



2023-2024 Principal Residency Grant Cycle 6
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 28, 2022

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 28, 2022**.

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 TE 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 do not have 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 and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Spring 2023.
- 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 *Attachment 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Attachment 3: 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 ebonylove@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 culturally responsive methods to develop leader competencies at the personal, instructional, and institutional level.

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.

Overview
 The Spring ISD (SISD), in partnership with the University of Houston (UH), will establish a one-year school leadership master's degree program which includes a full-time internship residency program for ten principal certification candidates. The program will be aligned to effective leadership practices based on Texas Principal Standards and the Spring ISD Leader of School Behaviors.

Overall Mission
 The mission of the SISD Principal residency Program is to recruit and train an effective diverse pool of qualified internal principal candidates who have demonstrated instructional leadership capacity to meet the needs of a diverse student population.

Needs / Program Action Plan
 SISD needs to recruit and train an effective pool of qualified internal principal candidates who have demonstrated instructional leadership capacity to meet the needs of a diverse student population. Through the Principal Residency grant-funded program activities, SISD will actively recruit and train a minimum of 10 leadership candidates who have served as teachers and/or Tier II level leaders on campuses with diverse student populations. The focus of preparation will be preparing effective instructional leaders. SISD needs to reduce the average search time required to fill vacancies caused by leadership turnover by 25%. Having a pool of vetted candidates will decrease time for recruitment/vetting candidates. Through the Principal Residency grant-funded program activities, SISD will develop and implement effective succession planning, including the following: principal transitions to promote to another leadership level, principal requirements, and reassignments to fill resulting vacancies of principal positions. SISD needs to increase the number of Hispanic (bilingual preferred) principal candidates to mirror ethnic/racial trends in the current student population: 48.3% Hispanic, 38.3% African American, 7.2% White, and 3.9% Asian. Through the Principal Residency grant-funded program activities, SISD will include demographic parameters and language skills as components of the systematic process for selecting candidates for the residency program, thus ensuring alignment with current campus needs and student population trends.

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 August 2024, Spring ISD (SISD) will optimize principal succession by recruiting and training a minimum of 10 exemplary leadership candidates into the Principal Residency Program. In order to increase diversity among district leaders, residency program candidates will mirror the trends found among racial/ethnic percentages of the student and address the district's need for Hispanic campus leaders (min. 5/10, bilingual preferred). By the close of the program, 100% of the candidates will have successfully completed a one-year rigorous, authentic residency program offered during the 2023-2024 school year through an approved Educator Preparation Program conducted by UH. Candidates will demonstrate mastery of the Texas Principal Standards as evaluated by field observations, course objectives, and site facilitator evaluations.

In addressing the changing/challenging student learning needs and in understanding the importance of effective hiring for quality leaders, Spring ISD has identified the need for rigorous training and preparation for the critical role of a campus principal. Over many years, the district has used vital data to refine its leadership "pipelines" and has successfully partnered with UH to prepare future school leaders. Unfortunately, the cost burden fell upon the participant limiting the program to those in a position to afford the program. Providing reimbursement through this grant will be an incentive for a wider range of applicants and increase the pool of diverse applicants. In addressing this ongoing need, the residency program will be implemented in partnership with UH and will utilize project evaluation performance reviews conducted at four program levels: (a) course level, (b) student/intern, (c) residency/internship level, and (d) certification/degree.

Course Level: Course content and emphasis of standards are adjusted based on residents' performance on evaluation bench

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.

Through the Principal Residency grant-funded program activities, SISD will actively recruit and train a minimum of 10 leadership candidates who have served as teachers and/or Tier II level leaders on campuses with diverse student populations. The focus of preparation will remain on instructional leadership, especially in the area of effective observation and feedback. The evaluation measures will include

1. Coursework: Each resident will maintain a 3.0 GPA (4.0 scale), including courses with internship/residency requirements (ELCS 6302, Data Informed Decision Making for School Leaders; ELCS 6320, Instructional Supervision; and ELCS 6393, Practicum in the Principalship).
2. Intern Self-Reflection: Each resident will indicate agree (4) or strongly agree (5) on at least 80% of all items of the Principal Standards Survey, measuring self-perception of abilities needed to implement identified Texas Principal standards.
3. Field Supervisor Observation: Each resident will make sufficient progress toward mastery of the selected Texas Principal Standards, as documented using the required Field Supervisor Protocol.
4. Site Supervisor Evaluation: Each resident will score 4+ average (on a 5.0 rating scale) on all residency components included on the semester evaluation conducted by his or her site supervisor, indicating the resident's proficiency in completing EPP components related to the Texas Standards for Principal Preparation and the goals 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.

To fully implement the TEA 2023-2024 Principal Residency Cycle 5 grant program for 10 principal residents, the total budget is \$900,000; and will be met through the requested grant funding (\$750,000) and SISD funds (\$150,000). Principal residents will be expected to contribute incidental amounts for items such as parking fees, supplies, and other costs. The proposed expenses are cost-effective and allowable to implement the project as described and align with SISD's plan to develop a sustainable leadership pipeline. Funds are supplemental and will not supplant existing federal, state, or local funds. Total program costs include: 6100 Personnel (\$700,000), 6200 Professional & Contracted Services (\$170,494), and 6400 Other Operating Costs (\$29,506).

The matched amount (number of principal residents participating in the program x \$15,000) would amount to \$150,000.

* SISD will Payroll costs (6100) per resident would amount to \$700,000 ($\$70,000 \times 10$).

* SISD will provide funding (6200) to cover the UH/EPP tuition costs \$16,710 per resident ($\$16,710 \times 10 = \$167,100$); and \$3,394 funding for T-TESS certification to offset cost.

* SISD will provide a stipend to supervising principals of \$1,000 each ($\$1,000 \times 10 = \$10,000$).

* SISD will provide a stipend to two field supervisors of \$5,000 each ($\$5,000 \times 2 = \$10,000$).

* SISD will provide funding to cover lodging, mileage, and food for the Residency Summer Institute. For all residents, mentors, and field supervisors to attend for two days, \$9,506 will be allocated.

To sustain the residency program in the future, SISD will maximize local funding, grants and partnership investments to increase the capacity and impact of leadership development programs.

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.

Through the Principal Residency grant-funded program activities, SISD will actively recruit and train a minimum of 10 leadership candidates whose capabilities reflect the district's leadership goals and objectives. The targeted recruitment and selection process will include the following: • Applicants must provide evidence of successful classroom and campus student academic achievement and a summary of activities implemented at the classroom and school level to facilitate increases in student academic performance overall and by student group (English language learners, students receiving Special Education services, etc.). • Applicants must have received positive evaluation appraisal for two or more years and must provide examples of how they have responded to effective observations and feedback procedures to improve their practice and increase student achievement. • Applicants must provide examples of school leadership that demonstrate how they have engaged in collaborative efforts to research and solve problems at classroom and campus level affecting teaching and learning. • Applicants must demonstrate a commitment to educational equity. • Applicants must provide evidence of a growth mindset to improve teaching and learning as well as evidence of the development of a student growth mindset to increase academic performance.

The district will: 1) gather recommendations from current principals and district administrators; 2) use UH's on-line application interface as well as an in-district application process to obtain the pool of candidates; 3) form an ad hoc committee of exemplary district leaders to review these applications and apply standards from a rubric developed for this purpose; 4) have the committee select applicants to interview, such that the finalists not only mirror the ethnic proportions found in SISD's student enrollment but also represent a span of instructional levels (elementary, middle school, high school) and proficiency in working with diverse student populations (bilingual preferred); and 5) use interview results to guide the committee's ultimate selection of ten residents to constitute the cadre.

Priority will be given to Hispanic (bilingual preferred) applicants and those whose race/ethnicity mirrors that of the district's current student population (48.3% Hispanic, 38.3% African American, 7.2% White, and 3.9% Asian).

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.

During the year-long residency, interns complete the following course content and residency requirements based on the Texas 268 Identified Integrated Pillars: - During ELCS 6302 (Data Driven Decision Making for School Leaders), interns identify, address, and resolve a significant problem or challenge that influences practice in order to improve student learning. Interns evaluate the effectiveness of the plan to resolve a significant problem or challenge affecting teaching and learning during ELCS 6370 (Research for School Leaders).- In ELCS 6320 (Instructional Supervision), students develop school culture routines and ensure data-driven instruction. With assigned staff, interns guide the review of student performance data to determine professional development needs. The school team, led by the intern, determines, designs and implements needed professional development, addressing a specific data-driven need and which will improve teaching and learning. Students develop personal leadership skills and practice skills related to developing effective professional development and managing and leading change.- ELCS 6350 (School Leadership, The Principalship) requires interns to evaluate and reflect on their ability to facilitate stakeholders' efforts to build a collaborative team within the school for the purpose of improving instructional practice, student achievement, and the school culture.

SISD and UH will support the gradual release of leadership responsibility to resident interns moving from observation of leadership activities - to participate in leadership activities - to providing leadership in targeted areas of school leadership identified through continuous communication between the site supervisor and the resident intern. Weekly short-cycle coaching meetings between the site supervisor and the resident intern will be utilized to facilitate master of standards.

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.

Spring ISD campuses receive multiple layers of support to ensure data-driven instruction at every school level and for all types of academic instruction and programming. Campus leaders and faculty use a formative assessment calendar used to guide instructional planning, track student progress, and develop interventions. Student assessment personnel provide ongoing training on data analysis using two data-management systems, which collect data from formative and summative assessments administered in PK-12.

During weekly data meetings, campuses analyze data to identify strengths and problems of practice. Teams examine student work or formative/summative assessments, make inferences about the data with evidence from the data, identify successes, and narrow the focus of the problems of practice. An action plan is created with next steps that may outline instructional practice, analysis of materials used or require a deeper understanding of the learning targets and standards.

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.

Current teacher appraisal system provides a comprehensive framework for regular observations of classroom instruction and action steps for teachers' skills development and improved outcomes for students, complete with individual professional development plans and targeted professional development opportunities. Campus leaders develop expectations for instructional coaching on their campuses, including frequency of walk-throughs and observations, calibration walks, review of teachers' action steps following the observations, as well as trends in vertical and horizontal teams' observation data informing targeted PD. The appraisal system on-line tools allow for capturing coaching feedback and evaluative data aligned with the instructional rubric criteria, which can be monitored by campus principals and their supervisors for data trends, including the appraisers' needs for additional coaching and development.

Observation feedback is delivered via multiple modes, including real-time feedback and composite reviews, and teachers are provided opportunities to practice new strategies and action steps in "at-bat" sessions. Peer mentors and peer observation are used for professional development, along with internal and external instructional rounds, involving content matter experts from multiple departments. As indicated in Attachment 1, SISD can provide adequate training and support for the principal candidates

Program Requirements (Cont.)

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program.

To sustain the continuation of the Principal Residency Program, Spring ISD is collaborating with the institutions of higher education to implement hybrid or part-time year-long principal residency programs to provide selected candidates with the opportunity to engage in authentic, practice-based clinical experiences while completing master's degree programs in educational leadership. Releasing part-time resident interns from existing school leadership positions, such as instructional coach, for a portion of the day or work week to engage in practice-based clinical experiences will provide greater opportunities for candidates to master essential leadership standards.

Ten participants in the SISD Aspiring Leadership Academy will have the opportunity to participate in the Principal Residency Program. This will allow the district to identify qualifying candidates who are ready to take the next steps in their path to certification to become campus administrators. The SISD AP Core Development program will provide ongoing leadership training to sustain a viable leadership pipeline. The SISD Aspiring Principals Academy will provide assistant principals additional leadership training to fill future campus principal positions.

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

Spring ISD and UH will collaborate in the development of a Master's in Administration and Supervision degree program with principal certification. Elements of collaboration will include: course design; connecting course content to authentic leadership experiences; resident intern coaching, feedback and assessment; pathways for continuous communication; and schedules and timelines.

SISD and UH will collaborate to provide joint recruitment and program orientation sessions, as well site and field supervisor trainings. SISD and UH will participate in regularly scheduled meetings to ensure the success of each resident intern and ensure the success of the SISD Principal Residency Program. These meetings scheduled as needed, but held at least monthly, will take place in person or virtually. These meetings will include the UH Principal Program Director and the Spring ISD Program Director and will include other educator preparation program (EPP) or district personnel as needed to ensure the success of the program. Meetings will follow a planned agenda and will outline the next steps needed for the EPP and SISD to ensure candidates are making progress towards successfully completing program requirements.

District field supervisors will meet a minimum of twice a month with mentor principals and principal residents to discuss success, progress, needs, and next steps. One of the meetings will allow all principals and residents to meet to discuss progress, support needed, and next steps.

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