



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): [Redacted]

Applicant Information

Organization North East ISD CDN 015910 Campus [Redacted] ESC 20 UEI 076923283

Address 8961 Tesoro Drive City San Antonio ZIP 78217 Vendor ID 1746015301

Primary Contact Rudy Jimenez Email rjimen2@neisd.net Phone 210-407-0549

Secondary Contact Justin Oxley Email joxley@neisd.net Phone 210-407-0368

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 Dan Villarreal Title Chief Financial Officer

Email dvilla2@neisd.net Phone 210-407-0494

Signature  Date 10/27/2022

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.

Four out of 10 principals surveyed by the National Association of Secondary School Principals in early 2022 revealed that they plan to leave the profession within the next 36 months. North East ISD has determined that potentially more than eight principals and 20 assistant principals are of retirement age and could give notice to retire either mid-year or the end of the school.

This grant opportunity will help the district recruit qualified talented and diverse minority educators for a year-long residency that will prepare them to lead high-needs campuses as principals. In partnership with The University of Texas at San Antonio, an approved education preparation program (EPP), the district will screen, recruit, and guide qualified educators with more than three years of effective instructional experience and are eager to earn a master's degree and a Texas Principal as Instructional Leader certification.

North East ISD has 59,274 students of which 61.5% are Hispanic approximately 60,000 students of which nearly 70% are minority, nearly 52% are economically disadvantaged and 41% qualify for free meals. We need campus leadership that reflects the student population district-wide, but particularly at the district's 29 Title 1 campuses. More than a decade ago, North East ISD and UTSA designed and created the NEISD Accelerated Leadership Program for Schools (ALPS) which leads to a master's degree and principal certification. This grant opportunity will fund an additional layer of rigor that will lead to ALP students completing the program with practical, hands-on experience as a campus leader, a principal certification and assurances that they will be placed in a campus leadership position upon availability.

Goals, Objectives, and Strategies

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

We seek to enroll 15-25 educators for the successful and long-running ALPS. The grant-funded residential program will run parallel with ALPS. Collectively, ALPS and the residency program will be known as the North East Principal Residency Program (NEPRP).

The residents will 1) successfully complete all required master's degree ALPS coursework, while 2) completing a year-long residency WITHOUT classroom duties and instead 3) experience authentic campus-based leadership experience under the guidance of a veteran Title 1 mentor principal and by the end of the grant cycle, 4) earn a Master of Education in Educational Leadership; 5) pass the TExES Principals as an Instructional Leader 268 Exam; and 6) meet the requirements of PASL (368). In addition to one-on-one support from the veteran Title 1 mentor principal, two UTSA Field Supervisors (also successful former principals), will coach, monitor, redirect (if necessary) and report on resident progress.

The ALPS program faculty, the UTSA Field Supervisors and the principal mentors will collaborate to ensure the residents achieve the goals that we have set for them. Successful graduates of the program will be interviewed and assigned to leadership positions at Title1 campuses.

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.

From among the 15-25 educators enrolled in the 36-credit hour ALPS program, North East ISD will screen and recruit up to 10 candidates for the grant-funded residency program. The residency candidates must be pursuing a master's degree and have more than three years of proven effective instructional experience and have demonstrated proficiencies in the areas measured by T-TESS.

We will collect and review current and historical student data to determine how students progressed under the resident candidate's guidance. We will seek information from the candidate's principals to determine how a candidate responds to evaluations, directions and how students improved following the teacher's redirection from the principal.

Once enrolled in NEPRP, the following will be used to measure a resident's on-going success: 1) conducting and using the results of an equity audit; 2) course grades; 3) formulating, conducting and presenting the results of a capstone project; 4) completing AEL/T-TESS training; 5) conducting, communicating feedback on, and reflecting on in-person coaching visits; 6) the results of evaluations conducted of residents by their mentor principals; 7) residency completion rates; 8) results of 268 practice test(s); 9) results of 268 and 368 tests for residents; 10) conducting, providing and advocating for a single student from one or more special programs; 11) playing a key supporting role in the recruitment, screening, selection, assignment, induction, development and evaluation of faculty; 12) conducting professional learning for new teachers; and 13) critical reflection on all measurement tools.

Additionally, the course instructor, mentor principals and the two UTSA Field Supervisors will ensure that project objectives are met as well as ensure that a resident's grades do not fall below a "B" during the grant period; the UTSA Field Supervisors and the course instructors will consult with residents when individual assignments receive a grade lower than a "B."

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.

As mentioned earlier, NEPRP is a combination of the 36-credit hour ALPS program that serves 15-25 students. From this cohort, up to 10 candidates will be screened and selected to be principal residents. This grant will fund only the principal residency portion of NEPRP. The residents must pay fees and tuition to UTSA for the academic work required by the ALPS program. Grant funds pay for the residency.

The grant will help pay for the salaries for each of the principal residents to remain out of the classroom and focus on the rigorous, authentic, and hands-on year-long leadership experience. Grant funds will fund stipends for each of the Title 1 mentor principals, fringe benefits are calculated and included in the budget for the mentor principals and the residents. Course work for the principal residency portion of NEPRP for the residents are also included in the budget.

Additionally, the grant will pay the fees for each of the residents to take the (268) TExES Principals as an Instructional Leader exam and the Performance Assessment for School Leaders by the end of the Fall 2023 session. It appears that the TEA Principal Residency Summer Institute in Summer 2023 is virtual, therefore, travel cost is not in the budget. The combined costs of the exams are included in the attached budget. The required \$15,000 matching funds per resident is also included in the budget proposal. Also included in the budget is the mileage for the UTSA Field Supervisors' travels to each of the participating campuses. The UTSA Field Supervisors will conduct 10 visits to each campus at which residents are serving over the course of the residency period.

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.

Recruitment for the principal residency program will be from among the 15-25 North East ISD educators enrolled in the 36-credit hour ALPS program and seeking a master's degree. The pool of candidates will have gone through two screenings before we approach them with the residency recruitment presentation. The residency candidates will have already met the university's graduate admissions requirements and the requirements needed to apply and be accepted into the ALPS program, this includes: 1) a baccalaureate degree from a regionally-accredited institution of higher education; 2) must have an undergraduate grade point average of at least 3.0; 3) a statement of purpose; 4) one letter of recommendation; 5) a resume highlighting relevant work experience; and, 6) a statement of purpose outlining the reason for pursuing a master's degree and principal certification. There will be another layer of criteria for admission into the residency program.

The principal residency seeks the following additional information: 1) student achievement data; 2) performance evaluations, observations, and feedback from principals; and 3) an additional principal's recommendation. Additionally, the principal residency committee will seek: 1) reasons for pursuing a principal certification; 2) a biographical sketch of experiences and leadership roles while teaching; 3) the applicant's career plants; 4) views on one current or future educational reform effort; and 5) desire to work in a Title 1 school.

District leadership and ALPS instructors will announce the opportunity to apply for the year-long residency program, which will be managed by North East ISD's Chief of Schools and Leadership. He will present the opportunity to the ALPS class as well as describe the application and selection process. He and a committee comprised of executive directors from the School Administration Department and three Title 1 principals will conduct the screenings and select the candidates for the year-long residency program. The committee will seek residents who are bilingual, have a special education background and have experience with economically disadvantaged populations.

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.

Residency program managers will ensure that the residents will not have classroom responsibilities during the year-long residency. The program will require that residents shadow, participate and perform principal duties each school day under the guidance of Title 1 mentor principals, while attending the ALPS classes one night a week and an additional one night each month for the UTSA practicum; less than 50% of the course will be via web-enhancements. The program spans Spring 2023 to Spring 2024 and will lead to an M.Ed in Educational Leadership. For the educator serving as a principal resident, the clinical-learning component of the year-long, full-time residency launches Summer 2023 and will include: 1) conducting campus needs assessments in collaboration with the veteran mentor principal to uncover challenges that must be addressed to improve student achievement/instructional practice or school culture; 2) analyzing student performance data; 3) developing solutions for an identified problem of practice; 4) leading a campus committee; 5) leading faculty meetings; 6) planning, completing and executing a school improvement project under supervision of North East ISD and UTSA; 7) conducting and using the results of an equity audit; and 8) playing a key role in recruitment/hiring/evaluating faculty. The two UTSA Field Supervisors will conduct 10 coaching visits during the year-long residency; qualifications for the supervisors will include meeting AEL/T-TESS certification requirements to perform required duties. The supervisors will be in continuous contact with the principals and university instructors. The experiences will prepare residents for the TExES Principals as Instructional Leader (268) and the Performance Assessment for School Leaders (368) exams; UTSA will provide the 268 and 368 practice/review sessions for each exam.

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.

In North East ISD, educators adjust instructional strategies and create individualized intervention plans using the Professional learning Communities (PLC), guided by the Texas Effective Schools Framework. The district recognized the importance of PLC that includes tracking and using assessment data aligned with the state's accountability system. The PLC process gives campus leaders and teacher the tools and training to monitor student progress. Some North East ISD campuses provide targeted pullouts to analyze benchmark data, and student writing through district-developed data and student-aligned student protocols.

Campus educators use plans to develop next steps for us in the classrooms, as well as provide professional learning on incorporating differentiated instruction based on assessment results. Learning targets, success criteria and formative assessments are used at all levels to construct teacher clarity, extension, and intervention to meet the needs of diverse student populations. Campus instructional leaders and teachers review disaggregated data after each major assessment to track and monitor progress of all student or specific student groups. Teachers use this data to plan corrective instruction and extensions either individually or through PLCs. This allows educators to identify trends in student misconceptions, discuss colleague success, track student and progress and create a plan for re-teaching if necessary.

The following highlights some of the ways North East uses data to drive instruction: 1) review the identified Power Standards, Understandings and Essential Questions educators want the students to master; 2) apply a campus PLCs to develop common assessments prior to the learning and use district made unit assessments to assess student learning and monitor progress through formative assessments; 3) develop a learning progression by unpacking TEKS, and creating Learning Targets and Success Criteria; and, 4) develop common assessments prior to the learning.

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.

North East ISD follows a system designed to support teachers in their professional growth. The Texas Teacher Evaluation and Support System (T-TESS) allows for a dynamic and continuous feedback between teachers and students. T-TESS focuses on teachers and students rather than a separate them into separate domains. This system allows educators to gauge the effectiveness of teachers and requires a constant focus on how students respond to their teacher's instructional practices.

The Observation and Feedback systems track goal setting/achievement and professional development, student growth measure and the evaluation cycle, which includes pre-conference, observation, and post-conference. Campus principals are guided by the Texas Principal Evaluation and Support System (T-PESS), which allows the tracking of their professional and development growth. T-PESS offers clear appraisal guidelines that nurture ongoing improvement, identify performance strengths and support gaps, and provides construction feedback. The use of observation and feedback systems reveals the effectiveness of a school leader who is focused on learning change and developing purposeful community within the school and beyond.

Our systems reveal when a strong campus leader must reinforce existing expectations such as instruction, order, and discipline. The systems also reveal when a campus leader must challenge staff and students to consider new ways or thinking.

Program Requirements (Cont.)

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

Previous versions of the Principal Residency Program have proven successful. With the implementation of the current Cycle 5 Principal Residency program, residents have first-hand knowledge and experience administration best practices including, but not limited to data analysis, crucial conversations, leading instructional change, building relationships with stakeholders, etc. We expect next year's program to be successful as well. We have several routes to follow to sustain this plan when the grant cycle ends.

Option 1: Use money from the district's General Fund to fund a principal residency program; it would again be a subset of the UTSA-NEISD ALPS program. The advantage of combining the ALPS with the residency program is that it compresses the time that it would take to produce qualified and certified minority campus leaders.

Option 2: the district will continue to seek grants to ensure this valuable component of the principal pipeline is not eliminated.

Option 3: use a hybrid of grant and district funds to sustain the pipeline.

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

There are several key EPP and district players charged with ensuring the success of the program and its residents. They key district players are School Superintendent Dr. Sean Maika and Chief of Schools and Leadership Rudy Jimenez. The EPP key player is Dr. David Thompson, professor in the Department of Education Leadership & Policy Studies (ELPS) at UTSA and coordinator of the ALPS program, and Dr. Curtis Brewer, associate professor in the ELPS department. Both Thompson and Brewer are ALPS coordinators and North East ISD parents.

The plan calls for Dr. Thompson to receive reports on each of the residents from the mentor principals, the two UTSA Field Supervisors and the classroom instructors through a communication system that combines and filters resident performance through several lenses. The reports are expected to be made after each of the 10 visits made by the two UTSA Field Supervisors to the resident's Title 1 schools.

The UTSA Field Supervisors will conference with each of the residents during the 10 field visits during the year-long residency. The mentor principals will share information with the Field Supervisors regarding the residents' performances. After each visit, the Field Supervisors and the residents' classroom instructors will combine reports. The Field Supervisors will update Dr. Thompson on each resident with recommendations, suggestions, and redirections if necessary. Thompson will provide on-going reports regarding each resident to the Chief of Schools Rudy Jimenez, with no fewer than one report during each semester of the degree and certification program. Note that while reports will be provided after each of the 10 visits through this process, the on-going and long-standing relationships between the EPP team and the district leadership allows for communication at a moment's notice

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