



2022-2023 Principal Residency Grant Cycle 5
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 1, 2021

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 4, 2021**.

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

Required Attachments

Application Part 2: Budget Workbook, Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Attachment 1: Leverage Leadership Readiness Assessment

Attachment 4: Instructional Leadership

Attachment 2: Supplemental Narrative Question Responses

Attachment 5: District Coaching Tool

Attachment 3: Educator Preparation Program's Scope and Sequence

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Campus ESC DUNS

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 2022-2023 Principal Residency Grant Cycle 5 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Principal Residency Grant Cycle 5 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 2022.
- 12. EA 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 principalresidency@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.

This program's mission is to increase the number of well-prepared, diverse instructional leaders by building a sustainable leadership pipeline as the need arises, or to add qualified assistant principals to the current leadership staff on three campuses through a quality residency program. Currently there are no other certified principals on any of these campuses.

DeKalb ISD will optimize principal succession by selecting a cohort of 3 participants to complete a rigorous full-year residency program offered during the 2022-2023 school year as a portion of the EPP conducted by Dallas Baptist University (DBU). Currently principal's are expected to be the instructional leaders of the campuses and have no other certified principal leaders on the campuses to support their instructional leadership roles.

Currently each campus has one teacher per grade per subject. With their only being one campus leader/principal there is not enough availability for them to meet with each teacher in each subject bi-weekly for data meetings.

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 individuals selected for this cohort will demonstrate success by completing the college coursework, field-supervisor observation, site-facilitator observations, observe the acting principal during teacher conferences, observations, evaluations, data meetings, in order to ultimately assume some of those leadership responsibilities in support of the current principal.

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.

DeKalb ISD has a data meeting protocol that will be used to guide the cohort candidates as they learn the campuses data practices. Meeting minutes from the protocols contain student data that can be used to determine the effectiveness of these meetings.
The candidates graduate course performance will be indicated by successful course grades on assignments, maintaining at least a 3.0 GPA (4.0 scale).
The candidates will be expected to cooperate with their field and site supervisors to assure growth and progress according to the Texas Principal Standards on the documented residence activities, at least a 3.5 average (5.0 rating scale).

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 budgets primary expenditures will pay tuition and fees for the candidates to take graduate courses, pay for substitutes in their absences when attending classes, travel to the college, and fees to take their certification exam.

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.

Teachers will receive an e-mail request for candidates from the administrative office. Teachers may self-nominate to be in the program. In addition to recommendations, nominations will be solicited from campus administrators. A virtual grant informational webinar will be held for all employees in the district to attend prior to the closing date of nominations. Potential candidates will be able to ask questions in the webinar as well as via e-mail.

- a.) STAAR scores (if in a tested subject) and/or other diagnostic testing, such as Curriculum Based Assessments (CBA), STAR Renaissance or TPRI, showing student growth
- b.) The applicant participates regularly in campus PLCs/grade level meetings
- c.) The most recent T-TESS evaluation was proficient or above in a majority of the rubric dimensions with at least one or more areas accomplished or distinguished (growth will also be considered from the previous T-TESS evaluation)
- d.) Letter of recommendation from current campus principal
- e.) Holds a current teaching certification and does not hold a current principal or principal as instructional leader certification
- f.) Does not currently hold a masters degree in educational leadership
- g.) Available to complete a full-time year-long residency with no classroom responsibilities
- h.) Has successfully taught in the classroom for a minimum of two school years
- i.) Applicants must show evidence in previous university degrees/coursework to be eligible for The Dallas Baptist Universities Master's of Educational Leadership program (GPA of 2.5 or higher or GRE scores to make up the difference in a lower GPA). After these scores are totaled the ethnicity of the most highly ranked candidates will be compared to the student body make up and priority may be given to candidates of an underrepresented population.

2. The LEA must provide a description of the year-long, full-time residency and include 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; and 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.

Candidates in DeKalb ISD will be provided the following assurances regarding developing a sustained and rigorous full-time year-long clinical learning experience in an authentic school setting, as well as providing authentic leadership responsibilities for residents. DeKalb ISD and the individual campus' will foster authentic school setting leadership experiences to residents within the principal preparation program. Residents will be considered (or "called") an Assistant Principal Intern (API) to maximize hands-on experiences during the year-long residency.

- 1) DISD will partner with Dallas Baptist University for principal preparation.
- 2) Implementation/Exposure of the New Leaders Program and Effective Schools Framework with candidates. Involving this instructional mind-set practice along with exposure to the program and belief will give DISD residents an accurate understanding of rigorous instruction across multiple levels. Involvement in leadership walks, collaborative administrative data sessions, department/grade level data team meetings, vertical alignment, and coaching conversations gives our residents a broad instructional understanding. This experience will provide the resident(s) with professional coaching at both the campus and district level along with the beginning stages of learning the craft to coach and shape teachers instructional practices affecting the instructional core.
- 3) Candidates will lead PLC data meetings and disaggregate data to provide strategic initiatives to improve student achievement within the culture of the campus. Residents will also be assigned a specific grade level and/or subject area as part of their case studies and duties to maximize leadership exposure. The resident will be involved in weekly planning meetings (also known as PLCs), six weeks Community of Practice Meetings, data analysis/break down, unit/benchmark creation, lesson planning, and evaluation, as well as horizontal alignment across the grade level/subject area. ESF DDI protocols will be used to assist with instruction.

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.

Currently, DeKalb ISD teachers are using Eduphoria! to enter end-of-unit assessment data to analyze data by learning standard/TEKS. Each core teacher then reviews the data with an administrator, review their teacher created exemplar, and compares that to actual student work. Then teachers organize instructional intervention and enrichment groups and uses this data to plan any remediation. Teachers take this end-of-unit test data and have students record their own data in a student facing data tracker (categorizing it as approaches, meets, or masters) then the student and teacher create goals and action steps prior to the next end-of-unit assessment. This cycle continues with each unit assessment.

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.

Each administrator at DeKalb ISD conducts a minimum of five walk-throughs per week utilizing the T-TESS rubric domains and indicators to look for. The administrator then follows-up in person with each teacher to discuss one refinement and one area of reinforcement based on what was noted during the observation modeled after the TIL observation/feedback training protocol.

Program Requirements (Cont.)

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

The district will aim to continue to offer this residency program with a goal to fully mirror our student demographics as turnover occurs in the district. Our goal is that the program prepares candidates for a successful shift into leadership roles as they become available and that programs reputation of success will aid its continuation.

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

The LEA proposes to designate one district administrator to be the primary communicator with the EPP. This administrator will meet via virtual conference bi-weekly for progress updates, planning, and to discuss needs and next steps. Email will be utilized for any other communication as needed between this district administrator and the EPP. This administrator will share this information or schedule follow up meetings with the candidates and other district stakeholders as needed.

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