



2024-2025 Principal Residency Grant Cycle 7

Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 27, 2023

NOGA ID

[Redacted NOGA ID]

Authorizing legislation

ESEA of 1965, as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title II, Part A

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

February 12, 2024 - August 31, 2025

Pre-award costs permitted from

Pre-award costs are not allowed.

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):

[Redacted]

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 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 North East Independent School District (NEISD) will use grant funds to launch an intense and immersive one-year principal residency program that will run parallel with a 36-credit hours master's degree program that leads to principal certification and eventual assignment to a high-needs campus. The objective is to expand the pool of qualified campus leaders who reflect the student population of the campuses to which they will be assigned.

The district will continue its long term relationship with the University of Texas at San Antonio (UTSA), which maintains a vetted TEA principal residency program. Both institutions are committed to create a pool of educators that reflect the campuses at which they serve. North East ISD has 59,007 students of which 77.3% are ethnic minority, yet only 9 of the 69 principals and 18 of the 119 assistant principals district wide are ethnic minorities. Meanwhile, a combination of 75 principals and assistant principals lead 31 Title 1 campuses - 57 are White.

Collectively, of the 188 principals and assistant principals district wide - only 27 are ethnic minority.

Additionally, 36.9% of the student body are eligible for free meals, 41.8% are at risk and nearly 55% are economically-disadvantaged. The district continues to have difficulty maintaining minority administrators at diverse campuses as current administrators retire and educators leave the profession. This grant seeks to add 7 educators to the pool of talented campus leaders.

North East ISD seeks to address the growing gap by collaborating with UTSA to guarantee that 100% of the residents participating in the grant-funded residency program will 1) complete the year-long residency with genuine campus-based leadership experience under the guidance of veteran mentor principals and a UTSA Field Supervisor; 2) successfully complete all required master's degree program coursework; 3) earn a master of Education in Educational Leadership; and 4) pass the TExES Principals as an Instructional leader 268 Exam, 5) meet the requirements of PASL (368) and 6) obtain the Texas Principals as an Instructional leader Certification by the end of Summer 2025. Program graduates will be scheduled for interviews and assigned to leadership roles at Title1 schools when positions become available.

This school district has a track record of nurturing and elevating gifted, diverse educators to leadership positions and equipping them to handle problems.

Goals, Objectives, and Strategies

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

North East ISD will collaborate with UTSA to ensure 100% of the residents participating in the grant-funded residency program 1) complete the year-long residency with genuine campus-based leadership experience under the guidance of veteran mentor principals and a UTSA Field Supervisor; 2) successfully complete all required master's degree program coursework; 3) earn a master's degree of Education in Educational Leadership; and 4) pass the TExES Principals as an Instructional leader 268 Exam, 5) meet the requirements of PASL (368) and 6) obtain the Texas Principals as an Instructional leader Certification by the end of Summer 2025. Successful graduates of the residency and Accelerated Leadership Program for Schools (ALPS) program eventually will be assigned to available leadership roles at Title1 schools. Qualifying resident candidates will be screened and 7 selected to participate in the grant-funded residency program. The residents will be selected from 20 educators who enroll in the NEISD Accelerated Leadership Program for Schools (NEISD-ALPS). NEISD-ALPS is a 36-credit hours master's degree program that leads to a master's degree and principal certification. The upcoming ALPS class will be Cohort 6. More than 50% of successful ALPS graduates since the creation of the program have been assigned to NEISD principal and assistant principal positions. Others have taken opportunities as administration in NEISD central office and/or other districts. The 7 selected residents WILL NOT HAVE ANY CLASSROOM RESPONSIBILITIES, instead the residents will be immersed in the academic and operational functions of managing a high-needs school under the mentorship of veteran Title I school principals. A second mentor will be a successful former NEISD principal who will serve as a UTSA Field Supervisor. The principal mentors, the Field Supervisor and ALPS professors will together ensure residents succeed.

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.

We want to ensure that student success is at the heart of this grant. To ensure that we are recruiting talented principal residents, we will collect information and assess the performance of both the resident candidates and their current and past students. Performance and evaluation data for the resident candidates will be gathered covering the three-plus years in which they have served as teachers. We will review proficiency in the Texas Principal Evaluation and Support System (T-PESS) and Texas Teacher Evaluation and Support System T-TESS-measured areas for the resident candidates. The evaluation of the resident candidates will be based on the metrics indicated below. The district's Planning and Research Department will gather and assemble data on both candidates and students.

Once recruited as a resident, the ALPS professors and district leaders will gauge a resident's ongoing success using the following measures: 1) how a resident conducts and utilizes an equity audit; 2) academic results; 3) how a resident develops, conducts and showcases the outcomes of the capstone school reform project; 4) completion of AEL/T-TESS training; 5) how a resident conducts in-person coaching visits, then providing comments and reflection on them; 6) review T-PESS assessments of completed by their mentor principals; 7) rates of residency completion; 8) 268 practice test outcomes; 9) 268 and 368 resident test results; 10) how a resident hosts data-driven sessions with teachers; 11) how a resident mentors a small group of educators; 12) how a resident follows and promotes the interests of a single student from one or more special programs; 13) how a resident provides crucial support in the hiring, screening, selection, assignment, induction, development, and evaluation of faculty; 14) how a resident facilitates professional development for new educators; and 15) how a resident engages in critical reflection on all measurement techniques. The project objectives will be reached with the help of ongoing feedback from the course instructor, mentor principals, and UTSA Field Supervisor; on-going modifications and re-direction will be made to ensure resident success. Residents with ALPS grades below a "B" will trigger discussions with the course instructor and the UTSA Field Supervisor to ensure outcomes are met.

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 residents WILL NOT HAVE CLASSROOM RESPONSIBILITIES. Residents will concentrate on the demanding year-long leadership experience instead of splitting their time with teaching. Each of the principal residents will have their salaries covered by the grant and the district. Each of the Title 1 mentor principals will receive a stipend funded by the grant as well. Fringe benefits for these individuals are calculated in the budget.

Each resident will be prepared to take the Performance Assessment for School Leaders and the (268) TExES Principals as an Instructional Leader 268 exams by Fall 2025; grant funds will cover the exam fees. The accompanying budget includes expenditures for the exams. Additionally, the funding will pay for the UTSA Field Supervisor and mileage associated with traveling to participating campuses. The budget proposal also accounts for the required \$15,000 in matching money per participant. Note that the budget includes fringe benefits for individuals who receive grant funds.

Adjustments to the budget will be based on whether re-direction or modifications are needed following feedback sessions between mentor principals, Field Supervisors, ALPS instructors, and the district. As noted earlier, the grant covers the costs/fees for any state-mandated exams for residents participating in the grant. However, the residents must pay fees/tuition to UTSA to enroll in ALPS.

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.

The grant-funded principal residency program will run concurrently with the ALPS program, therefore there will be two tiers of qualifying for the program. Teachers who want to pursue a M.ED through the ALPS program must 1) comply with the university's graduate admissions standards, 2) follow the ALPS eligibility requirements, 3) have a baccalaureate degree from an accredited institution of higher education, 4) must have an undergraduate grade point average of at least 3.0, 5) submit a state of purpose for pursuing a master's degree and principal certification, 6) one letter of recommendation, and 7) a resume highlighting relevant work experience. ALPS students selected for the residency program have an extra layer of qualifying, a committee will evaluate: 8) student achievement data for the applicant; 9) an applicant's performance evaluations, observations, and feedback from principals; 10) an additional principal's recommendation citing problem solving and growth mindset, 11) a biographical sketch of experiences and leadership roles while teaching, 12) the applicants' career plans, 13) views on one current or future educational effort, and 14) desire to work in a Title 1 school and 15) a minimum of three years teaching experience.

The district's Chief of Schools and Leadership will head a residency selection committee comprised of executive directors from the division of campus administration and Title 1 campus principals. The recruitment process includes promoting the residency program and ALPS opportunities by e-mail to teachers. The e-mail will include the potential of applying and being selected for the residency program. The committee will seek residents who are bilingual, have a special education background and have experience with economically disadvantaged populations.

Adjustments may occur following feedback sessions with mentor principals UTSA and the district. The close relationship between the Chief of Academic Officer and the ALPS instructors at UTSA allows for real-time re-direction if necessary.

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 residents will focus on duties as they shadow the Title 1 mentor principal to which they are assigned. The year-long residency will take place as the residents are enrolled in two to three ALPS classes each semester. The ALPS course of study will run from Spring 2024 to the end of Summer 2025 and result in an M. Ed. in Educational Leadership, principal certification, and eventual assignment to a Title 1 campus. The residency launches summer of 2024 with the following clinical learning duties: 1) conduct campus needs assessments in collaboration with the mentor to uncover problems/challenges that must be addressed to improve student achievement/instructional practice or school culture; 2) analyze student performance data; 3) develop solutions for an identified problem of practice; 4) lead a campus committee; 5) lead faculty meetings; 6) plan, complete and execute a School Improvement project under supervision of North East ISD and UTSA; 7) conduct and use the results of an equity audit; and 8) play a key role in recruitment/hiring/evaluating faculty. The UTSA Field Supervisor (with AEL/T-TESS accreditation) will make 10 coaching visits to each resident. The supervisor will maintain constant communication with the mentor principals and ALPS professors. The duties, challenges, experiences, and expected outcomes designed for the residents will prepare them to pass the TExES Principals as Instructional Leader (268) and the Performance Assessment for School Leaders (368) tests; UTSA will offer the practice/review sessions for each exam. The "Principal as Instructional Leader Pillars" will guide the assignment of the residents' Capstone Project. The district's Chief of School Leadership and four executive directors from the department of campus administration will hear presentations from each resident that will offer solutions for challenging campus/community issue

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.

Campus administrators and teachers are provided resources and training to track students' development through the Professional Learning Communities (PLC) process. The Response to Intervention Multi-Tiered Systems of Support (MTSS) and Accelerated Instruction Plans are also used by educators to modify instructional tactics and develop personalized intervention plans. Some campuses offer targeted pullouts to study benchmark data and student writing using data methods created by the district. These protocols enable campuses to identify and concentrate on trends related to grade levels, students, and teachers. District educators use plans to create next steps in the classrooms and to offer professional development implementing differentiated instruction based on assessment findings. All levels use learning targets, success criteria and formative assessments to create teacher clarity, extension, and intervention that address requirements of our diverse student population. Campus instructional leaders and teachers examine disaggregated data to review and track the development of all students or certain student groups following each significant assessment. Teachers utilize this information to plan corrective instruction and extensions both individually and in PLCs. This enables teachers to spot patterns in students' challenges and trends, talk about successes and challenges with their colleagues, monitor the development of their students, and, if required, arrange for reteaching or redirection. The following highlights some of the ways North East ISD uses data to drive instruction: 1) review the identified Power Standards, Understandings and Essential Questions educators want the students to master; 2) apply a campus PLCs to develop common assessments prior to the learning and use district made unit assessments to assess student learning and monitor progress through formative assessments; 3) develop a learning progression by unpacking TEKS, and creating Learning Targets and Success Criteria; and, 4) develop common assessments prior to the learning.

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.

The Texas Teacher Evaluation and Support System (T-TESS) enables dynamic and ongoing feedback between teachers and students. T-TESS focuses on teachers and students as a collective eco-system rather than dividing them into different domains. This system enables educator leaders to evaluate teacher performance and how pupils respond to their teachers' teaching strategies.

The observation and feedback systems assessment cycle tracks pre-conference, observation, and post-conference phases. The system also measures student growth. The Texas Principal Evaluation and Support System (T-PESS), enables the tracking of professional and developmental growth and serves as a reference for campus principals. T-PESS provides precise appraisal rules that promote continuous progress, highlight areas for improvement, and offer helpful observations. The systems reveal when a campus leader should emphasize established standards for discipline, order, and instruction. The systems also reveal when a school leader needs to encourage faculty, staff, and students to adopt fresh approaches.

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.

We have several routes to follow to sustain this plan at the conclusion of this grant period.

Option 1: Use funds from the district's General Fund to fund a principal residency program that would launch at the conclusion of this grant. The residency program would again be a subset of the UTSA-NEISD Accelerated Leadership Program for Schools (ALPS).

Option 2: The district will continue to seek grants through such funders as the Wallace Foundation and other sources to ensure this valuable component of the principal pipeline.

Option 3: Utilize a hybrid sustainability play of grant and district funds to maintain the pipeline of qualified principals and assistant principals.

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

The success of the principal residency program will be driven and monitored by key district and EPP personnel. District Superintendent Dr. Sean Maika and Rudy Jimenez, Chief of School Leadership, will lead the program and are in constant communication with the ALP staff at UTSA. The two key staff at UTSA include Dr. David Thompson and Dr. Curtis Brewer from UTSA's Department of Education Leadership & Policy Studies.

Drs. Thompson and Brewer will receive reports on each resident from the Title 1 mentor principal and the UTSA Field Supervisor after each site visit by the supervisor or as deemed necessary by circumstances. This is the communication system between the EPP team and key district personnel: the UTSA Field Supervisor will meet with each resident individually during each of the 10 field visits. The Field Supervisor will receive information from the mentor principals regarding the residents' performances.

The UTSA Field Supervisor will forward information on each resident to Drs. Thompson and Brewer, including recommendations, suggestions, and, if required, redirections. Thompson and Brewer will then report to Jimenez progress, challenges, or issues. It should be noted that the ongoing and established ties between Thompson, Brewer, Jimenez and Maika allows for immediate communication by phone, video conferencing or text.

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 Barrier

Group Barrier

Group Barrier

Group Barrier

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