



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 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):

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.

MISSION: Ballinger ISD's mission is enter to learn, go forth to serve. BISD strives to foster a positive and engaging environment conducive to education and prepare all students for success in life. This mission is supported by 5 beliefs. 1) In Ballinger ISD, we believe that every student has strengths, and each student deserves the opportunity to grow and to achieve their potential. 2) We believe that all of Ballinger ISD's staff members should build positive and productive relationships with students, parents, and community members. 3) We believe that all students should feel valued and cared for in all aspects of their lives. 4) We believe in building leaders at every level of students and staff. 5) We believe all behavior communicates a need. Children will imitate behaviors that are modeled to them by adults they trust.

This program directly aligns with our mission, specifically beliefs 2, 3 and 4. Strong leaders in our schools directly impact the positive culture and relationships we build with students, parents and the community. As we develop strong leaders for our school, we are also building up our pedagogy and culture to help bring about higher achievement in student learning.

NEEDS: As we plan for a future in public education with fewer educators and administrators, we recognize the need to prepare to grow our current staff into leaders for our district.

Need 1: Ballinger ISD needs instructional leaders to meet academic demands within our district. Ballinger ISD campuses have struggled to compensate for learning loss experienced during the COVID-19 epidemic. The district received lower scores in accountability from the 2019 to the 2021 school years and moved from a 'B' rated campus to a 'C' overall. The junior high campus is currently labeled as needing comprehensive support. We will address the learning loss through a leadership of data-driven instruction through the Effective Schools Framework and active participation from campus level administrators in PLCs. We will ensure that all instructional leaders are effective in creating and implementing an MTSS framework in alignment with HB 4545.

Need 2: With over 25% of the Ballinger ISD student population qualifying for a special program, we have a significant need to grow strong instructional leaders with a foundation in special populations. We will address this need by training and immersing our candidates in special programs and ensuring that they have leadership experiences in various capacities.

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 September 2024, 100% of the Ballinger ISD principal residency interns will become strong instructional leaders with an emphasis on special populations as they complete a year-long residency, Master of Education, Principal as an Instructional Leader and T-TESS certification. Various activities and strategies will be implemented to meet these goals:

1. Recruit and select up to 5 BISD teacher leaders for admission into the Principal Residency Program. (December 2022)
2. Principal Residency teacher leaders apply for admission and are accepted into the Angelo State University.
3. Candidates will perform quarterly data analysis to assess project effectiveness and inform needed changes in the program scope.
4. Principal residents will complete the Angelo State University Principal Residency program scope and sequence.
5. Grant participants will attend TEA led institutes.
6. Interns without a current Master's degree will complete EDG 6341, EDCT 6304, EDCT 6347, EDCT 6302, EDCT 6303, EDG 6302, EDCT 6348, EDCT 6301, EDG 6305, and EDCT 6305 at ASU.
7. Interns who currently hold a Master's degree will complete EDG 6341, EDCT 6304, EDCT 6347, EDCT 6302, EDCT 6303, EDCT 6348, and EDCT 6301 at ASU.
8. Interns will collaborate with current principals, field supervisors, and district administration to develop an effective clinical experience for the principal residency.

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.

All principal mentors will be selected according to criteria identified and agreed upon by BISD and Angelo State University (ASU). All principal residents will be selected via interview panels at Ballinger ISD. All principal residents will undergo and continue their initial course work with ASU. The educational leadership program is designed to explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures. The courses connect the 268 Identified Integrated Pillars, the \$149 Administrator Standards, the \$241.15 Principal as Instructional Leader Standards, required trainings, authentic field experiences for leadership opportunities, and specific assessments to measure proficiency and readiness to pass the 268 and 368 certification exams and step into a leadership role successfully. The two internship courses EDCT 6347 and EDCT 6348 provide structured support, coaching, and feedback for candidates as they complete the authentic leadership experiences throughout the internship.

The principal residents will begin and continue to shadow their mentor during the T-TESS evaluation process during the duration of the program. The principal mentor will provide feedback to the principal resident regarding his/her selection of teachers for ongoing coaching. The principal mentor and principal resident will then collaborate on the final selections. All principal residents will undergo Positive Behavioral Interventions and Supports professional learning.

The principal mentor along with the principal resident will advocate for students during either 504 meetings, ARD meetings, or LPAC reviews. The principal mentor will assign the resident to lead one professional learning community (PLC) outside their area of content strength. The principal resident will complete ASU program course work and demonstrate leadership competencies through the T-PESS instrument self evaluation. The principal residents will demonstrate calibration with their mentor during the T-TESS evaluation process. All principal residents will continue coaching and supporting identified teachers via the ASU framework and provide student growth data and teacher walk-through data as evidence of coaching effectiveness. All principal residents will provide student growth data and teacher surveys as evidence of PLC effectiveness implementing the Data Driven Instruction systems. All residents will pass the TExES Principal (268) test. The mentor principals will complete a survey regarding residency program effectiveness. All principal residents will complete a survey regarding their program experience.

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.

Ballinger ISD will request grant funds to meet the needs and goals of the program. The number of principal residents participating in the 2023-2024 Principal Residency Grant Program will be 3 as well as 3 Mentor Principals.

- * The matched amount (number of principal residents participating in the program x \$15,000) amounts to \$45,000
- * Payroll costs (6100) not including the \$15,000 match per intern would amount to \$150,000
- * Professional and Contracted Services (6200) would include \$5000 for professional development training and \$36,000 for tuition, fees, principal TExES exam and PASL.
- * Supplies and materials (6300) would amount to \$1500 and would include required textbooks, curriculum, readings and potential items needed for the internship.
- * Other operating costs (6400) would include travel costs directly related to the grant.

Ballinger ISD has experience and success at facilitating grant expenditures and allocating funding to ensure the fidelity and overall success of the program.

Program Requirements

1. The LEA must provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. LEA must also provide their plan for considering the degree to which the diversity of the residents mirrors that of the student population in their recruitment and selection strategy.

Ballinger ISD will seek out teacher leaders with diversity that mirrors the student population who have documented success working with special populations, at-risk youth, have not previously held a principal role, and do not currently hold a principal or mid-management certification. Teachers who wish to become Principal residents will submit an application that summarizes educational philosophy, background, certification areas, and teaching experience. Collected information also includes a professional resume, letters of recommendation from current supervisors, and current examples of student progress and success. The team will then screen the information to consider evidence for each candidate's leadership capacity based on five admission standards specified by the TEA:

- 1. Evidence of Measurable Student Achievement -The team utilizes student data (TPRI, STAAR, and 3 and 6 Week Test benchmark scores) to determine the candidate's record as it pertains to student achievement and growth. Candidates with strong evidence of success with traditionally low performing student groups are given the highest ratings
- 2. Strong Evaluations and Appraisals - A review of formative and summative T-TESS evaluation rubrics over a 3 year period is conducted to determine each teacher's strengths and weaknesses. Highest ratings are given to candidates with distinguished achievement in Planning and Instruction domains;
- 3. Interpersonal Leadership: Letters of recommendation from Ballinger ISD leaders and T-TESS Learning Environment and Professional Practices domains are reviewed to determine excellence in working with students and peers;
- 4. Growth Mindset - Personnel records and resumes are reviewed to determine Instructional leadership roles sought and achieved by the candidate within the grade level or campus

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 15-month internship, BISD will partner with Angelo State University for principal preparation and/or Master's degree coursework. Interns will earn a master's degree in Educational Leadership and a Texas Principal certification. The Master of Educational Leadership is a 30-hour program including 24 hours of core content and a 6-hour principal internship. Beginning in August 2023, residents will begin the internship at a Ballinger ISD campus and complete 30 hours of graduate coursework. Course content will be provided by ASU faculty through online virtual group learning.

Both ASU and BISD will provide training for on-site principal mentors to provide oversight and support of the intern. The candidate with support from district administration will be involved in problem-solving for best practices to improve student academic achievement, campus level responsibilities, and hiring, selection, and retention of teaching staff.

Interns will be exposed to various academic programs in order to support teachers and meet the needs of all learners including general education, gifted and talented, 504, ESL, special education, at-risk and RTI programs. Candidates will receive continuous support to ensure the intern successfully completes job-embedded assignments and understands the intricacies of each program. Seventy percent of the resident's evaluation will be tied to performance in school and community leadership, instructional leadership, and administrative leadership. Thirty percent of the resident's evaluation will be tied to student scores on STAAR.

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.

Ballinger ISD is committed to ongoing student growth through the use of data-driven instructional practices and utilize Fundamental Five instructional practices to help facilitate high quality instruction in all classes. Ballinger ISD utilizes the backward design planning model and begins with the end in mind to inform instructional decisions. The district uses 3 week and 6 week performance assessments to gauge student mastery of content throughout the year. All student assessment data is collected and summarized in electronic form for use by our collaborative teacher and administration teams. The district calendar has time set aside for professional development each grading period to analyze data, determine areas for growth and intervention and evaluate student growth for placement in tutorial and remediation groups.

BISD campuses have committed to a Professional Learning Community (PLC) model in which teacher teams are provided structured time during the school day to analyze data, revise curriculum, and design student intervention and extension activities. Each team is allotted a minimum of 45 minutes per week for this work. BISD schools have robust personnel in place to disaggregate data by student subpopulation and have developed intentional measures to support under-performing students. Our teachers are supported by district administrators, campus administrators, and instructional coaches. These individuals utilize data rooms and best practice exemplars to model data desegregation and curriculum revision for each of our teacher teams. In accordance with well-known, high-leverage strategies, PLC teams regularly initiate the DDI process by reviewing the students data, analyzing student work, identifying gaps, planning for the reteach of the lesson, and making note of practices that are effective to use in future lessons.

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.

Ballinger ISD utilizes the T-TESS system approved by the Texas Education Agency. Principals are certified T-TESS appraisers. In addition to the goal-setting, pre-conference, observation, and post-conference cycle of T-TESS which is completed annually for all teachers, campus administrators conduct Fundamental Five documented classroom walk-throughs for each teacher. Feedback to the teachers is provided via post-conferences and documentation via the Eduphoria online system which is accessible by the campus administrator and the teacher. Teachers' summative evaluation is based on the formal T-TESS observation and documented walk-throughs. Walk-throughs using T-TESS and Fundamental Five rubrics are routinely used for observation and feedback throughout the district. Campus administrators use a checklist and the T-TESS assessment instrument to evaluate the quality of lesson delivery and student engagement. PLCs and data talks are held at each campus for teachers to work collaboratively.

Program Requirements (Cont.)

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

Recruiting and retaining high quality leaders in Ballinger ISD is essential to the future of our district. Through our partnership with Angelo State University, we plan to continue this principal residency program. Ballinger ISD has partnered with ASU for our New Teacher Academy for the past three years, and the program increases in size and function with each additional year. Ballinger ISD has prioritized funding our new teachers and will prioritize funding our new principals in the same capacity. An internal review of expenditures necessary to fund this program will be ongoing and the district will consider funds necessary to continue the program if the Principal Residency Program were to discontinue.

Ballinger ISD will continue to build our partnership with Angelo State University and work to build our leadership pipeline. While the principal residency grant is an integral part in funding this program currently, BISD will consider what costs beyond our

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

The EPP, Angelo State University, and and Ballinger ISD will continue to have a strong working relationship. ASU provides support in the field both for the resident and the campus administrator. These interactions will be in-person, virtual, and through email. The field supervisor will meet with the campus mentor principal to discuss areas of success and areas for professional growth for each principal resident. Both ASU and BISD will work in collaboration on resident observations and feedback.

Email will primarily be used to collaborate and share important information between ASU and BISD. In person meetings or Zoom will be used as needed to determine if adjustments should be made in the program.

Principal residents will meet with district administration for a monthly check in to see if additional training is needed in specific areas or if they need help outside of what the campus mentor and ASU field supervisor provide. It will be made clear that residents have a strong support system, and that the level of success of this program hinges on open communication.

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