



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.

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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
KISD needs to increase the number and quality of internal candidates for campus Principal/AP positions. (KISD did not hire any internal candidates for campus administrative positions in 2020.)	The KISD Principal Residency Program seeks to increase the number and quality of internal administrative candidates by building strong campus leaders and helping support internal leadership pipelines through full-time, year-long principal residencies. KISD Principal Residents will be provided effective campus site mentors and field supervisors from the University of Texas-Tyler.
KISD needs to improve the diversity of candidates for campus Principal/AP positions. (2020 Campus Administrators - 67% White and 80% Female vs. 2020 Student Population - 43% White and 47% Female)	Through the KISD Principal Residency Program, KISD plans to include strategies to actively recruit a diverse pool of candidates, who mirror the student population. KISD will identify strong principal residents from current staff through a targeted recruitment and selection process.
KISD needs to improve retention rates and create an administrative "pipeline" for the future. (Although improvement was made in 2020, KISD had high secondary admin. turnover the previous three years.)	KISD will partner with the University of Texas- Tyler to provide residents with course content focused on best practices in campus leadership, including a concentrated focus on instructional leadership. Residents will receive on-going professional development, and tuition assistance will be provided for coursework.

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.

The goal of the Kennedale ISD 2021-22 Principal Resident Program, through a partnership with the UT-Tyler, is to increase the number of well-prepared, diverse instructional leaders through a sustainable leadership pipeline by establishing two (2) full-time, year-long principal residencies to serve Kennedale ISD campuses, whereas strong principal residents are identified from the current staff through a targeted recruitment and selection process. The goal is for 100% of Principal Residents to 1.) complete coursework at UT-Tyler to obtain a Master's Degree in Educ. Leadership, 2.) complete year-long residencies with authentic campus-based leadership experiences, 3.) pass the Texas Principal as an Instructional Leader 268 Exam, 4.) meet the requirements of PASL, and 5.) obtain Texas Principal as an Instructional Leader Certification by August, 2022.

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.) The KISD Principal Resident Committee recruits and selects qualified candidates who reflect the diversity of the district's student population. 2.) All KISD Principal Residents are accepted to the UT-Tyler Graduate School and the School of Education and are enrolled in the UT-Tyler Educational Leadership with Principal Certification program beginning in the Summer I term of 2021. 3.) Principal Residents demonstrate success in Summer coursework (EDLR 5311 and 5313), per university standards. 4.) All KISD mentor Principals, EPP Representatives, and Principal Residents attend the TEA Principal Residency Summer Institute in June 2021. 5.) Principal Residents are assigned an effective mentor, who, in most cases, is the campus Principal. 6.) All KISD Principal Residents complete KISD Principal Resident Summer Institute (Days 1-5). 7.) All KISD Principal Residents complete T-TESS and AEL trainings and receive associated certifications.

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

1.) All KISD Principal Residents enroll in and complete EDLR 5320, EDLR 5337, and EDLR 5370 (Practicum I) in the Fall of 2021. 2.) All KISD Principal Residents conduct BOY and MOY T-PESS Conferences to set and evaluate professional and student growth goals. 3.) KISD provides a principal resident site mentor training in September 2021. 4.) Field supervisors meet with site mentors to ensure a rigorous clinical experience with a focus on instructional coaching in September 2021. 5.) All KISD Principal Residents have weekly meetings with mentors to discuss observations, full-time residency experiences, T-PESS domains, professional goals, professional development opportunities, leadership responsibilities, and field and clinical experiences. 6.) All KISD Principal Residents maintain weekly logs that indicate 90% or more of experiences provided by KISD are relevant field-based experiences and are aligned with the six principal domains. 7.) All KISD Principal Residents, in collaboration with their campus mentors and field supervisors, begin action-research projects in Fall of 2021.

Third-Quarter Benchmark

1.) All KISD Principal Residents meet with field supervisors and mentors to discuss obstacles from previous quarter and develop remediation strategies to ensure a continuation of high-quality clinical experiences. 2.) All KISD Principal Residents complete coursework for their required Master's Degree with Principal Certification programs at UT-Tyler. 3.) All candidates complete practicum requirements for UT-Tyler, including authentic action-research projects with presentations to campus leadership teams. 4.) All KISD Principal Residents attend an Instructional Coaching training at ESC XI or from another qualified provider. 5.) All KISD Principal Residents collect, upload, and submit the required artifacts, plans, student work, and feedback for PASL. 6.) All KISD Principal Residents take and pass the TExES Principal 268 Exam, meet the minimum standards of PASL, and apply for and obtain the Texas Principal as an Instructional Leader Certification.

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.

The KISD District Educational Improvement Committee (DEIC), led by the KISD Assistant Superintendent, will conduct formal, quarterly evaluations of the KISD Principal Residency Program to evaluate the program's effectiveness and monitor progress towards program benchmarks and goals. To guide the evaluation process, the KISD DEIC will use benchmarks, goals, and the required grant performance measures: 1.) Performance evaluation data on principal residents such as observations, teacher surveys (either approved or provided by TEA), and coaching notes, 2.) Post-residency placement information for all Principal Residents, 3.) Demographic information of Principal Residents, 4.) Residents' program completion rates, 5.) Residents' satisfaction rates with IHE/EPP and mentor principal, 6.) Number of applicants for principal residency within an LEA, 7.) Residents' certification test scores, 8.) Program Self-Evaluation using a. Principal Residency Grant Fidelity of Implementation Rubric for LEAs, Attachment 2, and b. Principal Residency Grant Fidelity of Implementation Rubric for EPPs, Attachment 3, and 9.) Resident Evaluation using a. Principal Residency Grant Fidelity of Implementation Rubric for LEAs, Attachment 2, and b. Principal Residency Grant Fidelity of Implementation Rubric for EPPs, Attachment 3. The KISD DEIC will work closely with Principal Residents, site mentors, campus administrators, and field supervisors to gather data and feedback regarding the program. KISD Principal Residents will serve terms on the KISD DEIC during their residencies to facilitate communication between residents and program evaluators. Principal Residents will be required to maintain weekly logs of activities and evaluate how these activities relate to the domains of the Texas Principal as an Instructional Leader 268 framework, as well as how these activities relate to personal, professional, and program goals. Principal Residents will have the opportunity to share their reflections through weekly meetings with site mentors and through six (6) formal meetings (and various informal meetings) with field supervisors. These meetings, resident surveys, and analysis of field experiences will allow site mentors and field supervisors to recommend necessary program changes to the DEIC. The DEIC will use an Inputs, Activities, Outputs, and Effects model to identify root causes, to develop interventions for residents, and to prescribe program modifications in order to create a dynamic, responsive, and individualized residency program for Principal Residents and to ensure the program is sustainable for the duration of the grant cycle (and beyond).

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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 Kennedale ISD Principal Resident Program Committee, led by the Superintendent or designee, will oversee the recruitment, selection, and placement of qualified candidates. The Committee will consist of district leaders, University representatives, and campus administrators and teachers. The Committee will be responsible for overall program design and developing strategies to identify and actively recruit potential candidates who have demonstrated evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. As part of these efforts, the Committee will solicit campus Principals and campus leaders to identify and submit the names of potential candidates who meet these criteria and to submit letters of recommendation which attest to the quality of each candidate's teaching ability, general job performance, leadership potential, growth mindset, problem-solving abilities, and track record of measurable student achievement. The Committee will also develop an open nomination process that allows district leaders, campus administrators, and teachers to nominate potential candidates for the program. Additionally, the Committee will develop an application process that allows teachers, who feel they meet the above criteria, to apply for KISD Principal Resident Program, without the requirement an initial recommendation of a Campus Principal or nomination from a colleague. In addition to this three-pronged approach to recruitment, the Committee will host an informational meeting in the Spring of 2021 for interested individuals that will include a general overview of the KISD Principal Resident Program, information regarding the application and interview process, information regarding required/desired qualifications of applicants, information regarding the interview processes, information regarding the selection process, information regarding admission requirements to the UT-Tyler Graduate School and the School of Education, information regarding the UT-Tyler Educational Leadership with Principal Certification, expectations of KISD Principal Residents, information regarding the KISD Principal Resident Program Summer Institute and other professional development opportunities, and program timelines/deadlines. All efforts are intended to attract a diverse pool of candidates that mirrors that of the student population (42% White, 24% Hispanic, 25% African American, 5% 2 or more/other -53% M/47% F). The goal of the KISD Principal Resident Program recruitment process is for at least 1 of 2 (50%) of the applicants and, ultimately, selected residents to be from the district's minority populations: Hispanic, African American, Asian, or 2 or more races. All interested nominees, targeted recruits, and general applicants for a KISD Principal Resident position must complete an application and submit required supporting documents by the deadline established by the District. The District will send a mass email to district employee's regarding the KISD Principal Resident positions with the application, instructions, and job description. Along with a completed application, candidates will be required to submit key documents, including but not limited to, the following: 1.) General Resume, 2.) Letter of Intent, 3.) The most recent T-TESS Summative Appraisal showing proficiency in all dimensions and Accomplished or Distinguished at least one domain, 4.) Updated Official Transcripts from Accredited Colleges/Universities, 5.) Three (3) Letters of Recommendation, including one from the campus Principal or most recent appraiser, 6.) Essay(s) required by the KISD Principal Program Committee, 7.) Evidence of regular participation in campus PLCs and/or grade-level meetings, 8.) Student performance data showing measurable growth (i.e., STAAR, SLO, or other diagnostic assessments), and 9.) Evidence of acceptance into the UT-Tyler Graduate School and School of Education (or notice of intent to apply and proof of eligibility). Applicants will be screened using the HumanEx Ventures Principal 2.0 battery of interview questions by a certified interviewer and then interviewed by a committee. The KISD Principal Resident Program Committee will develop rubrics and scoring criteria for applicants based upon the application, supporting documents, and HumanEx results. Candidates will be ranked and finalists will be announced. Finalists will be required to conduct final-round interviews with the KISD PRP Committee and representatives from UT-Tyler. As part of the final interview, finalists will be asked to make a solutions-based presentation on a topic focused on addressing authentic campus/district needs. The purpose of all supporting documents, essays, and final presentation should be for the candidate to demonstrate evidence of measurable student achievement, strong evaluations, interpersonal leadership, effective response to observations/ feedback, evidence of strategic problem solving, diverse perspective, & growth mindset.

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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.

KISD will partner with UT - Tyler (IHS/EPP) to create the KISD 2020-21 Principal Resident Program. The Master's Degree in Educational Leadership at UT-Tyler provides coursework and practicum experiences to ensure that KISD Principal Residents have sustained and rigorous clinical learning in an authentic school setting, under the joint supervision of an effective mentor principal, an experienced field supervisor, and faculty of UT-Tyler. KISD Principal Residents will begin coursework at UT-Tyler in June 2021 and complete the 30-hour Master's in Educational Leadership with Principal Certification program in August 2022. During the 2021-22 school year, Kennedale ISD will provide Principal Residents with a full-time residency that is at least one year in length to serve the five KISD campuses.

The district provides the following assurances regarding developing a sustained and rigorous full-time, year-long clinical learning experience in an authentic school setting and providing authentic leadership opportunities for residents:

1.) Courses and the Practicum (2 semesters) at UT-Tyler are designed to develop leader competencies including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring; Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; and Strategic Problem-Solving. Courses are designed to explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures. The coursework provides structured authentic leadership opportunities in which Principal Residents become familiar with various real-world contexts. The two-semester practicum is designed to ensure Principal Residents gain these real-world opportunities and gain formative feedback from practicum supervisors and site mentors. Principal Residents will take courses focused on a broad range of topics including instructional leadership, law, research/best-practices, effective schools, using data to improve learning, multicultural education/diversity, and more. 2.) KISD will provide a training program for site mentors. Each Principal Resident will be assigned an effective mentor, who in most cases, will be the campus Principal but may be another qualified district leader. Mentors will meet with Principal Residents weekly and document their efforts. The KISD Principal Resident Program Committee will develop and publish standards, best-practices, documentation methods, and observational and feedback forms for mentors and Principal Residents (mentees). Principal Residents will be required to maintain weekly logs of experiences and reflections, which will be discussed with mentors at weekly meetings. 3.) As part of the practicum experience, each Principal Resident will complete a case study (action research) to identify a school problem/challenge that influences practice or student learning, collaborate with campus leaders and staff to find solutions, and develop an action plan to resolve the issue. KISD Principal Residents will be required to present findings and results to the campus leadership team. 4.) KISD Principal Residents will not have classroom responsibilities during the term of their residencies, whereas residents will have substantial leadership opportunities at the campus level. Residents will work daily alongside campus administrators and gain valuable experience in real-world contexts and structured authentic leadership opportunities with a broad range of administrative responsibilities, including but not limited to: serving on site-based/leadership teams; leading PLCs; administering discipline management; developing the master schedule; developing duty schedules, conducting instructional rounds; instructional coaching; appraising teachers (T-TESS); leading ARD, 504, LPAC, G/T, and Rtl processes; implementing restorative discipline; facilitating attendance/truancy procedures; conducting investigations; overseeing grievances; event planning; developing professional development plans; presenting at staff meetings; hosting/facilitating trainings and professional development activities; collaborating with district leaders (DEIC); administering state and federal testing; conducting data analysis with PLCs; implementing screeners/benchmarks/common assessments; personnel management; hiring; budgeting; and parent engagement. 5.) KISD will provide Principal Residents sustained and ongoing professional development that includes opportunities to obtain T-TESS, AEL, and T-PESS certifications. Other PD opportunities include instructional coaching, Chapter 37, Attendance procedures, Bullying Procedures, KISD District/Campus Management Plans, school safety/security, Fundamental 5, and the 5-Day Principal Resident Summer Institute (for onboarding). Through these experiences, Residents will have the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve 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.

All campuses in Kennedale ISD qualify for the Title I, Part A school-wide program. Under the provisions of Title I, all campuses are dedicated to using sources of data to determine campus needs and develop action plans for improved student achievement. All KISD campuses have site-based decision-making committees that include a broad-range of stakeholders. The site-based plans conduct annual Campus Needs Assessments (CNA) at the end of the year using an array of data sources such as assessment results, stakeholder surveys, demographic information, program analyses, master schedules, curriculum resources, and more to identify campus strengths and needs in the areas of demographics, student learning, school processes, and programs and perceptions. The site-based teams use information from the CNA to develop a Campus Improvement Plan (CIP) that includes campus goals and strategies for improvement.

All KISD campuses labeled as needing "Additional Targeted Support" or "Targeted Support" by TEA have adopted Targeted Improvement Plans (TIPs), which require campuses to use develop targeted improvement goals in under-performing student achievement areas. As part of the TIPs, KISD campuses use Quarterly assessments such a benchmarks, common assessments, diagnostic assessments, STAAR Interim Assessments, and STAAR exams to evaluate student progress and to drive decisions regarding the instructional program. KISD annually develops and adopts an assessment calendar, which includes windows for all benchmarks, MAP screeners (BOY, MOY, and EOY), interim assessments, common assessments (twice per grading period), State assessments, and National assessments. KISD Principal Interns will join KISD Assistant Principals in monthly administrative PLC meetings for professional learning and data-driven discussions.

All KISD campuses use SBDM committees, leadership teams, PLCs, and grade-level committees to analyze assessment data. DMAC is used by teachers to give common assessments and produce instructional/data reports for teachers and leadership teams. All KISD campuses have implemented PLCs for all subjects, with time built each campus' master schedule for daily collaboration. Campus Administrators and district Instructional Facilitators work with PLCs to analyze data, develop interventions, and plan instruction. KISD Grading Guidelines establish fair and consistent grading practices, guidelines for implementing and monitoring lesson/curriculum materials, and timelines for assessments and re-teaching.

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.

All Kennedale ISD campuses use the three components of T-TESS: Goal-Setting and Professional Development Plan (GSPD), the evaluation cycle (including pre-conference, observation, and post-conference), and the student growth measure (Student Learning Objective or SLO). The T-TESS Rubric includes 4 Domains and 17 Dimensions (including the Student Growth Dimension). T-TESS domain and dimension rubrics include specific descriptors of practices and 5 performance levels; Distinguished, Accomplished, Proficient, Developing, and Improvement Needed. Aligned with the notion of continuous improvement, the goal-setting and professional development processes are interwoven throughout the year to positively impact performance. Teachers authentically engage in reflection about current professional practices using teacher and student data, identify professional growth goals, establish and implement a professional development plan to attain those goals, and track progress toward the goals over the course of the year. As tied to the Texas Teacher Standards for Professional Practice, the T-TESS multi-dimensional observation tool is used in conjunction with collected evidence to evaluate and inform each teacher's performance and professional needs as an ongoing system of continuous improvement to ultimately impact student performance. Campus administrators use both formal and informal observations throughout the year to provide teachers with actionable, timely feedback, allowing teachers to make efficient and contextual professional development choices that lead to refinement in their practices. All KISD campus have adopted the "Fundamental Five" to coincide with T-TESS. Campus administrators use instruction rounds ("power walks") and walk-throughs to frequently monitor the instructional program with fidelity. Campus administrators use the POP evaluation cycle for formal observations to promote collaboration, planning, lesson execution, student outcomes, positive learning environments, and self-reflection for a continuous cycle of improvement. KISD is committed to focusing on learner outcomes. As part of the T-TESS cycle, campus administrators use BOY, MOY, and EOY conferences to review student progress as related to teachers' SLO student growth goals. KISD uses T-PESS to appraise campus administrators and principal residents, which include opportunities for leaders to develop and evaluate professional and student growth goals.

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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

PRINCIPAL RESIDENT SALARIES (\$45,000 per Resident)	90,000
PRINCIPAL RESIDENT BENEFITS (TRS, Medicare, Medial, Life Insurance, WC- \$5000 per Resident)	10,000
STIPENDS FOR SITE MENTORS	3,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

EPP TUITION, BOOKS, AND FEES (UT-Tyler - Including Field Supervisor Fee - \$10,500 per Res.)	21,000
PROFESSIONAL DEVELOPMENT (Including T-TESS/AEL Cert Courses and KISD Summer Inst.- \$5000/Res.)	10,000

SUPPLIES AND MATERIALS (6300)

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OTHER OPERATING COSTS (6400)

PRINCIPAL CERTIFICATION COSTS (UT-Tyler Review Course, Principal Cert., TEA, & PASL Fees - \$557/Res.)	1,114
TRAVEL COSTS FOR RESIDENTS AND MENTORS (TEA PPG Summer Institute/Prof. Dev./Conferences)	3,000

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 _____

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 _____

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