	<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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CDN 101911

Vendor ID 1746000251

Amendment #

Request for Grant Funds

Matched amount (number of principal residents participating in program x \$15,000) 150,000

Number of principal residents participating in the 2021-2022 Principal Residency Grant Program 10

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 and benefit costs for 10 Principal residents @ \$50,000 per resident

500,000

Stipend for 10 Mentor Principals @ \$1,000 per mentor

10,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

EPP Tuition for 10 Principal Residents @\$17,000 per resident

170,000

TExES and PASL exam fees @ \$600 per resident

6,000

SUPPLIES AND MATERIALS (6300)

Training Materials

4,000

OTHER OPERATING COSTS (6400)

Travel Costs for TEA Principal Residency Summer Institute

10,000

Total Direct Costs

700,000

Indirect Costs

0

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

700,000

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RFA/SAS # 701-20-128/276-21

2021-2022 Principal Residency Grant Program, Cycle 4

Page 9 of 10

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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