



2024-2025 Principal Residency Grant Cycle 7
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 27, 2023

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 27, 2023**.

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 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 have no more than two hours per day of 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, district managers of the Principal Residency Grant, and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Summer 2024.
- 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 *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *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 kyla.jaramillo@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 differentiated methods to develop leader competencies.

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: Mansfield ISD will partner with Dallas Baptist University (DBU) to design and implement an authentic, rigorous, and integrated Principal Residency experience to prepare residents with the knowledge, skills, mindsets and toolsets needed to be day-one ready effective campus leaders.

Mission: The mission of Mansfield ISD is to inspire and educate students to become productive citizens. Our strategic plan, Vision 2030, guides all that we do and is based on the core values of Students First, Continuous Improvement, Integrity, Communication, Positive Relationships, and Resiliency. Our four guiding statements are as follows: Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student; Students will demonstrate mastery of Algebra II by the end of eleventh grade; Students will graduate life ready; and Students will graduate college and/or career ready. The district will implement a well-defined instructional framework that will develop and hone knowledge and skills necessary for resident advancement to an administrative position.

Specific Needs: As the sixth fastest-growing school district in North Texas, Mansfield ISD has experienced the need for additional administrators through the opening of new schools, new choice programs, and through attrition of administrators who are promoted in other districts or retire from the profession. In total, the district has filled 37 principal vacancies and 78 assistant principal vacancies since the '19-20 school year. While the administrative applicant pool is typically robust, finding quality assistant principal applicants toward the middle to end of the summer became difficult in 2022. The district was sometimes faced with filling teacher vacancies when hiring applicants from within the district or hiring outside applicants who were under contract and possibly would not be released from their current districts. As such, participation in the principal residency program will enable the district to prepare administrators-in-training to become full administrators when the need arises in the district moving forward.

Additionally, in selecting residents for this program, we will be intentional in finding individuals whose backgrounds will celebrate the differences of our students and serve as role models who "look like them." Our HR team has been working to lessen the gap between student ethnicity representation and teacher ethnicity when appropriate, and we have targeted recruiting efforts to more deepen our pool of diverse applicants. We will keep this goal in mind, as well, as we work to select participants for the program.

Alignment: Throughout their participation in the residency and beyond, residents will be poised to uphold the district's core values and guiding statements on a higher level than when they were classroom teachers. Residents will play an integral part in the instructional leadership on campus, which should result in increased learning and academic outcomes for students.

Goals, Objectives, and Strategies

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

Goals/Objectives: The overall goal of the Mansfield ISD principal residency program is to enhance the current district leadership development program by working with DBU to explicitly recruit, select, prepare, and retain eight highly motivated, skilled, and caring campus and district servant leaders that mirror our diverse and ever-changing demographics and student needs and hold fast to our core values and beliefs. By the end of the 12-month program, all residents will successfully complete the integrated program of study and earn a master's degree in educational leadership, successfully complete the 268 and PASL assessments and apply for the Principal as Instructional Leader certification. They will also complete their AEL course and T-TESS certification.

Activities/Strategies:

- Co-develop and deliver (with DBU) the targeted recruitment and selection process.
- Select and train mentor principals on providing direction, modeling, feedback and coaching in a gradual release model.
- Strategically assign residents to high needs campuses with great mentor principals.
- Align and customize coursework with rigorous and explicit resident experiences.
- Meet regularly with DBU representatives to evaluate resident progress and provide extra support where necessary.
- Ensure that all residents participate in the same training as current campus leaders.
- Provide multiple levels of observation and feedback for residents from both the district and DBU.

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.

Measures: Throughout the program, residents will have multiple performance measures and benchmarks in both their coursework and practicum experiences to ensure their progress and program objectives are being met.

- 1) In collaboration with their mentor principal and site-based team, they will select a problem of practice to address based on an analysis of campus data. This experience will be the foundation of the residents' PASL tasks. Coordinating with a team of educators, residents will analyze data to identify and select the highest-leverage campus need, research and select the best solution for their context, plan and provide professional learning, work with teachers implement the solution with fidelity, collect and analyze performance data, reflect and make modification for continuous improvement. All residents will complete and submit their PASL tasks by April 2025.
- 2) Maintain a minimum 3.0 GPA in graduate coursework.
- 3) Maintain an average "proficient" on residents' six T-PESS observations.
- 4) Each resident will receive a 3+ average on the site-supervisor evaluation based on the state principal competencies.
- 5) Residents will receive at least monthly formal feedback and next steps from their mentor principal.
- 6) Residents will earn a minimum of 35 (of 40) points on their cumulative Defense of Degree portfolio presentation.
- 7) All residents will successfully complete the AEL and T-TESS class and pass the T-TESS certification exam.

Process: The district and EPP representatives will coordinate and provide vital experiences to fully prepare the residents as effective leaders. We will meet regularly and share information on the residents' progress and review evaluation data listed above. Data from these meetings will be used to adjust both resident experiences and coursework to better meet the needs of residents.

Process: The district and EPP representatives will coordinate and provide vital experiences to fully prepare the residents as effective leaders. We will meet regularly and share information on the residents' progress and review evaluation data listed above. Data from these meetings will be used to adjust both resident experiences and coursework to better meet the needs of residents.

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.

Mansfield ISD needs to be able to attract, prepare, and retain great leaders that align with the district demographics. The financial and time burden of graduate school while teaching, planning, and grading makes the dream of principal certification out of reach for many high potential leaders. The principal residency program will help meet the district's needs for developing the targeted, next generation leaders by provide funds for a rigorous graduate program and a full-time residency where they will receive gradual release, on-the-job training in the school environment.

Mansfield ISD believes that the one-year, full-time residency program is a powerful strategy to prepare instructional leaders. It provides real-world experiences with the advantages of a gradual release model and an abundance of real-time mentoring and coaching. These candidates will be not only prepared as certified administrators, but with the DBU partnership and customization, they will be fully prepared with the Mansfield ISD mind-sets, skill-sets, and tool-sets to immediately be effective leaders.

Grant funds will be used to help provide the majority of the residents' salaries for the 2024-2025 school year. (8@ \$48,000 per resident = \$384,000). The district will contribute at least \$15,000 toward the salary of each resident (8@ \$15,000 per resident = \$120,000) plus benefits from local funds (approximately \$930 per resident = \$7440). Grant funds will provide a small stipend for each mentoring principal (\$1000 per mentor principal = \$8,000).

Grant funds will also be used to reimburse residents for the TExES 268 and 368 fees when they pass the exams (\$575 per resident = \$4600). Finally, \$4988 of grant funds will be used to provide supplies and materials for specific district training for the residents related to PLCs and evaluation of teaching and learning.

DBU will provide one course (3 hours) tuition free and provide a 33% tuition scholarship for the other nine courses for each resident throughout their program of study. Grant funds will be used to pay for the remaining tuition (\$24,801 per resident = \$198,408).

We believe that residents should have at least some personal financial investment in the program, so residents will be required to pay the university fees, SBEC fees, and for course materials (approximately \$2000 each).

At present, Mansfield ISD has administrative interns at various campuses throughout the district. These interns are supported by campus and district administrators and enjoy the opportunities provided to full administrators, such as professional development and daily hands-on interactions with students, teachers, and all members of the school community, as well as experiencing the day-to-day operations of a campus. As an example, this year the district's administrative interns participated in PLC training provided by Solution Tree, alongside the full campus administrators. The interns participate in monthly district-wide assistant principal meetings with a focus on administrative duties as well as updates in curriculum and instruction. Mansfield ISD's administrative interns comprise the pipeline of teacher- to-administrator in the district, and the PRG residents will be a valued addition to this pipeline.

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.

Targeted Recruitment: The mission of Mansfield ISD is to inspire and educate students to become productive citizens. Our strategic plan, Vision 2030, guides all that we do. Our district's four guiding statements are as follows: Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student, will demonstrate mastery of Algebra II by the end of eleventh grade; will graduate life ready; and will graduate college and/or career ready. **Targeted Recruitment and Selection:** The targeted recruitment process we will use in selecting principal residents will include choosing individuals who uphold and further the goals of our strategic plan, keeping our students at the forefront of everything we do. Our 35,879 students' backgrounds represent a rich diversity in many aspects. Our district's ethnic distribution is approximately 32.1% African American, 28.1% White, 26.5% Hispanic, 7.9% Asian, 5% Two or more races, .3% American Indian, and .1% Pacific Islander. Our percentage of students who qualify as economically disadvantaged is approximately 37%. Additionally, our families speak over 45 languages. In selecting residents for this program, we will be intentional in finding individuals who will celebrate and foster the differences of our students and serve as role models for them.

Targeted Selection: One of the goals of our Human Resources team is to see that our student ethnicity population is no more than 10% greater than the corresponding teacher ethnicity population. We understand that representation matters, and that students benefit from having role models who look like them and/or who share similarities in their backgrounds. As such, our HR team has been intentional in increasing our recruiting efforts at traditionally diverse universities in order to increase the number of applicants with diverse backgrounds in our applicant pool. When selecting principal residents, we will work to select individuals who demonstrate evidence of strong student achievement, interpersonal skills, problem-solving skills, possess a growth mindset, and who also mirror the student population, when appropriate.

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.

The goal of Mansfield ISD is to partner with Dallas Baptist University with eight principal residents serving our campuses and completing their coursework and obtaining their administrative certifications before the beginning of the '25-26 school year.

Through the partnership with Dallas Baptist University, the principal residents will complete 30 credit hours and an immersive internship as they earn their Master's in Educational Leadership. Coursework will include focus areas such as foundational instructional leadership skills, AEL and T-TESS knowledge, school law, curriculum design and evaluation, research, personnel administration, and a capstone project containing artifacts of the participant's knowledge and growth throughout the program.

The principal residents will experience sustained and rigorous clinical learning through working alongside teachers, students, and administrators on our campuses. They will hold substantial leadership responsibilities such as the ability to address and resolve a significant problems and challenges, as well as supporting effective professional development, through spending time in the classrooms and leading PLC meetings. Residents will hone their skills in facilitating collaborative teambuilding through all they do. Starting their year by attending all district-wide administrative professional development activities, the residents will take on more responsibilities when they are properly equipped to do so. Throughout their residencies, the mentor principals will meet at least weekly to provide feedback to the residents. The residents will receive training and feedback from the district's curriculum team and principal supervisors, as well.

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.

Each summer, Mansfield ISD administrators carefully analyze instructional data received from state and local assessments. This data is reviewed with respect to overall district data, campus data, and individual student data. Trends are noted based on academic achievement and growth on each assessment analyzed. As a continuous improvement district, principals work with their staff members to determine a focus area or "One Thing" that will be emphasized for the upcoming year. Then measurable adult action and academic goals are set, and campuses monitor progress toward the goals throughout the year.

Principals share campus progress at quarterly Cadence of Accountability meetings with principal peers, members of the Superintendent's Executive Council, and the Superintendent herself. In these meetings, celebrations and collaboration occur to ensure appropriate progress is being made toward goal or that relevant interventions are occurring to refocus the efforts toward success.

Throughout the year, administrators lead teachers in curriculum calibration to evaluate written assignments to ensure they match the content, context, and cognitive level outlined in the TEKS. When materials are not in alignment, they are modified as appropriate.

Further, the district administers curriculum-based assessments and various formative assessments throughout the year, and instruction is altered based on the needs of the students on the individual and group level.

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.

Mansfield ISD uses T-TESS and T-PESS as the appraisal tools for teachers, assistant principals, and principals, respectively. Both T-TESS and T-PESS involve goal-setting, collaborative conferencing, and data collection toward obtainment of goals. When applying this process to the mentor-resident relationship, the resident and mentor will confer regarding goals, plan and monitor specific steps needed to achieve goals, assess progress made, and evaluate the ultimate outcome of the goals.

The residents will work with their mentors to not only meet their individual goals, but will also to learn how to interact with teachers in order to assist them in meeting their T-TESS goals, as well.

Campus administrators lead PLC meetings where the curriculum is discussed and lessons are honed for the upcoming week. During this time, the administrators serve as a resource for teachers through the use of their content and curriculum expertise. The frequency of the PLC meetings provides opportunities for the administrators to discuss and provide feedback regarding lessons once they have occurred, and they are able to work with teachers to make adjustments moving forward.

Principal residents will observe the T-TESS process with teachers and will participate in the PLC process and perform the same roles as full administrators.

Program Requirements (Cont.)

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program beyond the 2024-25 school year.

Mansfield ISD currently has assistant principal interns at several campuses, some of whom are funded through local funds, and some through federal ESSER funds. Quite often these interns have participated previously in one of our "Grow our Own," or "GO2" programs for teachers interested in becoming administrators or simply interested in advancing their leadership skills in the classroom. These interns generally become assistant principals in the district once they have completed their schooling and certification. If selected for participation in the Principal Residency Grant, the district will continue to host assistant principal intern positions after program completion, as long as the need exists and the budget supports the positions.

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

The proposed communication plan between Mansfield ISD and Dallas Baptist University will include the following: The Mansfield ISD Communications department will assist in sharing information about the program to staff members. Email, text messages, and fliers communicating the program and opportunity for staff members will be sent and distributed to all campus employees.

An informational meeting will be held to share program details and provide answers to interested employees. Once underway, district and DBU officials will communicate frequently via email and face-to-face meetings. Mansfield ISD Executive Directors will work closely with mentor principals and share any program or resident concerns with district grant administrators. In turn, grant administrators will keep an open line of communication with Dallas Baptist University representatives.

Mansfield ISD will foster positive communication with all stakeholders and will be receptive to recommendations and suggestions made by Dallas Baptist University.

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="35,879"/>
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="35,879"/>
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