



**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](mailto: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.

Our Vision: Cedar Hill ISD's vision is to build sustainable leadership development systems, as evidenced by a healthy leadership pipeline, increased staff retention, and engaged staff culture.

Our Focus: To achieve the leadership development vision, Cedar Hill ISD will concentrate on seven projects in the coming years: Core Development, High Potential Identification, High Potential Development, Leadership Definition, Roles, Evaluation, and Vacancy Planning.

During Year 3 of our leadership development work, we will set ambitious goals and take our key learnings from the past 2 years to improve the following 6 areas: Evaluation, Talent Identification, Talent Development, Vacancy Planning, Core Development, and Roles.

Cedar Hill ISD has historically had high attrition rates due to low salary and lack of opportunity for advancement. In addition, there has never been a strong leadership pipeline. CHISD believes that if we develop leaders through rigorous professional development and experiences, then we will have a bench of ready leaders. The purpose of the Principal Residency program is to develop future assistant principals who will one day become strong principals.

**Goals, Objectives, and Strategies**

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

Major Objectives: The goal of this program is to prepare CHISD teachers to be high performing assistant principals. Since this is a pilot program, we have limited seats. However, regardless of whether or not individuals are selected for the program all teachers will receive development through core development opportunities

Teacher residents will participate in year-long learning opportunities through the Cedar Hill ISD Lead program. In this program, teachers will participate in activities and professional learning over the following topics:

- Personal Mastery
- Personal Leadership
- Problem of Practice
- Systems Thinking
- Stretch Assignments
- Cultivating Culture

**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.

As part of our leadership development program, CHISD has a program assessment cadence that is in its 3rd iteration. This cadence was created in conjunction with the Holdsworth Center. In addition, Cedar Hill ISD has four Board goals that focus on student outcomes. We use the Cadence of Accountability system to determine if our measures are meeting the student outcomes in our Board goals.



**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.

Cedar Hill ISD has a very narrow budget. Due to this fact, the Program Director, Program Coordinator, Teacher Facilitator, Teacher Supervisor, and Grant Bookkeeper will be existing staff. There will be no additional salary paid for these roles. However, the District is a part of the Holdsworth Center for Leadership. We have built a leadership definition, and structures for aspiring leaders to gain knowledge of the required role-specific behaviors and duties. Most of the funding will be used to pay for the teacher FTEs for residents, substitutes when they are in training, and tuition for the Master's degree program through Southern Methodist University.

3 Teacher FTEs: \$120,000 (\$45,000 will be paid by Cedar Hill ISD)  
Tuition for Master's program: \$21,550 per year  
Substitutes- \$50,000  
Supplies -Books for program etc. (\$10,000)

Cedar Hill currently has a Grow Your Own program for aspiring teachers. We have partnered with Teachworthy and Indian Wesleyan University to help paraprofessionals become teachers. Paraprofessionals are placed as Classroom Instructors at a salary of \$40,000. This allows the district to save \$17,000 (1st year certified teacher salary is \$57,000) to pay for candidates' tuition. We end up with approximately \$160,000 per year to set aside. If the Principal Residency program continues, it will be funded with the money set aside from the Grow Your Own program. Although we would have to reduce the number of participants.

**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.

WHAT: CHISD is pleased to announce its Principal Residency program that is in alignment with Cedar Hill ISD Leadership Development. This initiative follows our 70/20/10 model which allows for formal learning through strategic professional development and job embedded opportunities with an assigned mentor and direct supervisor. The residency pr follows a cohort model which will allow leaders to strengthen connections and network with other leaders across the district.

WHO: All assistant principals who meet the minimum requirements below are invited to apply. The application opens on Aug 1, 2024 and closes on September 1, 2024.

WHY: At CHISD we believe in intentionally building the capacity of our leaders. Our hope is that this development opportunity will continue to show our commitment to investing in our Assistant Principals by providing them with unique and targeted opportunities to grow in their leadership.

Selection Criteria:

Minimum Requirements:

- 3 years Teacher experience
- Standard Certification
- Instruction role (preferred)
- Letter of recommendation from principal

Application Requirements:

- Background Information (your name and campus)
- Acknowledgement of principal recommendation

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.

Participants will earn a Master's Degree and administrative certification through Southern Methodist University in addition to participation in the L.E.A.D. program professional learning experiences. They will also be assigned to a campus to shadow a principal for one year. During this year-long residency, they will have the opportunity to do the following:

1. Support instructional resources and materials needed to accomplish instructional goals.
2. Facilitate PLCs
3. Conduct walk-throughs
4. Observe employee performance, record observations, and conduct evaluation conferences with staff.
5. Coach staff and help them identify and develop appropriate professional growth opportunities as well as accomplish improvement goals.
6. Support Principal and Assistant Principal with discipline

**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 Data Driven Instruction systems used at the campus level use a protocol through SRI called A.T.L.A.S. SWOT analysis are also used. Once data is broken down, lesson plans are created once lowest performing TEKS and Standards have been identify.

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.

Cedar Hill ISD uses the T-TESS evaluation system for teachers and T-PESS for administrators. At the campus level, classroom teachers receive at minimum four walk-throughs per year , one formal observation. In addition, teachers have along with coaching and feedback sessions that are aligned with Leverage Leadership.

Assistant Principals and principals are evaluated using the T-PESS system.

**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.

Cedar Hill ISD has created a L.E.A.D. program created for the development of teacher leaders and administrators.

Cedar Hill currently has a Grow Your Own program for aspiring teachers. We have partnered with Teachworthy and Indian Wesleyan University to help paraprofessionals become teachers. Paraprofessionals are placed as Classroom Instructors at a salary of \$40,000. This allows the district to save \$17,000 (1st year certified teacher salary is \$57,000) to pay for candidates' tuition. We end up with approximately \$160,000 per year to set aside. If the Principal Residency program continues, it will be funded with the money set aside from the Grow Your Own program. Although we would have to reduce the number of participants.

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

The Assistant Superintendent of Human Resources will be the District contact with the Principal Residency Director at SMU. In addition, the same role will communicate progress and needs of the program with district leaders and Board members monthly basis.



**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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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**