



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

NOGA ID [Redacted]

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 28, 2022**.

Application stamp-in date and time

Grant period from **February 10, 2023 - August 31, 2024**

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 4: Instructional Leadership Meeting

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 UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature  Date

Shared Services Arrangements

Shared services arrangements (SSAs) are **NOT** permitted for this grant.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. LEA assures that the principal residency is full-time and at least one year in length.
- 8. LEA assures that residents do not have significant classroom responsibilities.
- 9. LEA assures that residents do not hold a principal certification in the state of Texas.
- 10. LEA assures that residents will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities
- 11. LEA assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Spring 2023.
- 12. LEA assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.
- 13. LEAs and EPPs must utilize *Attachment 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Attachment 3: Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.

Statutory/Program Assurances, cont'd.

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 14. If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to ebonylove@tea.texas.gov for approval.
- 15. LEA assures it will choose from the list of approved EPP providers. An approved provider list is posted on the TEA Grant Opportunity page, with all documents pertaining to the RFA.
- 16. If preliminarily selected for award, LEA agrees that the full grant award will not be released until TEA staff have concluded the negotiation process and verified that an approved EPP provider was selected and the MOU contains all the required elements, including the following: a) Courses that are designed to develop leader competencies including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving, b) Course designs that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures, c) Residency design provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed, d) Residency design includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts, e) Residency design utilizes formative feedback, provided to the resident at least on a weekly basis, as an essential tool in guiding learning toward objectives and formative and summative goals, and f) Residency design that uses culturally responsive methods to develop leader competencies at the personal, instructional, and institutional level.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Overview

The Aldine Independent School District (AISD), in partnership with the University of Houston, will establish a one-year school leadership master's degree program which includes a full-time internship residency program for ten principal certification candidates. The program will be aligned to effective leadership practices based on Texas Principal Standards and the Aldine Leadership Profile.

Overall Mission

The mission of the AISD Principal Residency Program is to recruit and train an effective diverse pool of qualified internal principal candidates who have demonstrated instructional leadership capacity to meet the needs of AISD's diverse student population.

Needs/ Program Action Plan

1. AISD needs to recruit and train an effective pool of qualified internal principal candidates who have demonstrated instructional leadership capacity to meet the needs of AISD's diverse student population. Through the Principal Residency grant funded program activities, AISD will actively recruit and train a minimum of 10 leadership candidates who have served as teacher and/or Tier II level leaders on campuses with diverse student populations. The focus of preparation will be preparing effective instructional leaders.
2. AISD needs to reduce the average search time required to fill vacancies caused by leadership turnover by at minimum 1 week and eliminate the practice of having to repost a leadership vacancy. Having a pool of vetted candidates will decrease time for recruitment/ vetting candidates. Through the Principal Residency grant funded program activities, AISD will develop and implement effective succession planning, including the following: principal transitions to promote to another leadership level, principal requirements and reassignments to fill resulting vacancies of principal positions.
3. As of September 2022, AISD has 270 principals and assistant principals. This is an increase from 227 campus leaders in 2010. When looking at the demographic breakdown of campus leadership, 57% of campus leaders are black. This increased from 43% in 2010. The percent of Hispanic (bilingual) increased from 20% in 2010 to 25% in 2022. The percent of white leaders has decreased from 34% in 2010 to 15% in 2022. Therefore, AISD needs to increase the number of bilingual principal candidates to mirror ethnic/racial trends in current student population: 74.6% Hispanic, 21.4% African American, 1.6% White, 1.1% Asian, and 1% Two or More Races. Through the Principal Residency grant funded program activities, AISD will include demographic parameters and language skills as components of the systematic process for selecting candidates for the residency program, thus ensuring alignment to current campus needs and student population trends.

Goals, Objectives, and Strategies

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

By August 31, 2024, Aldine ISD (AISD) will optimize principal succession by recruiting and training a minimum of 10 exemplary leadership candidates into the Principal Residency Program. In order to increase diversity among district leaders, residency program candidates will mirror the trends found among racial/ethnic percentages of the student and address the district need for bilingual campus leaders (min. 7/10 will be bilingual). By the close of the program, 100% of the candidates will have successfully completed a one-year rigorous, authentic residency program offered during the 2022-2023 school year through the approved EPP conducted by the University of Houston (UH). Candidates will demonstrate mastery of the Texas Principal Standards as evaluated by field observations, course objectives and site facilitator evaluations.

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

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

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

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

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The budget will meet the needs and goals of the program to develop ten (10) Principals from highly qualified candidates who have served as teacher and/or Tier II level leaders on campuses with diverse student populations. The cost of earning a Master's degree has prevented many educators from pursuing their Principal Certification. There is a shortage of principals who can successfully support the academic growth of students with the greatest needs. Finding educators who have the skills serving specific populations will ensure that Aldine ISD has the leadership that will serve the needs of our students and reflect the student population. The grant will provide support from University tuition, coursework, books, and materials. For many highly qualified educators, the cost of pursuing an advanced degree is greatest barrier. AISD will remove the tuition expense barrier for the candidates and fund coursework, materials, and books that may be required. The grant will fund the tuition. Aldine ISD will fund materials and books to lessen the financial burden on the candidates. The matching funds from Aldine ISD will be used to support \$15,000 for the salary and critical needs stipend for the Principal Residency candidates. Clinical learning will be facilitated by the Principal Mentor. Each candidate will be matched with a campus Principal who will collaborate with the University of Houston partners to implement strong evaluations/ appraisals, support interpersonal leadership, effective response to observations and feedback, during the Principal Residency. The grant will cover the cost to attend the TEA Principal Residency Summer Institute. Upon nearing the completion of the two-year program, candidates will be required to take the Principal Certification exam. The cost of the exam will be paid by the grant.

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 targeted recruitment and selection process will include the following: 1) Applicants must provide evidence of successful student academic achievement and a summary of activities to facilitate increases in student academic performance by student group (Emergent Bilinguals, students receiving Special Education services, etc.). 2) Applicants must have received positive evaluation appraisals for two or more years and must provide examples of how they have responded to effective observations and feedback procedures to improve their practice and increase student achievement. 3) Applicants must provide examples of school leadership that demonstrates how they have engaged in collaborative efforts to research and solve problems at classroom and campus level affecting teaching and learning. 4) Applicants must demonstrate a commitment to educational equity. 5) Applicants must provide evidence of a growth mindset to improve teaching and learning as well the impact they have made to support student success.

The district will:

1) gather recommendations from school assistant superintendents and current principals; 2) use UH's on-line application interface as well as AISD in-district application process to obtain the pool of candidates; 3) form a committee of exemplary district leaders to review applications and apply standards from a rubric developed for this purpose; 4) have the committee select applicants to interview, such that the finalists not only mirror the ethnic proportions found in AISD's student enrollment, but also represent a span of instructional levels (elementary, middle, and high school) and proficiency in working with diverse student populations (including bilingual); and 5) use interview results to guide the committee's ultimate selection of ten residents to constitute the cadre. Priority will be given to bilingual applicants and those whose race/ethnicity mirrors that of the district's current student population (74.6% Hispanic, 21.4% African American, 1.6% White, 1.1% Asian, and 1% Two or More Races).

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.

With support from the Field Supervisor, individualized development plans will be created and to support candidates with implementing course content in their daily practice. In alignment with Aldine's Leadership Definition, candidates will transition from leadership in a single classroom (Leader of Self-Aldine's Leadership Definition) to leadership effective teams (Leader of Leaders-Aldine Leadership Definition). Candidates will receive three (3) formal observations from their field supervisor and frequently observed by their principal mentor (site facilitator), and EPP in practice and receive ongoing coaching and feedback to support their progress towards meeting quarterly goals and course content.

Candidates will be assigned leadership responsibilities that allow them to demonstrate their knowledge of course content in practice. Specifically, candidates will lead school teams in data-driven decision making to continuously improve student outcomes and through instructional observations determine trends that require professional learning for staff and teachers. Through weekly instructional leadership team meetings candidates will practice and build their executive level (instructional) leadership skills by engaging campus instructional leaders in data analysis of teacher evaluation data, student achievement data, and data captured to monitor school culture. This learning collaborative will also allow candidates to determine professional learning needs to support instructional leaders with building teachers' capacity. Candidates will lead state of school data and strategy presentations three times a year to share progress and determine if additional supports are needed to ensure their individualized and campus goals outlined in the campus improvement plan are met.

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 leaders and teachers follow Aldine's Teaching for Learning Process with a specific focus on Respond-How will we respond when students have learned and when students have not learned? as well as Aldine's Leadership Definition with a specific focus on Make Student-Driven Decisions-Supported by relevant data.

Phase 1: Assess- Teachers capture what students know and are able to know through a variety of formative assessment.

Phase 2: Analysis-The following questions are used to drive decision making.

This is a first look at the surface data for an overview of strengths and areas of opportunity at a glance.

What are general conclusions we can draw from the data? What is the individual vs. whole class performance? What are the strengths and weaknesses in the performance? What strengths can we leverage? What did the students understand?

Analyze the results for different question types? What are the bright spots?

Deeper analysis looks for patterns in students' performance. What is the data really telling us about our students? Sort the data and compare performance in whole group vs small group. Compare the items with the same standards.

Phase 3: Act- Action plans describe how teachers will apply what they've learned from the assessment results in the classroom. They determine what standards need to be retaught to the whole class. How they will deliver instruction to drive students towards mastery.

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.

Aldine ISD has clearly identified what coaching and feedback looks like in practice at the leader of self, leader of others, leader of leaders, and leader of the campus levels. Aldine ISD implements a district-wide coaching framework which clearly outlines 5 essential components of a coaching cycle. The five essential components of Aldine's Coaching Cycle are:

Essential Component 1: Prepare

What? In the PREPARE phase you are making a plan for the coaching cycle that aligns to the goals of the coachee or campus focus areas. How? One or more of the following actions: Review prior data, if area of focus has already been identified, review past coaching conversations and action steps and identify focus of observation.

Essential Component 2: Observe

How? Select observation tool and document observation of behaviors and actions through scripting or shorthand notes that do not include opinion or judgment.

Essential Component 3: Analyze

How? Review observation evidence (quantitative and qualitative), review exemplars and assess current practice, utilize a protocol to identify trends, and develop a working theory of support.

Essential Component 4: Collaborate

How? Establish purpose and desired outcomes, review data together to uncover trends, reflect on gaps and strengths of current practice and coach to provide feedback based on observation.

Essential Component 5: Act

How? Keep track of coaching feedback and progress, add your focus, next step, action items, and follow-up.

Program Requirements (Cont.)

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

To sustain the continuation of the Principal Residency Program, Aldine ISD will implement a hybrid or part-time year-long Residency (Principal Fellows) to provide selected candidates with an opportunity to engage in practice-based clinical learning and work on areas of development. This development will be obtained through 4 main modalities: Cohort Meetings, One on One Mentoring, Short-Term/Hybrid In-Residence Observations and Project-Based Learning.

To further support the need for Assistant Principals and the shortage of high-quality, administrative leadership, Aldine ISD will utilize Title II funding to support candidates with books, supplies, professional development, and certification fees. Aldine ISD will also provide Principal Residency Mentor stipends through local funding.

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

The Executive Director of Leadership Development (ED)/site facilitator and the EPP will participate in in-formal meetings monthly and on an as needed basis. These meetings will be held in-person, virtually, and/or by phone. The EPP team and ED will participate in a formal check-in monthly. Formal meetings may take place in-person or virtually. The EPP team and key district players-ED, Chief of Schools and other executive level district members will participate in formal quarterly meetings held in-person or virtually. All meetings will follow a planned agenda and outline next steps for both the EPP and district to ensure candidates are making progress towards successfully completing program requirements.

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