



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.

Perryton ISD is committed to improving our retention rate in the classroom, as well in leadership positions. Our mission is to transform our current teachers into successful, student oriented leaders that want to improve Perryton ISD at the campus and district levels. By using Principal Residency Grant funds, we will assist teachers pursuing their principal certification, with the costs of their certification, as well as work-based experience in a leadership role. Perryton ISD has formerly received "F" ratings at campuses, but recently became an "A" rated district and we believe our campus and district administration leadership correlates to our success. As a district, we want to continue to pipeline local teachers to become the new leaders of our district. Teachers will be given the opportunity to shadow principals, give input on situations and how they would handle scenarios, assist with responsibilities to resolve issue and improve student growth, and receive professional development in a leadership role. Candidates will be mentored and will receive feedback on how to improve their thinking and actions, while also being praised for all the positive work they are doing for Perryton ISD. Perryton ISD strives to continue to receive "A" ratings and we believe that growing leaders in our own district will help the continuation of impactful, qualified leaders at our campuses.

Goals, Objectives, and Strategies

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

Perryton ISD's objective is to prepare these candidates to serve our district in the best capacity possible. We want each candidate to have as much mentoring and authentic campus-based learning that we can offer. Candidates will have limited classroom responsibilities and be a full-time administrator at one of our 6 campuses. They will assist with day to day administrator responsibilities such as but not limited to discipline, teacher evaluations, student engagement, parent conferences and meetings with district administration. Candidates may attend weekly principal meetings to engage with other administrators across the district to learn how other campuses also function within the district. Each candidate will receive monthly, documented mentor feedback from the administrator at the campus that they are assigned to. Candidates will also meet monthly to discuss progress being made with the EPP and certification. The grant administrator will be in constant communication with the EPP, candidates, mentors, and district administration to ensure that we are fulfilling candidates needs and they are in compliance with the expectations that the district sets for them. Candidates will receive satisfaction rates from their mentor, as well as the EPP they are affiliated with. Mentor meetings, satisfactory ratings, and monthly check in's will encourage our candidates to continue to improve their practice, eventually leading to more leadership success within Perryton ISD, which is our main goal.

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.

Perryton ISD focuses on all performance measures identified. One of the more pertinent performance measures that Perryton ISD will monitor and study are performance evaluation data of each of our candidates. It is important that we employ the best leaders for our district and they are at the most appropriate campus. Studying observations, coaching notes, surveys, satisfaction rates by EPP's and mentors, as well as certification test scores will help our district determine where each candidate will fit best for a leadership role. It is crucial that we receive mentor feedback. Current leaders in our district know best which campuses and staff pools need the most improvement. Administration in Perryton ISD will know which candidates best fit at each campus. Progress will be monitored during the grant to make necessary changes if needed so that residents are at the most appropriate campuses. Another important performance measure in Perryton ISD is the demographic information of residents. As a district that educates a large population of English learners, it is pertinent that we have leaders advocating for these students that need differentiated instruction at times. Demographics also play into our retention abilities. The more ties that our teachers have to the community, the more likely they are to stay. By providing local teachers the opportunity to advance in their career field while servicing students that they are familiar with, it will lower retention rates. We want to employ efficient, quality leaders who will commit to bettering Perryton ISD for an extended period of time.

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 funding available for the Principal Residency Grant will greatly help Perryton ISD to employ full-time residents. As we hire these candidates as full time employees, we can offer a distraction free environment that allows residents to focus on their tasks. Candidates will have a full focus on shadowing mentors and becoming better leaders for the future of Perryton ISD. A portion of funding will also be used for compensating mentors for their service in evaluations and mentor meetings with our residents. Each resident will receive \$50,000 for their full year of residency. Perryton ISD will pay for \$15,000 of this salary while the other \$35,000 will be funded by the residency grant funds. Each resident will also receive an additional \$9,000 a semester to assist with tuition cost and principal certification costs. We will also pay 5 mentor principals a stipend of \$2,500 a semester. This compensation will go to mentors as they help residents fulfill their residency, help with evaluations and guidance for residents to improve, and to pay mentors for the additional work that they do while helping Perryton ISD to build the leader pipeline. The grant manager for Perryton ISD will receive a \$3,000 stipend for ensuring our district is in compliance with all the assurances of the grant. An amount of \$423,808 is requested for payroll costs, tuition help, and compensation for mentor principals. A contracted IHE will sign an MOU to help facilitate courses that residents need to obtain their principal certification. Funding will also assist residents and Perryton ISD in paying for principal certification tests. As we use NOGA funds to help teachers get certified and further their career as an educator, Perryton ISD is also helping improve our district and enhancing our leadership at each campus. Additional funding has been budgeted at \$3,500. This money will help residents with any supplies and materials they need during their residency to improve their skill set in an administrator role.

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.

Perryton ISD will recruit from our current teachers within the district and distribute applications to teachers interested. Each candidate will fill out an application with short answer responses as to why they think they would be a good fit for the residency program and what they can offer Perryton ISD in a future leadership position. Interviews will also be held to determine which candidates Perryton ISD knows will fulfill the residency and improve the leadership roles in the future. Perryton ISD will pick teachers who demonstrate strong student achievement in the classroom, have received positive feedback and evaluations from administration prior to applying, leadership within their campus and the district, as well as a determination to grow and better their career and opportunities for fellow staff and students. We want to match administration with campuses in our district that could use each resident's strengths. Some candidates might be better suited to work with English learners. Perryton ISD believes this could help break barriers within the community and help students feel more comfortable and represented at their campus. Although we will not gatekeep residents that are not Hispanic, it is important to Perryton ISD that students have role models that they can relate to and trust. This can accelerate student growth and trust in administration. Perryton ISD already represents a diverse district in staff and faculty. We are hoping to extend and grow this diversity in leadership roles within the district.

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.

Candidates that are accepted into our residency program will be assigned a mentor in the spring of 2023. Residents will be assigned mentors and campuses based on interest and opportunity for growth. Mentors will work with candidates through the summer to prepare for the upcoming school year and work through beginning of the year school plans. During this time, mentors and candidates will set up a schedule on when to meet throughout the school year for guidance meetings. Assigning mentors in the spring will also allow residents to interact with other district administrators at professional development before school begins. Once the school year begins, residents will shadow mentor principals. Mentor principals will allow residents to assist and offer feedback on problem solving at campuses. Throughout the school year, residents will participate in campus professional development and develop and maintain a relationship with teachers at their campus. Residents will practice as the lead principal during team building opportunities, evaluations, and other leadership roles when their mentor feels they have shown enough competency and leadership qualities. During monthly meetings and evaluations with mentor principals and EPP's, candidates will demonstrate how they are progressing. This will indicate how responsibility will be earned by candidates to continue progression. Documentation will be kept by mentor principals, EPP's, and the grant compliance coordinator for Perryton ISD to show the progress and capability of each candidate. Any documentation recorded during the residency will be used during future hiring processes and reference checks.

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.

The district curriculum and instruction team developed a data analysis tool to use after formative and summative assessments. Please see attached SMART chart. During PLC data dives, teacher teams and administrators analyze the data to create an action plan for the standards reflective of the data, which include enrichment, collaboration and independent student work, transfer of skills, direct instruction and guided practice, curriculum resource review, and teacher reflection on how the skill was taught to the students.

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.

Perryton ISD is in the second year of training district administrators through the Texas Instructional Leadership Program framework. Our Education Service Center has trained the district on observation feedback with the See It, Name It, Do It Coaching cycle plans. See attached coaching plan.

Program Requirements (Cont.)

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

After Perryton ISD completes the first year of the residency, we will revisit hosting residency programs every 3 years. We will allow teachers interested to apply and go through another interview process. This will allow our teacher pipeline to not suffer, while still allowing the growth of our teachers regularly. Perryton ISD will fund a salary for future residents and reimburse principal certification costs if residents commit to employment at Perryton ISD for 3 years after completion of the program. The goal is to continue a pipeline of leaders within our district, without allowing our teaching population to decline. As a 6 campus district, there is not a large turnover in administration. However if we can equip teachers to have the necessary qualifications and experience for future leadership positions, Perryton ISD will have a better chance of employing dependable, hardworking leaders in the future.

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

The grant compliance coordinator at Perryton ISD will be the main communication personnel between EPP's and mentors and residents at Perryton ISD. Residents will have communication with EPP's as they complete the program also. EPP's will have documentation readily available for the compliance coordinator as it is requested to ensure that residents are committed to their program and finishing in a timely fashion. Mentors will report their evaluation and monthly meeting document to the compliance coordinator, making it easier accessible to EPP's that need follow up on progress and completion of residents in the program. Monthly check in's will be conducted by the compliance coordinator and the EPP, as well as mentors, residents, and district administration.

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" value="2052"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="2052"/>
4. Total current-year program allocation	<input type="text" value="\$352,344"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text" value="\$30,500"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="\$321,844"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="\$156.84"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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