



**2023-2024 Principal Residency Grant Cycle 6**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 28, 2022**

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](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 28, 2022**.

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

**Required Attachments**

Application Part 2: Budget Workbook, Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

- Attachment 1: Leverage Leadership Readiness Assessment
- Attachment 2: Supplemental Narrative Question Responses
- Attachment 3: Educator Preparation Program's Scope and Sequence
- Attachment 4: Instructional Leadership Meeting
- Attachment 5: District Coaching Tool

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization  CDN  Campus  ESC  UEI

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Date

**Shared Services Arrangements**

Shared services arrangements (SSAs) are **NOT** permitted for this grant.

**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. LEA assures that the principal residency is full-time and at least one year in length.
- 8. LEA assures that residents do not have significant classroom responsibilities.
- 9. LEA assures that residents do not hold a principal certification in the state of Texas.
- 10. LEA assures that residents will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities
- 11. LEA assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Spring 2023.
- 12. LEA assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.
- 13. LEAs and EPPs must utilize *Attachment 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Attachment 3: Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.

**Statutory/Program Assurances, cont'd.**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

14. If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to ebonylove@tea.texas.gov for approval.
15. LEA assures it will choose from the list of approved EPP providers. An approved provider list **is** posted on the [TEA Grant Opportunity page](#), with all documents pertaining to the RFA.
16. If preliminarily selected for award, LEA agrees that the full grant award will not be released until TEA staff have concluded the negotiation process and verified that an approved EPP provider was selected and the MOU contains all the required elements, including the following: a) Courses that are designed to develop leader competencies including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving, b) Course designs that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures, c) Residency design provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed, d) Residency design includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts, e) Residency design utilizes formative feedback, provided to the resident at least on a weekly basis, as an essential tool in guiding learning toward objectives and formative and summative goals, and f) Residency design that uses culturally responsive methods to develop leader competencies at the personal, instructional, and institutional level.

**Summary of Program**

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

The vision of the Manor Independent School District (MISD) is to be the best district in Texas where we provide an equitable education for all scholars and graduate them to become leaders in our community. The mission is to collectively, as a community, provide equitable resources, a safe learning environment, and high-quality educational services for all scholars to successfully achieve and reach their full potential. As of October 2022, Manor ISD has an enrollment of 9,267 students and is comprised of nine elementary schools, three middle schools, four high school programs, and one alternative placement academy. In 2023-2024, MISD will open a new K-8 campus and elementary school #10. Manor has about 1,331 employees of which 883 are classified as professional staff and 85 are campus administrators.

As of October 2022, MISD's student composition is .28% American Indian, 4.24% Asian, 20.97% Black or African American, .15% native Hawaiian, 6.64% White, 64.57% Hispanic or Latino/a, and 3.16% Multi-Racial. According to the 2020-2021 Texas Academic Performance Report (TAPR), 76.7% of MISD students are classified as economically disadvantaged and 42.5% as emergent bilingual. Manor ISD's student mobility rate is 13.3%. In order to better serve our student community, MISD needs more culturally diverse, culturally responsive, and English-Spanish bilingual administrators.

Sixty-four percent of MISD staff is non-white--20% is Black or African American, 29.6% is Hispanic, 45.5% is White, .3% is American Indian, 1.7% is Asian, .5% is Pacific Islander, and 15.1% is Multi-Racial. Our campus principals have an average 3.8 years of experience with the district and our assistant principals have an average of 3.2 years of experience with the district, both which are lower than state averages. The average actual salaries for MISD administration is over \$16, 000 less than the state average, and the teacher turnover rate is 21.3% compared to the State's 14.3%. Over the past five years, MISD has had to hire an average of 3-4 new principals each year and an average of 5-6 assistant principals. Before new campuses were added, an average of 3-4 principals could equate to about 33% of principal staff. Former principals and assistant principals have shared that they lacked the training and skill set to work with the MISD student population and did not feel equipped to meet varying student needs.

The principal residency grant will afford Manor ISD the opportunity to recruit current staff who are familiar with district and community needs who would like to obtain principal certification to serve the next generation of Manor ISD students and who are committed to serving a predominantly Black and Brown community effectively. Additionally, the residency grant will afford MISD the opportunity to grow and hire campus administration who reflect student demographics, improve the retention rate of administrators, and incorporate local needs into the curriculum so that residents can positively impact students' educational experiences.

## Goals, Objectives, and Strategies

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

**GOAL:** By September 2024 Manor ISD will collaborate with Dallas Baptist University (DBU) to have prepared 10 highly qualified instructional leaders that reflect the ethnic and language diversity of our student population. We will also establish a sustainable process to continue to build a district leadership development pipeline.

**OBJECTIVES:** 1) Work with DBU to develop the process to identify district leadership needs, recruit, vet, select, fully develop, and retain 10 high potential leaders as principal residents that align with the district mission, vision, and values and reflect the student composition. 2) At the completion of the one-year program, 100% of residents will be highly qualified with a deep understanding and rich, job-embedded experience in all the principal competencies, complete a master's degree in Educational Leadership, TEA Principal as Instructional Leader Certification and T-TESS certification. 3) 80% of the principal residents will be selected for some type of Instructional Leadership position in the district for the 2024-25 school year.

**ACTIVITIES/STRATEGIES:** 1) In collaboration with DBU, develop a recruitment plan to identify high potential instructional leaders. 2) design and implement a rigorous selection process that aligns with the district mission and unique needs. 3) develop and customized scope and sequence of graduate coursework and resident experiences that incorporates the district's philosophies, processes, and tools so that residents are fully prepared for state certification and especially prepared to take leadership roles in Manor ISD. 4) Plan with, set expectations, and train mentor principals to coach and mentor residents, 5) Provide AEL and T-TESS certification summer of 2023. 6) Establish protocols to weekly monitor and provide feedback for residents, mentor principals, and DBU staff.

## 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.

Manor ISD and DBU will utilize the principal competencies and T-PESS framework to monitor, measure, and provide feedback to principal resident. Mentor principals and university field supervisors will observe and provide feedback via reflective coaching conversations with residents at least three times per semester. DBU professors will regularly monitor and report to the program director any students who are struggling in classes, so supports and interventions can be applied as early as possible. The district representative(s) will meet with the DBU director at least once a month to review resident progress and any adjustments that should be made to the program. Course grades and course completion will be monitored by Manor ISD and DBU staff.

Residents will be assigned specific responsibilities for coaching a group of teachers and a monitoring student performance. Residents will be trained and help facilitate PLCs and implement district data collection and analysis protocols.

Manor ISD grant coordinator will meet with mentor principals monthly to receive their feedback on residents' progress. They will also coach and provide feedback to the mentor principals to improve their mentoring practice.

Specific resident performance measures – 1) PLC facilitation, 2) Reflective Instructional Coaching, 3) Course grades and completions, 4) University Field Supervisor Observations using the T-PESS framework, 5) Site mentor assessment on principal competencies, 6) Resident leadership placement after the 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.

Manor 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 lots of real-time mentoring and coaching. The candidates will be not only prepared as certified administrators, but with the DBU partnership and customization for Manor ISD, they will be fully prepared with the Manor mindsets, skill-sets, and tool-sets to immediately be effective leaders in Manor ISD.

GRANT FUNDS will be used to help provide the salaries for the 10 residents (\$48,000 per resident = \$480,000). Grant funds will also provide a small stipend for the mentoring principal (\$1000 per mentor principal = \$10,000). Grant funds will be used to reimburse residents for the TExES 268 and 368 fees when they pass the exams (\$575 per resident = \$5750). This will help them continue to build their professional experience and network. Finally, grant funds will be used to provide this important experience for the residents (\$300 per resident = \$2400).

DISTRICT FUNDS – Manor ISD will also make a substantial investment in the preparation of the residents. The district will contribute at least \$15,000 (\$150,000) toward the salary of each resident plus benefits (~\$94,500) from local funds.

DBU FUNDS: DBU will provide a 33% tuition scholarship for each resident throughout their program of study and the grant will pay for the remaining tuition (\$25,125 per resident = \$251,250).

RESIDENTS FUND: We believe that residents should have at least some “skin in the game” so residents will be required to pay the university fees and for course materials (~\$1500 each).

TOTAL EXPENDITURES: The total cost of this program including grant, district, DBU, and resident funds will be approximately \$1,139,030.

The tight integration of Manor ISD tools, processes, philosophies, and beliefs into the DBU courses and the authentic and substantive residency experiences, will expedite the high-quality preparation of the residents and allow the district to suspend the district’s usual leadership development program and redirect those funds to support and sustain the residency partnership.

**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.

In its pursuit to grow existing staff into leaders for MISD scholars, MISD will:  
**TARGETED RECRUITMENT:**  
1) Develop a recruitment plan using research-based practices and the MISD principal leadership profile to identify potential candidates to nominate for the residency. 2) Use identification, recruitment, and nomination processes that include electronic and digital outreach via our district's communication office, in-person outreach by our campus principals and superintendent's cabinet members, and digital and in-person outreach to our local organization affiliate membership such as the Austin Association of Black School Educators and the Austin chapter of the Texas Association of Bilingual Education.  
**TARGETED SELECTION:**  
1) Collaboratively define selection criteria with current campus administrators; representatives from academics, human capital, and the schools departments; and the Educator Preparation Program (EPP) partner to ensure we have a process for selecting the best candidates for the residency. Preliminary criteria include current staff who demonstrate: leadership experience in campus and/or at the district level; ethical behavior; collaboration with peers that results in a positive growth culture for scholars and staff; evidence of professional growth through evaluation/appraisal process to include T-TESS, Eduphoria walkthroughs, and/or applicable district evaluations/appraisals; recommendations by supervisor and peers; evidence of the ability to be culturally responsive and competent to address campus and district needs.  
2) Implement an application process for candidates to apply to the EPP program to include a resume, purpose statement, and letters of recommendation. The EPP and MISD will work to design a selection and interview process using questions and scenarios that reflects the district's mission, vision, and criteria listed above and ascertains the candidate's current capacity and ability to grow in leadership skill and mindset, growth mindset, effective response to feedback, and problem solving. The selection rubric will provide extra points for candidates who meet the targeted criteria.

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.

Principal residents will engage in many opportunities to implement effective practices that improve academic outcomes for students. Residents will spend their time performing administrative responsibilities by working alongside principals to analyze multiple data points to determine a campus-wide problem of practice and develop next steps to improve instructional practice and student outcomes. The next steps include developing a comprehensive professional development plan that is continuous, targets effective practices, and provides opportunity for professional practice. resident will assess the implementation of professional development. Residents will work alongside the principal to lead the campus advisory team and will gradually lead the team to conduct a needs assessment, develop annual measurable goals, high leverage strategies to meet those goals, assign personnel to implement each strategy, and monitor the impact of the strategies to build a collaborative team to effectively impact culture and climate. Residents will lead grade-level collaborative teams through the professional learning communities process and provide face-to-face feedback sessions to teachers. Residents will attend a series of professional development workshops that develop the ability of the resident to manage their calendar to focus on improving instructional systems, leading PLCs, analyzing student data to inform corrective instruction, observation and feedback, leading effective instruction and developing a positive student culture. Residents will also attend monthly Principal and/or assistant principal meetings as a part of their professional development.

**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 Manor ISD, our campus principals are expected to lead their grade level/content teams in data analysis. At the district level, District Benchmark Assessments (DBAs) are provided three times a year which include high yield standards that are tested on all three DBAs. Principals lead the data analysis for DBAs as well as monitor the district selected high yield standards reteach in class. Our principals also monitor campus based assessments that take place with more frequency. Principals work with their teams on different types of formative and summative assessments and how to disaggregate data down to the standard and scholar. Our principals are coached on how to utilize the data tool, Eduphoria, to run reports, review teacher data, review standards data, and sub-population data. Our principals are trained primarily, but not exclusively, through the use of two resources by Dr. Paul Bambrick Santoyo. These resources are Leverage Leadership 2.0 and Get Better Faster. These resources provide best practice levers that as a district, we expect our principals to exhibit as they lead their respective campuses. One component of principal expectations is to conduct Professional Learning Community (PLCs) with their teams. Richard Dufour’s PLC model engages staff in reflection and action through the following questions:

- What do we want each student to learn?
- How will we know when each student has learned?
- How will we respond when students experience difficulty in learning this concept?
- How will we respond when a student has learned?

Our district added a 5th question for principals to engage staff in: How will we provide high quality first instruction so that students are likely to learn it to mastery the first time? As principals conduct 10 classroom observations and five face-to-face conferences to continuously monitor teacher growth and scholar achievement.

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.

Administrators in Manor ISD use observation and feedback to improve teacher practices. The ability to deliver face to face feedback is assessed as a part of the interview process for principals. Principals observe classroom instruction with the Chief Schools Officer and Superintendent and provide face-to-face feedback to the Superintendent as if the Superintendent was the observed teacher.

The Chief Schools Officer facilitates training sessions using the materials from Leverage Leadership 2.0 to train administrators in providing face-to-face feedback to teachers. Participants are trained on the See it, Name it, Do it model and practice delivering feedback during the professional learning.

The Chief Schools Officer provides explicit expectations that each administrator must complete a minimum of 5 face to face feedback session each week. Principals maintain a feedback tracker to monitor the action steps assigned to teachers, track the implementation of feedback, and monitor for trends that may inform campus-wide professional learning. Each administrator uses Teach Like a Champion and Get Better Faster as resources to determine bite-size, measurable action steps for teachers.

Staff from the Schools Office and the Academics Office conduct Observation and Feedback with administrators to model the practice or to observe the administrator and provide feedback to the administrator about their delivery of face to face feedback.

**Program Requirements (Cont.)**

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

Manor ISD has a strong commitment to helping our staff grow to its full potential so that we can help students do the same. The Principal Residency Grant will be the catalyst to building the processes and clearly positive outcomes to make the program a high priority to sustain. The quality of the home-grown resident who is committed the long-term success of the district and community will have a tremendous impact on the district for years to come. The district has committed approximately \$200,000 to the residency program in the 2023-24 school budget. If grant funding is not available after the initial grant period, the district will hopefully still use the \$200,000 to self-fund the program on a smaller scale.

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

The proposed communication plan between Manor ISD and Dallas Baptist University will include the following:

**RECRUITMENT AND SELECTION**

MISD and DBU will collaborate to align the recruitment and selection criteria to ensure that qualified candidates will meet the selection criteria for both entities and that will help expedite the selection and admissions process.

**PROGRAM DESIGN**

MISD representatives will meet with the DBU director to coordinate the most effective sequence for graduate courses and select which courses will be taught on location in Manor ISD. On-site courses will be customized to incorporate specific tools and processes used in Manor.

**PROGRAM OBSERVATIONS, MONITORING, AND ADJUSTMENT**

Once underway, district and DBU officials will communicate frequently via email and zoom meetings. Manor ISD directors will work closely with mentor principals and share any program or resident concerns with district grant



**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**