



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.

According to the most recent data from the Nation Center for Education Statistics, Fort Worth ISD is the 38th largest district in the nation and the fifth largest school district in the state of Texas. With almost 77,000 students enrolled in Pre-K through 12th grade at 143 campuses, the District's mission of "preparing ALL students for success in college, career, and community leadership" is an ambitious one. Student Demographics are as follows: 64.3% Hispanic, 21% African American, 11% White, 1.7% Asian, 1.7% Two or More Races, .1% American Indian, and .1% Pacific Islander, 85.5% Economically Disadvantaged, 96.9% Title I, 70.6% At-Risk, and 34.85% English Language Learners. (2020-2021 TAPR) On the same report, FWISD fell below the state average on each STAAR measure reported.

Fort Worth ISD has three primary goals as defined by the 2022-2023 District Improvement Plan:

* Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024

* Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024

* Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024

"Successful schools have a strong, supportive culture centered around good leadership. There is trust from the teachers who are willing to try new things, kids who are having fun and really seem to enjoy being in school – they feel safe. Staff action is driven by good data and having a system built around shared understanding of success. This culture extends beyond the school walls into the community where caregivers have a trusting, transparent relationship with their school and their child's teachers. The common denominator in schools like these is a strong leader." (Minnich, 2022)

Given the challenges facing our students, recruiting well-trained and well-supported campus leaders is a top priority. The District is anticipating significant campus administrator turnover in upcoming years, particularly in secondary leadership positions as several long tenured principals approach retirement. Proactively developing a pipeline of exceptional instructional leaders, positioned to positively impact instruction from day one, will be imperative in meeting these goals.

Fort Worth ISD has a long-standing relationship with Texas Christian University, a vetted EPP provider, and looks to build upon past successes by beginning a 2023-2024 Principal Residency Program. TCU's focus on developing sound instructional leaders, the demonstrated success rate of prior students on the rigorous PASL exam, and their location in the heart of Fort Worth, all make them a logical partner for this initiative.

Goals, Objectives, and Strategies

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

The major goals of the 2022-2023 Principal Resident Program include:

- * To select and retain participants within Fort Worth ISD and build capacity of district leadership
- * To effectively train, develop, and support high-quality principals
- * To positively impact teaching, learning, and student outcomes

The Principal Resident Program is an innovative and collaborative leadership development program to support FWISD principals and provide them with the practical and academic training they need to lead FWISD campuses towards equity, efficiency, and achievement. Through this program, FWISD can not only meet the growing and anticipated need for campus-level administrators, but can meet that need with highly qualified and well-prepared candidates capable of facing new challenges and inspiring change at the "ground level." The position of principal in the FWISD requires working with an extremely diverse student body and large numbers of new teachers, in schools that serve students with a wide range of academic, social-emotional, and resource driven needs. Being the principal at these campuses requires instructional leadership skills coupled with a strong ability to manage staff members to impact a school's culture. The current path to the principal at the elementary and middle school level is elementary, middle, or high school assistant principal. The high school principal path is usually a promotion from a middle school principal, but occasionally comes from a promotion for a high school assistant principal. In many instances, the role of the assistant principal is not sufficient in preparing candidates for the rigors of the role of the principal, due to the specificity of the job duties and the challenges associated with a large urban school district.

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 data collection will be based upon both administrative databases and qualitative feedback for the Principal Residency evaluation. Quantitative data include:

- *Personnel demographic, professional, placement, and retention data
- *Student achievement as measured through the STAAR and norm-referenced testing such as NWEA MAP.
- *Participant performance on PASL assessments and principal mentor evaluations
- *Screening data, such as candidate evaluation scores and ratings

Qualitative data include:

- *Records of recruiting strategies, including types, dates, and subsequent proof of exposure to candidates
- *Survey and similar response data regarding mentors' reflections of trainings
- *Survey and similar response data regarding participants' reflections of PASL preparation activities, university experience, mentoring, and support
- *Feedback from principal mentors, faculty, and appropriate District staff regarding the progress of participants

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.

FWISD Talent Management proposes a well-balanced budget that allocates \$95,000 per each of ten Principal Residents, including the District's local match of \$15,000 per Resident. The total project request is \$800,000 in grant funds, or \$80,000 per resident including salary, supplies, registration, and fees. The budget includes salaries, mentorship, training, technology and supplies, certification fees, and funds for travel and registration for direct program activities related to the residents. 6100 Payroll will include \$57,000 for each of ten Full Time Principal Resident salaries to be supplemented by the District's \$15,000 local match. \$20,000 in Direct Administrative salary funds have been allocated for a split-funded Grants Project Development Specialist to serve as a point-of-contact to TEA, to consult on matters of grant compliance, to assist with budgeting and business practices, and to coordinate reporting. Each of ten mentor principals will receive \$4,000 stipends for extra duties associated with training and mentoring new Principal Residents in a 1:1 format. Finally, 18% fringe of \$151,960 has been allocated for each of these expenses, with \$3,600 of that fringe dedicated to Direct Administrative costs associated with the Project Development Specialist. 6200 Professional and Contracted Services includes \$20,000 for Program Evaluation and data collection to meet funding requirements and to assess success and sustainability of the program. 6300 Supplies and Materials includes \$23,040 to be used directly for Principal Residents for technology, supplies, and textbooks related to their studies and their mentorship assignments. This totals approximately \$2,300 per Resident. 6400 Other Operating Costs of \$15,000 will be used for registration and fees directly related to certification and training for the ten Residents. This totals approximately \$1,500 per Resident.

This budget was created with flexibility in mind to allow for efficiency when making changes based on the project's formative evaluation, project management, and potential needs, and to reduce the possibility of amendments going forward. FWISD Budget experts will work with program leadership to assess allowable transfers and expenditures to ensure necessary resources and services can be obtained in a timely manner. Similar initiatives currently funded by the district include the Assistant Principal Leadership Academy, however, the programs target different participants, with the APLA focused on sitting assistant principals and the Principal Resident program focused on those who have not yet attained principal certification.

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.

Intentional candidate selection will be the bedrock on which this program is founded. As part of our work with the George W. Bush Presidential Center's School Leadership Initiative (GWBI), Fort Worth ISD developed a definition for a successful leader that defines what we are seeking in an ideal candidate. Recruitment activities will focus on finding candidates meeting the following criteria:

- *Successful teaching experience in large urban school districts as evidenced by successful observations, teacher evaluation data, and/or principal recommendations

- *Prior experience leading grade level/content teams or conducting professional development activities for educators

- *Ability to advocate for and authentically connect with historically marginalized students, promoting both academic and social emotional development

Identification and selection of campus leaders was a key component of our 5-year partnership with the GWBI partnership. During this time, Fort Worth ISD developed an administrator assessment center process to select administrator candidates. Assessment center tasks were developed to mimic real-world scenarios, requiring strategic problem solving and deep understanding of the role of administrators as instructional leaders. Panelists are grouped in diverse teams, with blind scoring incorporated to the greatest extent possible. Objective grading criteria are used when available and subjective scoring is informed by a rubric with specific look-fors.

- *Lesson observation evaluations with lesson feedback role-play

- *Written data informed scenario demonstrating problem solving ability and cultural sensitivity

- *Campus leadership/administrator behaviors interview panel

Additional selection criteria will be collaboratively defined with Texas Christian University, with preliminary criteria prioritizing: Demonstrated academic achievement, and willingness to commit to serving in Fort Worth ISD at the conclusion of the program

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.

A: Residents will be assigned to a campus with a vetted, experienced, and successful principal mentor throughout the duration of the residency program. B: Residents will be assigned carefully selected tasks to build leadership capacity including leading professional learning opportunities, engaging with community stakeholders, attending extracurricular events, and conducting data PLCs. Additionally, residents will shadow supervisory duties including classroom observations, walk-throughs, and follow-up coaching conversations with teachers. C: Leveraging student performance and teacher observation data will inform the continuous professional learning needs of the campus. With input from principal mentors, residents develop the ability to methodically select high leverage topics for professional learning, designed to move the needle of student achievement and close learning gaps. D: Leading data meeting PLCs will provide residents with the opportunity to develop a culture of continuous improvement, focused on student academic achievement. They will establish a trusting, collaborative relationship, partnering with teachers and other instructional leaders to meet campus goals. E: Fort Worth ISD principal mentors and TCU professors will support the candidate by providing deep understanding of campus and instructional leadership practices, modeling, allowing opportunities to practice new learning in a low-risk environment, and transitioning to allow the resident to lead the work independently. F: The principal mentor will provide weekly feedback to the resident and track their ongoing progress towards meeting goals, while the university partner will provide feedback on both observation of the resident as well as university coursework.

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.

Per the Fort Worth ISD Staffing Guidelines, PLC periods are assigned to all core content teachers at the high school level, all English and math teachers at the middle school level, and at the direction of campus leadership at the elementary level. This intentional commitment of resources to deep understanding of data and continuous improvement is a testament to the value of data driven instruction in our district. Campus teams including Data Analysts, Instructional Coaches, campus administrators, and teachers all have a role to play in these instructional meetings. Additionally, Instructional Coaches provide direct, individualized support to teachers on their caseload. Feedback and support action items are all determined based on observable data triangulated across multiple qualitative and quantitative sources. All Fort Worth ISD Instructional Coaches have received training from the New Teacher Center to develop their toolkit and accelerate educator effectiveness. Data Analysts receive training from the Accountability and Data Quality department, focused on advancing technical as well as data interpretation ability, allowing them to support teachers and campus leaders with data trends identifying intervention opportunities to advance student achievement.

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.

At the beginning of the school year, teachers set professional goals with input from their supervisors. Campus leaders conduct classroom observations, with quantitative goals for each teacher based on the Fort Worth ISD Walk-Through Proration Guide. The Teacher & Principal Efficacy department develops this document annually and target goals are set based on teacher experience and prior evaluation data. Campus administrators observe teachers throughout the year and provide timely feedback using TTESS criteria. All campus administrators participate in calibration activities, designed to develop a deep understanding of evidence collection and to ensure consistency of feedback for teachers in alignment to the TTESS indicators. (During the 2022-2023 school year, all administrators will engage in a series of four calibrations featuring pre-recorded and scored TTESS instructional videos as well as real-time instructional observations.) When needed, professional development growth plans are established with high leverage goals and short cycle action deadlines. At the end of the year, formal observations are completed and progress towards year-long goals are evaluated.

Principal Supervisors meet with and observe principals consistently throughout the school year, providing opportunities for deep discussion regarding personalized goal setting and progress at BOY, MOY, and EOY conference checkpoints. This informs TPESS evaluations, mimicking the process used for classroom teachers. Similarly, campus principals observe, provide feedback and coaching to, and evaluate assistant principals using TPESS indicators.

Program Requirements (Cont.)

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

Fort Worth ISD and Texas Christian University are committed to working collaboratively to strengthen our campus leadership pipeline. Both institutions have committed funds and resources to ensure that every resident is supported by effective mentors, positioning them to serve the local student population as an effective campus administrator upon completion of the residency.

FWISD has an excellent record of accomplishment of grant implementation, with a standardized structure for managing grant projects to promote compliance and completion of project objectives on time and within budget guidelines. The district plans to sustain the Principal Residency Program beyond the end of the grant by leveraging federal, state, and local funding to support the costs associated with strategies and activities outlined in the budget narrative. This would include seeking funding opportunities from local philanthropic organizations with a history of support for the students of Fort Worth ISD. The program would be appropriately scaled to mirror anticipated pipeline needs for campus administrators based on historical turnover trends and data gleaned from sitting administrator stay conversations.

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

By aligning university and district expectations, the Fort Worth ISD principal residents will be set up for success. Through collaboration the program will monitor the identified residents' experiences that fulfill the university and TEA's practicum required components, and systems of communication will be enacted to assure that both the district and the university are in alignment with the goals and success of each principal intern.

Fort Worth ISD will identify a district official overseeing the grant, to accompany the professors on at least one formal observation during the residency period. The designated district official will serve as an additional district representative to the principal mentor, who will also accompany the resident and university professor during the practicum/residency observations. Thus, the principal mentor, a Fort Worth ISD official, and the TCU professor will gain evidence regarding the success and/or professional needs of the identified resident. Through this collaborative relationship, individual needs that are unique to the resident will be addressed. The communication system will also include meetings with district officials and university professors, at least two times per semester, to understand how best to support the individual campus's problem of practices and other district goals. Because the university professor will have first-hand knowledge of the district and campus goals, the collaboration will provide a mutual understanding the how the identified resident is progressing. The shared dialogue will provide insight for the identified resident as to how he/she is contributing to the campus and district goals.

In addition to the planned meetings throughout the year, information that is gleaned from the initial Leveraged Leadership Survey, completed during the application by Fort Worth ISD will be utilized to support coaching conversations with the identified resident. Other guides, such as the Effective Schools Framework, will be examined to determine how the identified resident can offer guidance to the campus as he/she contributes to the campus's problem of practice and other related goals. Through this professional collaboration between the district and the university, both institutions will gain valuable feedback for current and future coursework. Therefore, the shared knowledge provides of model of effective communication for the resident to consider as they gain experiences as a campus leader.

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