



**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 4: Instructional Leadership Meeting

Attachment 2: Supplemental Narrative Question Responses

Attachment 5: District Coaching Tool

Attachment 3: Educator Preparation Program's Scope and Sequence

**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 our Midland ISD Principal Residency Program is to collaborate with Texas Tech University to develop a cadre of highly effective educational leaders. We aim to address the critical shortage of qualified school principals by preparing aspiring leaders to meet the diverse needs of our student population.

Specific Needs of the Organization:

- 1. Principal Shortage: Our organization faces a shortage of qualified school principals, which poses a significant challenge to the effective administration of schools and the improvement of student outcomes.
- 2. Equity Gaps: Achievement gaps persist among diverse student populations. To address this, we need leaders who are well-equipped to create equitable learning environments that support every student's success.
- 3. Leadership Development: Developing aspiring leaders with the requisite skills, knowledge, and commitment to instructional leadership is essential to drive positive change in our schools.

How the Program Will Address the Mission and Needs:

Midland ISD will utilize grant funds to implement a comprehensive, year-long, paid Principal Residency Program that addresses the mission and needs of our organization in the following ways:

- 1. Recruitment: Through our partnership with Texas Tech University, Midland ISD will work to establish equitable recruitment practices ensuring all demographics including under-represented populations are considered for selection.
- 2. Residency Training: We will provide aspiring leaders with hands-on training, mentorship, and real-world experience to prepare them for the rigors of educational leadership. This will address the principal shortage by creating a pipeline of qualified leaders. The program will include a strong focus on equity and inclusion, ensuring that aspiring leaders are well-prepared to close achievement gaps and create equitable learning environments. This directly addresses the need to reduce equity gaps.
- 3. Mentorship and Professional Development: We will select experienced mentor principals to provide ongoing, job-embedded professional development to ensure that aspiring leaders receive the instructional coaching they need to develop strong instructional leadership skills.
- 4. Data-Driven Decision-Making: The program will instill the importance of data-driven decision-making, empowering leaders to make informed choices that positively impact student outcomes. MISD and Texas Tech will work on building the resident's capacity to lead effective professional learning communities.

By implementing this program, Midland ISD will cultivate a new generation of educational leaders committed to addressing the specific needs of our district by reducing the principal shortage and promoting educational equity.



**Goals, Objectives, and Strategies**

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

Midland ISD will work with Texas Tech University to recruit five diverse teachers to participate in the Residency Program by May 2024. The Residency Program will allow Midland ISD to increase the talent pool of highly effective principals through the development and retention of the five selected residents. Midland ISD and Texas Tech Univeristy will meet quarterly to identify potential risks and outline solutions to ensure successful completion from each resident. Principal Residents will create a Case Study to include a Professional Learning Community outside of their preferred content area. In addition, to the PLC the residents will collect coaching data on two assigned teachers for whom they will be responsible for coaching and providing ongoing feedback using the approved Texas Tech coaching framework. Included in the Case Study will be student data for three individual students the resident will advocate for. Other data in addition to the Case Study will be collected from each resident. The completion of the Texas Tech Residency Program, the conferred Master of Education in Educational Leadership, and the Texas Principal Certification will be completed by September 2025 by 100% of the selected principal residents.

**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.

Selected principal mentors will meet the criteria agreed upon by Midland ISD and Texas Tech University. Principal residents will complete two interview panels, one with Midland ISD and one with Texas Tech University for their final selection. The residents will begin their initial coursework and simultaneously begin their residency experience shadowing a highly effective MISD principal. Residents will have the opportunity to see the T-TESS evaluation process throughout the program. The resident will begin by completing an equity audit analysis of their campus and identifying two teachers to coach for the duration of the residency. The principal mentor will help the resident identify the final selection for teachers who will receive ongoing feedback from the resident. Residents will utilize the Texas Tech coaching framework to provide highest-leverage, bite-sized, feedback to teachers. The principal resident with the support of their principal mentor will identify three students from a special population to serve as an advocate for. The principal resident will attend 504 meetings, ARD meetings, or LPAC reviews for their selected students. The resident will fully lead a professional learning community in a content outside their area of strength as assigned by the principal mentor. The principal mentor and the principal resident will calibrate on the T-TESS evaluation process. The principal residents will collect data from their two assigned teachers to demonstrate student growth and improved teacher walk-through data as evidence of their coaching effectiveness. Residents will also collect and provide student growth data to demonstrate the effectiveness of implementing data-driven PLCs. Ultimately, the principal residents will complete the assigned program coursework and demonstrate their leadership competencies through the T-PESS self-evaluation instrument. The residents will complete and pass the TExES Principal (268) exam and complete a program experience survey. The mentor principals will also complete a survey to provide feedback about the effectiveness of the residency program.

**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.

With the selection of five principal residents and five principal mentors, Midland ISD is requesting grant funds to meet the needs and goals of the program. The salaries of the residents at \$65,000 each will cost a total of \$325,000 as payroll expenses. Principal mentors will receive a stipend in the amount of \$1,500 for the year totaling \$7,500 for all five mentors adding to the payroll expense. Midland ISD will match \$15,000 per the number of residents participating in the program (5) for a total of \$75,000 in payroll costs. Other allowable grant-related activities will include \$3,500 to cover exam and certification fees for all five residents. The required Summer Institute for principal residents costs \$500 per resident totaling \$2,500. To cover the travel costs for attendance at the Summer Institute, MISD is also requesting grant funding in the amount of \$1,300 for each resident. The cost breakdown of the travel per resident is \$786.00 for hotel, \$160.00 for mileage reimbursement, and \$354.00 for meals for 5 nights. The total for travel for the five residents is \$6,500. To pay for the tuition and fees for each resident, Midland ISD will need to allocate \$15,000 per resident amounting to \$75,000 for all five. Additional costs for technical assistance through contracted services needed by Texas Tech University plus direct cost and F&A will be \$6,000 per resident or \$30,000 in total.

The total costs needed to meet the goals of the program total \$375,000. Midland ISD will need a total of \$16,766.00 to cover the indirect cost of 4.471%. The district is committed to making adjustments where necessary to ensure the success of the Principal Residency Program.

**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.

In the spring of 2024, Midland ISD will showcase the current residency program through a Principal Residents Partnership Seminar. Outstanding teachers who demonstrate effective instructional practices, evidence of content mastery, and great leadership skills will be invited to attend the seminar. Invitations to teacher leaders that reflect the student demographics and have a track record of success working with at-risk students and do not hold a principal or mid-management certification will be referred by campus and district leaders. At this time, principal mentors and Texas Tech Faculty Coaches will have the opportunity to meet potential applicants. Those teachers who find interest in the residency program will submit an application. The application will summarize their educational experience including their certification areas. In addition to their educational background, applicants will need to include their professional resume, a recommendation survey from a current supervisor, and evidence of student achievement and student growth data. Submissions of their most recent T-TESS evaluations dating three years back will be included as artifacts in the application process. A committee of district leaders will review the application with the artifact submissions and rate the candidates based on the admission standards from TEA. For the measurable student achievement, the committee will review student data from NWEA Measures of Academic Progress (MAP) Assessment, STAAR, and CIRCLE. Other assessment data will be reviewed if these data sources are not applicable to the candidate's grade level and content. The rubric will give preference to candidates working with higher at-risk populations. A review of candidates' 3-year historical evaluations will rate candidates highest in the Planning and Instruction domains of T-TESS for candidates scoring at the distinguished levels. The survey completed by a current principal will help the committee determine the interpersonal leadership skills of the candidates. Data from SchoolMint Grow showing the candidate completing assigned action steps will be used to measure the candidates' effective response to feedback and growth mindset. Throughout the application and selection process, committee members will look for candidates whose backgrounds and resumes show not only demonstrate effective teaching practices, but an ability to work with diverse populations of students and teachers.

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.

Principal Residents will be assigned to a Midland ISD principal mentor for a year-long, paid residency while simultaneously completing a rigorous clinical learning experience in collaboration with a Texas Tech Faculty Coach. The residents will be housed at the mentoring principal's campus for the 15-month residency. Upon completion of the residency, residents will have earned a master's degree in educational leadership from Texas Tech University and a Texas SBEC principal certification. Job-embedded learning throughout the 36-hour program will allow residents to identify and resolve a problem identified through the equity audit completed early in the program. The Equity Audit will utilize the Effective Schools Framework. Through the residency, residents will be assigned to mentor and coach two struggling teachers through POP Cycles which include Pre-Conference, Observation, and Post Conference. The Summer Institute and summer courses will launch the residents into their year-long assignment. Course content will be completed through Texas Tech University and the support of the Texas Tech Faculty Coach. The following topics are included in the residency program through Texas Tech University: Instructional Leadership, Decision-Making and Mindset Skills, Equity Audit and Data Literacy, Leading PLCs, Unpacking the T-TESS & Instructional Coaching Frameworks, Using Law and Policy to advocate for students, Establishing SMART Goals & Progress Monitoring, and Using Quarterly Planning to Improve Teaching & Learning. Throughout the residency experience, principal residents will utilize the district's coaching model which is rooted in Paul Bambrick-Santoyo's work in Leverage Leadership and Get Better Faster. Midland ISD utilizes SchoolMint Grow to document our coaching feedback and will be able to review feedback given by and assigned to each resident.



**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.

Midland ISD has multiple ways of leveraging data to drive instruction. First, MISD administers the NWEA Measures of Academic Progress (MAP) assessment at the beginning, middle, and end of year to measure student's academic growth. In addition to the MAP assessment, the district offers formative and summative assessment tools including district benchmarks, unit assessments, and daily exit tickets. MISD collects all student assessment data in electronic form. Collaborative teacher teams use the data in professional learning communities to adjust instruction as necessary. Protected campus time is allocated to allow teacher teams structured time during the school day to analyze data and design lessons for tier 2 and tier 3 instruction as well as enrichment and extension activities for students either lagging behind or moving ahead of their peers. Each campus is allotted a minimum of 45 minutes per week with some campuses having up to 45 per day of PLC time. Midland ISD utilizes Leverage Leadership and Get Better Faster by Paul Bambrick-Santoyo for Data-Driven PLCs and planning using the "See It, Name It, Do It" strategy. During the PLCs, teacher teams desegregate student data, identify learning gaps, plan for re-teach of lessons, and practice while receiving feedback prior to returning to the classroom. Data trackers are managed by teacher and leadership teams to make data visible and actionable. Campus administrators and instructional coaches help lead PLCs to ensure the effective use of PLC time. Through this PLC model, Midland ISD ensures data-driven instruction guides our classroom instruction and culture with the goal of "Preparing all students for college or career."

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.

Midland ISD uses the Relay GSE training for campus leaders in the observation/feedback cycle. Many of our principals have been officially trained through Relay GSE and our district leadership team and principal supervisors also provide feedback utilizing the same coaching model. Midland ISD captures coaching data in an online platform called SchoolMint Grow. All principals, assistant principals, and instructional coaches input their observation/feedback into this platform. Midland ISD partners with the National Institute for Excellence in Teaching (NIET) to calibrate classroom walkthroughs and observation/feedback across the district. Instructional coaches including principals and assistant principals use Leverage Leadership and the Get Better Faster Scope and Sequence to provide timely, relevant, bite-sized feedback to teachers. Our partnership with TNTP provides monthly professional learning for instructional coaches and quarterly professional learning for principals to help ensure alignment to quality observation/feedback cycles. The district will also be providing Teach Like a Champion (TLAC) training to 200 district and campus leaders to support the development of new teachers, District of Innovation Teachers, and alternatively certified teachers in best classroom practices. The TLAC training will happen in late fall 2023 and will be revisited in the spring of 2025.

**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.

Midland ISD's Talent Development Department will lead and supervise the Principal Residency Program in collaboration with Texas Tech University. MISD will monitor the implementation of the 2024-2025 program and ensure compliance with the program, eliminating barriers to ensure a smooth and successful experience for the residents and mentors. This initiative will be prioritized and supported by the district. Moving forward, the Talent Development Department will continue to pursue available funding sources to allow for the principal residency to continue each year. We will communicate with our Board of Trustees to continue this work and create a sustainable principal pipeline to help close principal vacancies in the district.

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

Midland ISD will appoint a grant manager as a point of contact to communicate regularly with our EPP faculty member and leadership coach from Texas Tech University. Additional stakeholders will be identified in the district to support the day-to-day operations including our leadership team which consists of our principal supervisors and the principal mentors. As needs arise, MISD will work with our partner Texas Tech to address concerns quickly and efficiently. Governance Meetings between the university stakeholders and the district stakeholders will be conducted quarterly and shared agendas will allow both parties to collaborate and share ideas and solutions.



**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"/>
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 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"/>

**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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
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