



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.

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
File Meza-Chavez, Ph.D. Oct 27, 2023 17:54 CDT

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 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.

LEA will use grant funds to develop the "Eagles Aspiring Leaders Program". The program will focus on providing opportunities to current staff that are interested in furthering their education so that they may become instructional leaders within the LEA. Having the financial support will help those that need that additional assistance to further their education. At times many show that they are capable of taking on the role but have many personal reasons on to why they cannot currently move towards those roles. The obstacles may include but are not limited to tuition costs, books, exam costs, having the right mentors, time to learn from others due to having to fulfill current job responsibilities. Removing these obstacles will open up opportunities as well as ensure that staff members that have created that bond from within the community stay in the community. Part of being an effective leader is making sure that they understand the community. Reaching out to those in the LEA that are interested and communicating this great opportunity will be a step towards the right direction. This opportunity will allow for those that have the core background to further their interest and led the community but to also help those outside of the core role like CTE, athletics, fine arts.

Goals, Objectives, and Strategies

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

Goals/Objectives:

The LEA will provide opportunities to current educators so that they may be leaders from within the LEA. Building educator capacity is a key factor for ongoing student success.

Activities/Strategies:

- The LEA will educate and inform current educators of the opportunity "Eagles Aspiring Leaders Program"
- Mentorship program for the residents from current campus principals
- Provide first hand experience on a day to day Principal role
- Partner with an approved EPP provider
- Continuous observations, feedback, meetings
- Follow up by the program point of contact and district leadership team
- The LEA will receive feedback from the resident to ensure all experiences and needs are being met as well by the LEA
- Provide financial assistance that would help cover costs of school tuition, books, exam fees and payroll for living expenses

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.

The LEA will use the following items to ensure that the resident is growing and learning.

- Professional Learning Communities feedback and process
- Student Assessment and data
- Student Intervention attendance
- Completion of course work at the approved EPP Provider
- Completion of assigned tasks or projects in which the resident is assigned to
- Identify areas in which the resident has focused for the campus and evaluate the approach to these areas.
- Meeting feedback and documentation from the assigned mentor principal
- Completion of the program and application on future vacancies

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 LEA will ensure that the budget allocated to this program is managed accordingly in a way that ensure that the resident gets all of the great opportunities and get to complete their certification for school leadership. Budgeting items like the pay for the resident as they are assigned to the campus, technology/supplies, tuition/books for their coursework, exam fees, Training for AEL/T-TESS and principal mentor stipend. As the year progresses, each semester the LEA will visit the expenses made to adjust the costs for the resident. The LEA is committed in making sure the resident is successful in this program, as that will help the community and students. Students and community members look at campus instructional staff as role models, providing this opportunity to these leaders will also inspire others to continue their education and their passion.

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.

- Targeted recruitment:
- Educators that have three or more years in the classroom
 - Thorough understanding of school operations
 - Strong organizational, communications and interpersonal skills
 - Ability to coordinate campus support operations
 - Participated in development and evaluation of educational programs
 - Promotes a positive, caring climate for learning
 - Holds or has been in an instructional leadership role at some capacity
 - Demonstrate awareness of school-community needs and initiate activities to meet those needs
 - Willing to learn on how to comply with federal law and state laws, State Board of Education rule, and board policy
 - Has coordinated or led professional development at the campus
- Selection process:
- Letter of recommendation by current principal
 - T-Tess evaluation paperwork
 - Letter of interest and why they are the best candidate for the program, evaluate and screen by Leadership committee blindly (using a rubric)
 - Data segregation task, review a campus data, they review and develop an action plan, score blindly by the leadership committee (using a rubric)
 - Interview with committee
 - Show proof that they have been accepted at the approved EPP

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.

The resident student will be placed on a campus with a principal that has three or more years in that role and has shown academic and culture success. They will be reporting to that campus on a daily basis to ensure the experience is authentic. With this they will be tasked to work on projects, be part of PLC, plan and lead professional development for their campus, Lead instructional rounds and be part of the other day to day tasks of a campus principal.

At the beginning of the year, teacher half days and start of the second semester there is staff development at the campuses. They will take a leadership role on the topics assigned, content areas, departments during staff development. As an ongoing support system, the resident will also identify any further professional development that might be available to the staff if there is an area of need. With this it is important to be in the classrooms and have clear communication with the students throughout the year in order to identify ways to build culture for the students and staff.

Coaching Cycle Process

- Resident Observations and shadow
- Assigned department, PLC, and leadership Tasks
- Check-ins and observation by the principal/EPP every 4 weeks with documentation of conversations and tasks

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.

The LEA currently has PLC schedules at each campus. There is a plan where they discuss student work, curriculum, pacing, analyze data. LEA also offers a new teacher academy, this provides support for district new teachers with on going support along with a campus teacher mentor. The LEA will follow the same method and procedure for this leadership program.

Data/Assessments:

- Instructional team create assessments based on scope and sequence, this is done by content and grade level
- Data gets reviewed at the campus level during PLC the week after assessments
- Conversations during PLC occur identifying the low areas of the students, High performing areas and identify a game plan as a team to target missed opportunities. With this they discuss interventions outside of the classroom and the format of them.
- The team identifies academic language that needs to be revisited due to being a Title 1 district with a high Emerging bilingual population
- LEA is a 4 day school district so as a team they had to adjust and adapt to ensure students are engaged while in class with the new schedule
- LEA meets with district leadership team to review data and identify what additional forms of support the campuses may receive.

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.

Campus leadership team individuals conduct 10 walkthroughs per week and provide feedback to the teachers. Using the T-Tess rubric and model. Instructional specialists assist and deliver lessons with those teachers needing additional guidance based on observations. This can range from classroom management, lesson delivery, chunking the lesson, participation etc. During PLC the conversation of common missed opportunities is also discussed. LEA will coordinate instructional rounds once every semester to provide additional information to campus leadership team as another source of information for the campus.

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.

The LEA will continue to apply for the grant in order to help other educators and move forward with cohorts. If possible the first cohort would be used to mentor and guide the second cohort of this grant to ensure the residents have even more support besides the already in place plan. As the information is passed on to the staff on this opportunity having the first cohort share their experiences on this process. The success of the cohort will allow any future staff members to move forward with furthering their education, opening up doors for those who know the students and community. The plan is to have the LEA continue to support, as opportunities arise from within the district for these leadership roles and have them apply for these positions.

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

The LEA will have direct communication with the EPP. The Associate superintendent and district instructional programs administrator will communicate at least every four weeks to coordinate and review information. This will be done face to face, email or during virtual meetings. It is important that the EPP also observes the resident and gives feedback. The best situation is to have the EPP observe the residents a minimum of 4 times during the school year.

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"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<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