



**2022-2023 Principal Residency Grant Cycle 5**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 4, 2021**

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 4, 2021**.

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

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  DUNS

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 2022-2023 Principal Residency Grant Cycle 5 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Principal Residency Grant Cycle 5 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 2022.
- 12. EA 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 [principalresidency@tea.texas.gov](mailto:principalresidency@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.

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

**Overall Mission**

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

**Needs / Program Action Plan**

1. LISD needs to recruit and train an effective pool of qualified internal principal candidates who have demonstrated instructional leadership capacity to meet the needs of a diverse student population. Through the Principal Residency grant funded program activities, LISD will actively recruit and train a minimum of 10 leadership candidates who have served as a teacher and/or a Tier II level leader on campuses with diverse student populations. The focus of preparation will be preparing effective, equity-focused instructional leaders.
2. LISD needs to reduce the average search time required to fill vacancies caused by leadership turnover by 25%. Having a pool of vetted candidates will decrease time for recruitment/vetting candidates. Through the Principal Residency grant funded program activities, LISD will develop and implement effective succession planning, including the following: principal transitions to promote to another leadership level, principal requirements and reassignments to fill resulting vacancies of principal positions.
3. LISD needs to increase the number of bilingual principal candidates to mirror ethnic/racial trends in our current student population: 41.5% Hispanic, 25.1% White, 29.1% African American, and 1.1% Asian. Through the Principal Residency grant funded program activities, LISD will include demographic parameters and language skills as components of the systematic process for selecting candidates for the residency program, thus ensuring alignment to current campus needs and student population trends.

**Goals, Objectives, and Strategies**

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

Lufkin ISD (LISD) will optimize principal succession by recruiting and training a minimum of 10 exemplary leadership candidates into the Principal Residency Program. In order to increase diversity among district leaders, residency program candidates will mirror the trends found among racial/ethnic percentages of the student population and address the district need for bilingual campus leaders (min. 4/10 will be bilingual). By the close of the program, 100% of the candidates will have successfully completed a one-year rigorous, authentic residency program offered during the 2022-2023 school year through the approved EPP conducted by the University of Houston (UH). Candidates will demonstrate mastery of the Texas Principal Standards as evaluated by field observations, course objectives and site facilitator evaluations.

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

(a) Course Level: Course content and emphasis of standards are adjusted based on residents' performance on evaluation benchmarks, including adjusting the emphasis of standards covered in the coursework and residency program, as well as the inclusion of additional content to ensure the residents' mastery of coursework and residency standards.

(b) Student/Intern Level: When principal candidates score below benchmark level (below 3.0 on a 4.0 scale) on any program evaluation measure, interventions are immediately instituted: the UH professor of record will communicate with the UH Program Director of the M. Ed. in Administration and Supervision, who will meet with the student to determine and implement immediate supports and interventions. Professors are provided with individual Principal Standards Survey results to make adjustments at the individual and course level to increase student mastery of standards.

(c) Residency/Internship Level: Based on the resident's performance on evaluation benchmarks, the level of support provided by the professor of record, the field supervisor, and site facilitator during the residency will be increased, and residency program activities will be adjusted to ensure resident success in the mastery of the Texas Principal Standards.

(d) Certification/Degree Level: Student progress toward mastery of the Texas Principal Standards will be evaluated and may result in adjustments in course offerings and sequencing, residency components, and structure and levels of support provided by the IHE certification/degree program director, professor of record, field supervisor, and site facilitator.

**Performance and Evaluation Measures**

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

Through the Principal Residency grant funded program activities, LISD will actively recruit and train a minimum of 10 leadership candidates who have served as teacher and/or Tier II level leaders on campuses with diverse student populations.

The focus of preparation will remain on instructional leadership, especially in the area of effective observation and feedback.

The evaluation measures will include:

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

**Budget Narrative**

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

While we have a Grow Your Own Program, the master’s degree portion of the program was limited to individuals pursuing a Master’s in education and not in Educational Leadership. In the past, for those individuals interested in pursuing a Master’s in Educational Leadership, the cost burden fell upon the participant limiting the program to those in a position to afford graduate leadership programs. Providing reimbursement through this grant will be an incentive for a wider range of applicants and increase the pool of diverse applicants.

Funds will be used to cover the tuition and fees as well as the internship costs for each approved candidate. In addition, funds will be utilized to cover the salaries for each candidate while completing their internship, the cost of T-TESS training for up to 10 candidates, and travel associated with any other professional development opportunities. Any remaining funds will be used to cover supplies and materials, along with stipends for mentors.

As mentioned, we currently have a Grow Your Own Program. This program is an agreement between the applicant and the district where the district agrees to assist the applicant in his or her efforts to complete a master’s degree or up to 18 credit hours toward a designated program of study. During the pursuit of the master’s degree, the district agrees to employ the individual to help defray the educational and living expenses of the applicant. Upon receipt of the degree/hours, LISD extends the applicant a dual credit teaching assignment, pending criteria that includes student enrollment and approval as an adjunct instructor through the institution of higher education. In consideration of the granting of financial assistance to the applicant, the applicant pledges to work to accept employment to teach within LISD for a period of three years. The program covers 50% of the costs of a student’s tuition for up to three years.

As mentioned, this program is mostly designed for students pursuing a master’s or additional degree hours to be eligible to teach one of our dual credit courses. This program does not support a Master’s in Educational Leadership for principalship certification, which is a current area of need for LISD.

**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.

Lufkin ISD enrollment includes 7,442 students and is one of the most diverse districts in Texas. LISD currently has 15 campuses: 7 primary, 5 elementary, 2 secondary schools, and 1 alternative education school.

Through the Principal Residency grant funded program activities, LISD will actively recruit and train a minimum of 10 leadership candidates whose capabilities reflect the district's leadership goals and objectives. The targeted recruitment and selection process will include the following:

- Applicants must provide evidence of successful classroom and campus student academic achievement and a summary of activities implemented at the classroom and school level to facilitate increases in student academic performance overall and by student group (English language learners, students receiving Special Education services, etc.).
- Applicants must have received a positive evaluation appraisal for two or more years and must provide examples of how they have responded to effective observations and feedback procedures to improve their practice and increase student achievement.
- Applicants must provide examples of school leadership that demonstrate how they have engaged in collaborative efforts to research and solve problems at classroom and campus level affecting teaching and learning.
- Applicants must demonstrate a commitment to educational equity.
- Applicants must provide evidence of a growth mindset to improve teaching and learning as well as evidence of the development of a student growth mindset to increase academic performance.

The district will:

- 1) gather recommendations from current principals;
- 2) use UH's on-line application interface as well as an in-district application process to obtain the pool of candidates;
- 3) form a committee of exemplary district leaders to review these applications and apply standards from a rubric developed for this purpose;
- 4) have the committee select applicants to interview, such that the finalists not only mirror the ethnic proportions found in LISD's student enrollment but also represent a span of instructional levels (elementary, middle school, high school) and proficiency in working with diverse student populations (including bilingual); and
- 5) use interview results to guide the committee's ultimate selection of ten residents to constitute the cadre.

Priority will be given to bilingual applicants and those whose race/ethnicity mirrors that of the district's current student population (41.5% Hispanic, 25.1% White, 29.1% African American, and 1.1% Asian).

2. The LEA must provide a description of the year-long, full-time residency and include 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; and 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.

The Department of Educational Leadership & Policy Studies at the University of Houston has decisively responded to the significant amount of research evidence that indicates that quality, well-prepared principals lead quality schools and achieve higher student performance. As a department, the work of developing a rigorous course sequence, including sustained and rigorous clinical experiences in authentic school settings, was a priority. Course content is closely aligned with The Texas Principal Standards and the Professional Standards for Education Leaders (PSEL) standards for school leadership. All state and national standards are covered during the program course delivery. The redesign of internship/residency experiences included collaboration with district partners, university faculty, and student alumni. The goal of this partnership is to transition student interns from leadership in a single classroom, to leadership of effective school teams, and eventually to lead the organization of an entire school community. Principal candidates participate in a full-time, year-long (fall and spring school term) residency program and can have no more than two class periods of teaching or other job-related responsibilities. During the school year, interns engage in sustained and clinical learning in an authentic school setting and are provided with significant leadership responsibilities. During the year-long residency, interns complete the following course content and residency requirements:

- During ELCS 6302 (Data Driven Decision Making for School Leaders), interns identify, address, and resolve a significant problem or challenge that influences practice in order to improve student learning. Interns evaluate the effectiveness of the plan to resolve a significant problem or challenge affecting teaching and learning during ELCS 6370 (Research for School Leaders).
- In ELCS 6320 (Instructional Supervision), students develop school culture routines and ensure data-driven instruction. With assigned staff, interns guide the review of student performance data to determine professional development needs. The school team, led by the intern, determines, designs and implements needed professional development, addressing a specific data-driven need and which will improve teaching and learning. Students develop personal leadership skills and practice skills related to developing effective professional development and managing and leading change.
- ELCS 6350 (School Leadership, The Principalship) requires interns to evaluate and reflect on their ability to facilitate stakeholders' efforts to build a collaborative team within the school for the purpose of improving instructional practice, Student achievement, and the school culture.

The University of Houston Master's in Administration and Supervision course skill requirements are based on 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, and Strategic Problem Solving.

**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.

Lufkin ISD campuses receive multiple layers of support to ensure data-driven instruction at every school level and for all types of academic instruction and programming.

We utilize diagnostic screeners and progress monitoring with beginning-of-the-year, middle-of-the-year, and end-of-the-year progress measures from Pre-K to elementary to include DRA, MCLASS, and STAR Renaissance. In addition, we use CBAs and benchmarks at grades 1-12 along with TEKS RS performance assessments and unit assessments. Teachers build individual student data profiles, and we analyze and interpret the data to make informed instructional decisions. The summative assessment is STAAR.

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.

Lufkin ISD has implemented observation and feedback systems at every campus to support the growth and development of instructional practice.

We utilize T-TESS to include goal setting, walk-throughs and formal evaluations. In addition, we use a calibrated walk-through system with district and campus instructional staff along with coaching conversations.

**Program Requirements (Cont.)**

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

The Lufkin Independent School District will work in collaboration with the University of Houston to seek funding for a yearly cohort of students. In the meantime, LISD will work to begin including at least two candidates per year in our local budget and will seek to partner with other area school districts (Diboll, Nacogdoches, Hudson, Huntington, etc.) to do the same. Then, we will work with the University of Houston to create an annual East Texas cohort of 10 individuals to sustain the Principal Residency Program.

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

The EPP team and members of the LISD district leadership team will hold monthly formal meetings to discuss student progress and program goals. The district leadership team will consist of the Deputy Superintendent, the Assistant Superintendent of Administrative Services, and the Executive Director of Student Services. Currently, our Deputy Superintendent oversees our Leadership Academy, which provides mentoring and professional development for aspiring school leaders. Our Assistant Superintendent of Administrative Services, along with our Executive Director of Student Services, facilitates our yearly professional development for our assistant principals. These individuals, along with our Superintendent and the Assistant Superintendent of Education Services and Accountability, are primarily responsible leadership development.

If the application is approved, the EPP team and LISD will begin meeting weekly to recruit and select the first cohort of students and to finalize program scope and sequence.

The Deputy Superintendent, along with the Assistant Superintendent of Administrative Services, will serve as points of contact for the LEA, and Dr. Keith Butler, the Program Director of the M.Ed. in Administration and Supervision and the Principal Certification Program will serve as the point of contact for the University of Houston. These individuals will be in constant contact informally to meet/address the day-to-day needs of the program and its participants.

**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**