



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

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
Increase the number and quality of internal candidates for campus Principal/AP positions. Approximately 32 of 610 applications were from internal candidates.	Targeted Job-Embedded professional learning - Residents will receive training twice a month with the Asst. Supt. of C&I and department Directors. This training will provide residents with a strong understanding of critical aspects of instructional leadership including SPED and 504 services.
Increase the diversity of administrators Hispanic: Students 38.56% Principals/APs 15% Black: Students 13.81% Principals/APs 8% White: Students 42.89% Principals/APs 78%	Intentional Recruitment and Selection Process - Includes obtaining principal nominations for residents candidates, recruiting minority candidates to apply, and prioritizing candidates based on both diversity and selection criteria.
Campuses designated by TEA as "support required" need additional instructional support to address academic deficiencies.	Strategically place residents on campuses designated as "support required". WISD will partner with UT-Tyler to provide relevant, job-embedded training to support improved teacher capacity and student achievement. A year long residency including professional coaching will increase capacity of future leaders.

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 2021-2022 Principal Residency Grant Program, Cycle 4, Waxahachie ISD will have recruited a more diverse pool of high quality principal candidates that better reflects the district's student demographics. By the end of the grant period, 100% of WISD principal residents will graduate with a Masters of Education in Educational Leadership and a Texas Principal Certification equipping them to serve as a strong instructional leader in Waxahachie 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

Application process will be completed with up to three candidates selected for clinical residency (end of February 2021)
Candidates will apply and receive acceptance into the UT-Tyler Graduate School and Education program and UT-Tyler Educational Leadership with Principal Certification program with coursework to begin May of 2021 (March 2021)
Candidates will attend the UT-Tyler face-to-face meeting (May 2021)
Candidates and their principal mentors will attend the summer institute (June 2021).
All WISD residents complete T-TESS and receive certification (August 2021).
Candidates will complete summer courses with a 3.0 or higher GPA (Aug. 2021)
Residents will begin the one year full-time residency at WISD assigned campus (August 2021).

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

Measurable Progress (Cont.)

Second-Quarter Benchmark

Residents will complete coursework with UT-Tyler with a 3.0 average or higher.
 Residents will receive weekly feedback and support from leadership;
 Field supervisors from UT-Tyler will utilize the Effective Schools Framework document focusing on Prioritized Levers 1 and 2 as published by TEA. Jim Knights The Impact Cycle will be utilized in the two practicum courses.
 UT-Tyler faculty will conduct at least 3 site visits per semester & provide feedback. Field supervisors meet with site mentors to ensure a cohesive clinical experience focused on mentorship and coaching.
 Residents will log hours each week and code activities based on the pillars. Action research projects begin fall 2021 in six areas
 Begin T-TESS cycles with assigned teachers and receive PLC training

Third-Quarter Benchmark

The residents will have completed job embedded assignments; Residents will receive weekly feedback and support from leadership; Residents will evaluate assigned teachers, engage in instructional coaching and lead an effective PLC (May 2022); Field supervisors will meet with residents to determine if any changes need to be made to the programming in order to ensure high-quality clinical experiences (January 2022); Field supervisors will monitor candidate logs to ensure that the activities are related to instructional coaching, data driven leadership, and fostering of school culture; Residents will pass the TExES principal 268 exam (June 2022); All residents will complete degrees and apply for leadership positions in Waxahachie ISD; Residents present case studies to all stakeholders (district/campus leadership, mentor principals, UT-Tyler faculty, and community).

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.

Residents will conduct six case studies during their residency in the areas of: PLC, teacher 1, teacher 2, ELL, SPED, and 504. Each case study will include the following components: reviewing existing data, identifying the problem, creating a SMART goal, collecting data, teacher coaching, interventions, monitoring progress regarding the SMART goal, determination of needed adjustments, evaluation of effectiveness, final evaluation of goal utilizing data, and a concluding summary (explanation of difficulty, turning point, celebration, and personal reflection). These activities will be used to provide residents with relevant and practical experiences related to the principalship.

Each quarter, the grant committee will meet and evaluate the progress of participants based on progress reports, logs of administrative activities, and mentor feedback. In the event program participants fail to meet established benchmarks, the committee will evaluate and identify the current programming and initiate interventions with the goal of ensuring the overall success of the Principal Residency Program. Examples of potential modifications include establishing program recovery plans for participants, tutoring for EPP courses, and additional coaching support from district leaders. The mentor will communicate needed changes or words of affirmation to the residents to aid in goal setting as part of the continuous improvement process. Notes from weekly meetings, resident surveys, post-residency placement information including demographics, and program completion rates will also be utilized to evaluate the success of the program. Residents will meet weekly with site mentors and progress will be discussed. Six site visits will be conducted by the UT-Tyler field supervisor and adjustments will be made based on each resident's individual needs. The committee will use the inputs, activities, outputs, and effect model to identify root causes, design interventions for residents, and modify the program to provide a quality residency program for principal residents and ensure program sustainability for the duration of the grant cycle. Resident videos and field observations of pre/post/goal conferences will be viewed by mentors and evaluated to determine effectiveness. This is part of the professional video coaching process which results in feedback to residents and a collaborative goal setting conference.

For TEA Use Only:

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

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The
- applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2021-2022 Principal Preparation Grant Program, Cycle 4 Program Guidelines.
- The applicant provides assurance to adhere to all Performance Measures, as noted in the 2021-2022 Principal Residency
- Grant Program, Cycle 4 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.
- The applicant assures that the principal preparation residency is full-time and at least 1-year in length.
- The applicant assures that residents do not have significant classroom responsibilities.
- The applicant assures that residents do not hold a principal certification in the state of Texas.
- The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.
- The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in June 2021.
- The applicant assures that partner principal EPP provides residents with a full-time residency experience including
- certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.
- The applicant assures that Attachment 2: *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and
- Attachment 3: *Principal Residency Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.
- If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies
- and procedures and will develop an MOU with the EPP and submit it to principalresidency@tea.texas.gov for approval.
- LEA assures it will choose from the list of approved EPP providers. An approved provider list is posted on the TEA
- Grant Opportunities page, with all documents pertaining to the RFA.
- If preliminarily selected for award, LEA agrees that full grant award will not be released until TEA staff have concluded the
- negotiation process and verified that an approved EPP provider was selected and the MOU contains all the required elements listed on page 7 of 2021-2022 Principal Residency Grant Program, Cycle 4 Program Guidelines.

For TEA Use Only:

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

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.

WISD will incorporate a systemic approach to recruit participants/candidates for the Principal Residency Program. In order to identify and recruit high quality candidates, WISD will incorporate the following action steps:

Identify indicators of success for Principal Residency candidates. These indicators will include:

- Review of STAAR scores, district progress measures, and MAP data specifically focusing attention on student growth;
- Regular active participation in campus PLC and grade level meetings;
- Proficiency on T-TESS evaluations in a majority of the dimensions for the past two years (growth may also be considered) with at least one area scoring in the exemplary range.

Letter of recommendation from the current evaluating administrator plus two other letters of recommendation.

Candidates have a current teaching certificate and are not certified as a principal

Does not have a masters degree in educational leadership

Is available to participate in a year-long full time residency with no classroom responsibilities

Two years of successful teaching experience

Transcripts show an undergraduate GPA of 2.5 or higher or GRE scores to make up the difference if there is a lower GPA (this is a requirement for UT-Tyler).

Recruit minority residents through principal nominations, campus recruitment, a districtwide email blast, and personal invitations to potentially qualified candidates.

Conduct a virtual informational meeting promoting the Principal Residency Program and establish the benefits of having equitable diversity on campus leadership teams.

Collect completed applications consisting of: a resume, letter of interest, most recent two years of T-TESS appraisals, official transcripts from universities, three letters of recommendation (one from the campus principal or most recent appraiser), essays required by the grant committee, student performance data demonstrating growth, and additional supporting documents. The application will include essay questions demonstrating problem solving and decision making skills and demonstration of professional judgement.

Develop rubrics (the grant committee) for use in three levels of the selection of residency candidates.

Applicants that meet the preceding requirements will then move to the second interview round. During the interview process, candidates will be asked questions on their personal leadership styles, knowledge of curriculum, beliefs regarding at-risk students, growth mindset, and instructional knowledge.

Rubrics will be used to rank completed applications and finalists will be announced.

Candidates will then participate in final-round interviews with the grant committee and representatives from UT-Tyler.

Final Round Interview - This interview will include questions and a presentation in which the candidate will showcase recommendations for identifying and addressing a campus need.

Final announcements will be made in March of 2021.

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

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 Principal Residency Program for Waxahachie ISD will consist of a year-long job-embedded experience for participants. Residents will not have any teaching responsibilities and will be strategically assigned to one of the five campuses identified by TEA as needing target support. Each participant will be paired with an experienced and effective district administrator mentor or principal mentor. Participants and mentors will attend the TEA Principal Residency Summer Institute in June. In addition, campus principals will attend a district provided training as to the specifics of this grant program and ways to support resident administrators. The resident will begin Coursework in May of 2020 and the residency July 1, 2021. Residents will be involved in all aspects of planning for the start of the school year. They will observe and participate in activities including hiring, scheduling, budgeting, staff development and student logistics. All campus staff members will be briefed on the program and the role of the resident. Principal residents will work daily with campus administrators to develop skills including but not limited to: serving on various committees and teams, effectively leading PLCs, interpreting data and using data to drive action, conducting instructional rounds and walkthroughs, appraising teachers with the T-TESS rubric, identifying areas of need for campus professional learning and partner with district instructional support staff to develop and facilitate effective professional learning resulting in sustained change, assist in administering state assessments, budgeting, and parental engagement. Additionally, residents will receive professional development and certification in areas including T-TESS, AEL, T-PESS, Gifted and Talented, ESL, district policies, safety and security, and instructional leadership (based on Get Better Faster and Leverage Leadership). Principal residents will be required to identify a campus challenge and conduct action research to develop solutions and craft an action plan. Findings will be presented to the campus leadership team. As it is important for principals to have a deep understanding of every facet of principal leadership, the major focus of the residency is to receive intensive preparatory training as well as practice application experiences on a campus. The ability to make informed, data-driven decisions will be developed as these residents attend monthly focus meetings with their campus administrator hosted by the Department of Curriculum and Instruction. During this time student performance data is evaluated both at a campus and district level.

For TEA Use Only:

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

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.

Waxahachie ISD employs data-driven instruction systems at a campus level. NWEA MAP Growth (universal screener) is administered three times a year and the data is used to identify the needs of individual learners. MAP Skills and Reading Fluency are also employed to obtain a better picture of a students learning trajectory in efforts to close gaps or accelerate student learning based on individual need. STAAR test results provide information related to student learning and readiness for the next grade level. WISD utilizes STAAR test results to confirm students are receiving the best support system resulting in academic success. Student Progress Measures are being implemented each six weeks. These assessments are developed cooperatively by teachers and district curriculum specialists based on the district instructional pacing guide. These measures provide data used to assess the achievement level of students and develop action plans to support students not meeting expectations. TIP plans will be created for all campuses labeled targeted support or additional targeted support. These plans require campuses to set specific improvement goals in areas of underachievement. The aforementioned assessments are utilized to evaluate progress towards meeting these goals. Eduphoria is used by teachers and administrators as well as Lead4Ward training and resources to support PLC conversations regarding student achievement. A district assessment calendar has been created which includes all assessments including state and local tests and windows in which MTSS PLC meetings are to occur. A system has been created in Google Classroom that requires administrators to submit documentation from campus meetings with teachers. Site based campuse teams develop Campus Improvement Plans in Alignment with the District Improvement Plan based on needs. WISD has aligned grading practices, expectations that administrators review lesson plans, and an aligned curriculum through TRS and district specific documents for curriculum alignment.

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.

Currently, the district houses all observation forms in Eduphoria. Principals access walkthrough forms, complete them during the observation, and then electronically submit to teachers for viewing. WISD uses the T-TESS appraisal system and implements the pre-conference, observation, and post-conference model. T-TESS does separate students and teachers into different observational areas. This observation and feedback system captures the aggregate of the educational process. T-TESS provides educators with a continual stream of feedback and data to support continuous improvement. If a principal needs assistance in determining instructional needs, they can contact the content coordinators for their expertise. We have purchased the books Leverage Leadership and Get Better Faster and plan to use this as our foundation for providing targeted and specific feedback. Additionally we are in the early stages of implementing a video coaching platform to support educators in personal professional growth. WISD holds monthly Principal Focus Meetings where data is discussed, trends identified, and action plans created for campus implementation. The T-TESS rubric tool is used to support continuous learning as teachers reflect about professional practices, analyze data, determine personal needs in regards to professional learning, and then track progress.

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

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"/>

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

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

Salary for 3 Residents (\$40,000 per resident)

Benefits for 3 Residents (\$5,000 per resident)

Stipend for Mentor Principal (\$1,000 per mentor)

PROFESSIONAL AND CONTRACTED SERVICES (6200)

EPP Tuition, books, and fees (\$10,000 per resident)

EPP On Site Field Supervision through UT Tyler (\$1,200 per resident)

Professional Development (including T-TESS/AEL/Certification courses - \$4,000 per resident)

SUPPLIES AND MATERIALS (6300)

Laptops and Swivl Systems

OTHER OPERATING COSTS (6400)

Certification Reimbursement (\$1,000 per resident)

Travel costs for residents and mentors to summer institute and travel for Professional Development

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

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

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 _____

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

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

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

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

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