



**2024-2025 Principal Residency Grant Cycle 7**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 27, 2023**

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, October 27, 2023**.

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

**Required Attachments**

Application Part 2: Budget Workbook, Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

- Attachment 1: Leverage Leadership Readiness Assessment
- Attachment 2: Supplemental Narrative Question Responses
- Attachment 3: Educator Preparation Program's Scope and Sequence

- Attachment 4: Instructional Leadership Meeting
- Attachment 5: District Coaching Tool

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization  CDN  Campus  ESC  UEI

Address  City  ZIP  Vendor ID

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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Date

**Shared Services Arrangements**

Shared services arrangements (SSAs) are **NOT** permitted for this grant.

**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

- 1. 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 LOI 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.
- 2. 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.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. LEA assures that the principal residency is full-time and at least one year in length.
- 8. LEA assures that residents have no more than two hours per day of significant classroom responsibilities.
- 9. LEA assures that residents do not hold a principal certification in the state of Texas.
- 10. LEA assures that residents will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities
- 11. LEA assures that all mentor principals, district managers of the Principal Residency Grant, and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Summer 2024.
- 12. LEA 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.
- 13. LEAs and EPPs must utilize *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.

**Statutory/Program Assurances, cont'd.**

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

Check each of the following boxes to indicate your compliance.

- 14. 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 [kyla.jaramillo@tea.texas.gov](mailto:kyla.jaramillo@tea.texas.gov) for approval.
- 15. LEA assures it will choose from the list of approved EPP providers. An approved provider list **is** posted on the [TEA Grant Opportunity page](#), with all documents pertaining to the RFA.
- 16. If preliminarily selected for award, LEA agrees that the 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, including the following: a) Courses that 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; Strategic Problem Solving, b) Course designs that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures, c) Residency design provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed, d) Residency design includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts, e) Residency design utilizes formative feedback, provided to the resident at least on a weekly basis, as an essential tool in guiding learning toward objectives and formative and summative goals, and f) Residency design that uses differentiated methods to develop leader competencies.

**Summary of Program**

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

The mission of the Seguin Independent School District is to cultivate, inspire and empower students to grow and learn. This mission aligns with key core beliefs in the district that include academic achievement, future ready students, a thriving learning community, staff satisfaction, and community perception. Strong campus leaders who are diverse, well-prepared, and effective instructional leaders are essential to the district's mission .

Seguin ISD has identified several needs that will be addressed through the residency program:

1. Seguin ISD needs to recruit and retain strong administrators who can impact teacher satisfaction and retention. In 2022-2023, Seguin ISD had a staff turnover rate of 23%. Many teachers leaving the district cited lack of support and effective feedback from their campus administrators as a key factor in their resignation. Teachers new to the profession were more likely to cite lack of administrator support as the main reason for leaving the district or the profession. The district needs leaders who can build relationships with staff while guiding them with crucial and effective feedback.
2. Seguin ISD needs instructional leaders who can meet the academic needs of the students in the district. In SY 2021- 2022, the district was not rated. The two middle school campuses were not rated, and the high school (along with 2 elementary campuses) was rated a C. While the district has implemented various programs to support the academic needs of the campuses, it is imperative that we train instructional leaders who are innovative and make data-informed instructional decisions.
3. Seguin ISD has a student population that is 71% Hispanic, 23% white, 4% African American, and 2% other races. In addition, 69% of students are economically disadvantaged and 26% fall under special populations. The district needs leaders who understand the needs of these diverse groups and can meet the challenges these students face in addition to leading adults in continuous improvement.

To address the need for diverse and effective instructional leaders, the Seguin Independent School district (SISD), in partnership with University of Texas at Tyler, will provide a selective principal preparation residency program for two aspiring leaders in Seguin ISD. This residency program will serve to build a sustainable leadership pipeline that is aligned to effective leadership practices based on Texas Principal Standards. Participants in the program will earn a principal certification and master's degree from UT Tyler while engaging in a one-year job-embedded residency under the guidance of a mentor principal and Central Administration team. The principal residency program will ensure the district trains strong leaders who will have a significant impact on student outcomes.

**Goals, Objectives, and Strategies**

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

By September 2025, 100% of Seguin ISD principal residency/interns will become strong instructional leaders who focus on educational leadership and equity as they masterfully complete a full-time year-long residency, Master of Education, Principal as an Instructional Leader, and T-TESS certification. In order to achieve these objectives, several strategies and plans will be put in place.

1. Recruit and select Seguin ISD teacher leaders for admission into the program (December, 2023)
2. Recruited teacher leaders apply for admission and are accepted into the University of Texas at Tyler's Master's with Principal Certification Program (January 2024)
3. Admitted students are meeting face to face for discussions of program expectations. This group will comprise a PLC specific to the needs of Seguin ISD.
4. Grant participants will attend TEA-led institutes
5. Interns will complete EDLR 5311, 5313, 5320, 5337, 5370, 5330, 5349, 5371, 5333, and 5310 through UT Tyler with at least a B or higher.
6. Interns will conduct and collaborate on 6 case studies under the supervision of their UT Tyler professors, supervising principals, and district administrative support.
7. To develop a rigorous clinical experience, interns shall cooperate with the field supervisors, supervisory principals and district administration.
8. Interns will be trained in the PLC process to successfully facilitate meaningful collaboration.

**Performance and Evaluation Measures**

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Participants in the residency will:

1. Engage in campus processes to deepen their understanding of special programs such as Dual Language, Special Education, 504, and GT testing.
2. Design and implement professional learning, facilitate PLC and classroom observations, and engage in data conversations with teachers to strengthen instruction practices.
3. Coach and support a teacher in an area of need based on teacher observations.
4. Complete relevant university coursework, seminars, and clinical experiences.

Tools and processes to measure performance and ensure effectiveness:

1. Performance evaluation data: observations and evaluation from mentor principal, coaching visits with Central Administration team, conference meeting with mentor and Central Administration team
2. Participant self-evaluation and program survey
3. Surveys provided to participants, mentors, and Central Administration support staff for each semester of the residency program
3. Use of district analytics (e.g. district common assessments, iStation data, observations, etc.) to monitor student achievement and teacher growth.
4. Completion of T-TESS and ILD training
5. Residency program completion rates and placement of residents post-program

The district will address a struggling participant with increased support, an increase in mentoring session modeling, and increased coaching sessions with the Central Administration team.

**Budget Narrative**

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The following proposed budget for Seguin ISD will allow to place administrative interns at two secondary campuses. Each intern will be under the guidance of a mentor principal who will provided ongoing feedback and experiential learning opportunities for these aspiring principal interns.

The funding for this opportunity is as follows:

6100---- \$120,000 which will be the bulk of the grant funding will be dedicated towards the resident salaries. In addition, the District will provide the \$15,000 match per intern (\$30,000) to fund the salaries and benefits of the residents accordingly.

6200--- \$18,000 of the grant funding will be used towards professional development training, exam cost, and tuition cost for both residents.

6300--- \$2,000 of the grant funding will allow for books, supplies, and other materials needed to successfully complete the internship.

6400--- \$10,000 of the grant funding will be used towards investing in our residents allowing them to attend TEA lead trainings and travel for necessary coaching.

The District looks forward to the opportunity to grow our own by facilitating a successful experience for our residence and mentors. The grant funding to support the implementation of the Principal Residency program will ensure the sustainability of the program and allow our residents needs to met.

**Program Requirements**

1. The LEA must 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.

A letter requesting nomination of candidates and a summary of grant requirements from the administration shall be sent to all district staff by means of Google Forms. Teachers may also self-nominate or be nominated by a colleague or supervisor. In addition to recommendations, nominations will be solicited from campus and district administration. Prior to the closing date of the nomination, an information session will be held for all interested teachers as an event based outreach, allowing past PRG participants to take part in the recruitment process. Potential candidates will be able to ask questions. As well, a FAQ document will be compiled from these questions and presented to staff members. Applicants will be screened on the basis of the following criteria:

1. Student outcomes as evidenced through STAAR scores and/or other diagnostic assessments, such as district module assessments, or other growth measures used in the district, that evidence measurable student growth.
2. The applicant actively collaborates and is a key contributor during PLCs.
3. The most recent T-TESS evaluation was at a proficient or above level all of the rubric dimensions with at least one or more areas accomplished or distinguished will be considered for the selection process.
4. A letter or recommendation from the current campus principal and/or district leadership.
5. Holds a current teaching certification but does not hold a principal certification.
6. Does not currently hold a Master's degree in Educational Leadership.
7. Available to make commitments for the completion of a full year long residence.
8. For at least 2 years, the candidate has been successfully teaching in the classroom.
9. Applicants utilize social media and a professional digital presence through email and other social media in a positive manner.
10. Applicants must show evidence of a GPA of 2.5 or higher for UT Tyler acceptance. Applications shall be encouraged from applicants who are representative of the district's student population.

2. Provide a description of the year-long, full-time residency that includes the following opportunities for the resident: a) sustained and rigorous clinical learning in an authentic school setting; b) substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; c) the skills needed to establish and support effective and continuous professional development with assigned teaching staff; d) the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture, e) how the district and EPP will support the candidate's gradual release of responsibility, and f) provide frequent short cycle coaching related to intentionally designed learning experiences.

1. Seguin ISD will work in partnership with UT Tyler for principal preparation and Master's degree coursework. This includes two practical experiences that are aligned to the 268 TEXES Framework, and in particular with the effective school framework.

2. In order to ensure the supervision and support of the candidate, Seguin ISD will provide training for the main mentors on the ground. The candidate will be supported by the District Administration and shall participate in campus level duties, hiring, selection, retention of teaching staff, and student conflict resolution practices that have a significant impact on educational achievement.

3. Implementation/exposure to the New Leaders Program and Effective Schools Framework, which is embedded not only in the candidates' Master's program, but also in district programs and initiatives. The intern will be provided professional coaching from both district and campus leadership to promote sound instructional strategies that significantly impact student achievement.

4. Candidates will gain a clear understanding of how to successfully facilitate a PLC while also building capacity in teachers to create next steps based on student data.

5. In order to support candidates who can meet the needs of all learners, and not just those from a particular background, candidates shall be well rounded in different educational programs such as, 504, General Education, Gifted and Talented, ESL, Social and Emotional Learning, and Special Education programs.

**Program Requirements (Cont.)**

3. The LEA must 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.

Seguin ISD effectively practices the backward design planning model on every campus in the district. In order to make sound data driven decisions, planning with the end goal in mind is critical to student achievement. Seguin ISD strategically plans instructional learning days on campuses that fit within the district calendar to work within grade level and departmental teams. During the instructional learning days teams are analyzing the data, identifying intervention areas, and regularly assessing progress of students. These processes help enable students to be properly grouped so that they can focus their efforts on targeted areas for future growth and achievement.

Seguin ISD provides time each week for teachers to collaborate with fellow colleagues as protected PLC and planning time to promote student growth and achievement. During this time, teachers analyze TEKS for upcoming units of study, create standardized and aligned formative and summative assessments, analyze student work artifacts, and design instruction based upon student needs, performance, and state standards. In both the planning of lessons and the analysis of standards, the Effective Schools Framework of Data Driven Instruction is utilized.

4. The LEA must 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.

Seguin ISD uses the T-TESS evaluation system for goal-setting, conferencing, and recording areas of refinement and reinforcement for individual teachers. Principals and assistant principals conduct walkthroughs, informal observations, and evaluations in order to coach teachers in developing their instructional practices. The district also facilitates instructional rounds for campus and district administrators on multiple campuses across the district during the our Principal Learning Network (PLN) meetings. The goal of these instructional rounds is to assist administrators in identifying instructional trends and patterns among teachers, as well as ensuring calibration on T-TESS domains. Campus administrators are responsible for instructional coaching at the campus level after each instructional round to improve instruction.

As part of the principal residency program, the participant will be included in all instructional rounds and will be coached by their mentor and Central Administration team.

**Program Requirements (Cont.)**

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program beyond the 2024-25 school year.

Seguin ISD is committed to developing and maintaining a high quality pipeline of diverse and effective leaders. Our partnership with UT Tyler will facilitate an innovative and collaborative approach to growing and recruiting effective leaders within the district. This program is a priority for the district, and an internal review of available funding will be necessary for the continuation of this program. The internal review will entail a look at current expenditures related to professional development. In addition, Seguin ISD will work with UT Tyler and other community partners to explore funding options for subsequent years.

6. The LEA must provide a clear description of a current or proposed communication system between the EPP team and key district personnel.

Seguin ISD understands that communication between all stakeholders is essential to the success of the principal residency program. District and campus administrators will meet with professors from the EPP (UT Tyler) to discuss coursework and program expectations for participants. This initial meeting will ensure the district and EPP are aligned regarding program outcomes and activities and are using the same messaging for information disseminated by the district.

Initial communication about the principal residency program will go out from the district’s Communication Office via emails, flyers, and social media. An information session will be scheduled for interested candidates to learn about the program and the process to apply. Once candidates are selected, consistent collaboration and communication between the LEA and EPP will be essential to the success of participants. Communication will include include monthly check-ins, emails, and phone calls to discuss participant progress and any issues that arise throughout the course of the program. In addition, internal communication between district administrators around participant progress will ensure support is provided as needed. Intentional communication between the LEA and EPP will ensure the continuation of the program in subsequent years and will produce leaders who are ready to step into a principalship.



**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 program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- 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 program?

- Yes
- No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

**5A: Assurances**

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	<input type="text" value="7,234"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="7,234"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program'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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text" value="0"/>

**Appendix I: Amendment Description and Purpose** (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. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

*You may duplicate this page*

**Amended Section**

**Reason for Amendment**