

# LETTER OF INTEREST (LOI) PROGRAM GUIDELINES: 2023-2024 PRINCIPAL RESIDENCY CYCLE 6

## **LOI Application Due Date**

11:59 p.m. Central Time, October 28, 2022

## **Program Authority**

Elementary and Secondary Education Act of 1965 (ESEA), as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title II, Part A

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## INTRODUCTION

The Texas Education Agency (TEA), as the pass-through entity<sup>1</sup>, is the grantee<sup>2</sup> from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities<sup>3</sup> such as local educational agencies (LEAs), including school districts, open-enrollment charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees<sup>4</sup>. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This document MUST be used in conjunction with the [General and Fiscal Guidelines](#) and the specific program instructions. The Adobe Acrobat Standard Application System (SAS) consists of all forms to be completed in order for the applicant to be eligible for funding. For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

## REFERENCE TO THE [General and Fiscal Guidelines](#)

The Program Guidelines provide information specifically relevant to this grant program. The [General and Fiscal Guidelines](#) provide information relevant to all TEA grant programs. Throughout the Letter of Interest (LOI) Guidelines, cross-references are given to applicable sections of the [General and Fiscal Guidelines](#). **It is critical that you review all referenced sections of the [General and Fiscal Guidelines](#) when preparing your application.**

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<sup>1</sup> Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

<sup>2</sup> Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term "grantee" does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

<sup>3</sup> Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

<sup>4</sup> Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

## OVERVIEW OF LOI PROCESS

The following steps provide a high-level overview of the process for responding to a letter of interest (LOI), including submitting an LOI application, and being selected for funding:

1. TEA publishes LOI application and supporting documents on the [TEA Grant Opportunities](#) webpage.
2. Eligible applicants submit LOI application, and any required attachments to TEA by the specified deadline.
3. LOI applications reviewed and scored. Note: applicants may be required to attend an oral interview or respond to questions regarding their LOI application.
4. TEA announces applicants selected for funding on the TEA [Grants Awarded Data](#) webpage.
5. *For LOI applicants selected for funding, the LOI application will serve as the grant application. This eliminates the need for selected applicants to submit a separate grant application.*
6. TEA staff conducts budget negotiations on the LOI application.
7. Notice of Grant Award (NOGA) issued upon successful completion of the negotiation process.

## U.S. DEPARTMENT OF EDUCATION AND/OR STATE APPROPRIATIONS

The following is provided in compliance with the U.S. Department of Education Appropriations Act:

Category	Amount
Total funds available for this project	\$5,975,219
Percentage to be financed with federal funds	100%
Amount of federal funds	\$5,975,219
Percentage to be financed from nonfederal sources	100%
Amount of nonfederal funds	\$0.00

## APPLICANT ASSISTANCE

The following types of assistance are available to applicants for this grant program.

### Contact for Clarifying Information

See the [General and Fiscal Guidelines](#), *TEA Contacts*.

The following TEA staff member should be contacted with questions about the LOI:

Ebony Love, Educator Preparation Capacity Building Specialist  
Educator Preparation, Certification, and Enforcement  
Ebony.Love@tea.texas.gov

### Errata Notices

See the [General and Fiscal Guidelines](#), *Errata Notices*.

## LOI TIMELINE

Dates, except the grant ending date, may vary slightly as conditions require.

Date	Event
August 26, 2022	LOI available
September 6, 2022	Last date to submit questions to be addressed in the applicant's Conference/Webinar  See <a href="#">General and Fiscal Guidelines</a> , Applicants' Conference/Webinar
September 20, 2022	Applicants' webinar posted to the <a href="#">TEA Grant Opportunities</a> page
September 20, 2022	Last date to submit FAQs to TEA contact person See <a href="#">General and Fiscal Guidelines</a> , Frequently Asked Questions
October 4, 2022	FAQs posted to <a href="#">TEA Grant Opportunities</a> page
October 28, 2022	Due date for the LOI application, which must be submitted via email to <a href="mailto:loiapplications@tea.texas.gov">loiapplications@tea.texas.gov</a> . The LOI application must be received by the TEA by 11:59 p.m., Central Time.  See <a href="#">General and Fiscal Guidelines</a> , <b>LOI Application Due Date and Time</b>
November 11, 2022 – November 25, 2022	LOI review period  See <a href="#">General and Fiscal Guidelines</a> , <b>LOI Review Process</b>
November 28, 2022 – January 12, 2023	Oral Interviews  See <a href="#">General and Fiscal Guidelines</a> , Oral Interviews for Funding
February 10, 2023	Anticipated Award Announcement Date
February 10, 2023	Beginning date of grant (if selected for funding)  See <a href="#">General and Fiscal Guidelines</a> , <b>Grant Period</b>
June 3, 2024	Final date to submit an amendment (if selected for funding)
August 31, 2024	Ending date of grant (if selected for funding)  See <a href="#">General and Fiscal Guidelines</a> , <b>Grant Period</b>

For all dates related to the grant, including reporting dates, see the [TEA Grant Opportunities](#) page. If a due date falls on a weekend or holiday, the date will be on the following business day. All dates except the grant ending date may vary slightly as conditions require.

## **LOI AT A GLANCE**

This section provides fundamental information pertinent to the grant program.

### **Authorizing Legislation**

This LOI is authorized by the Elementary and Secondary Education Act of 1965 (ESEA), as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title II, Part A.

### **Where to Submit the LOI Application**

See the [General and Fiscal Guidelines](#): *Where to Submit the LOI Application*

### **Number of Copies**

See the [General and Fiscal Guidelines](#): *Copies and Signature for LOI Applications*

### **Purpose of Program**

This grant program seeks to provide LEAs with an opportunity to increase the number of well-prepared, diverse instructional leaders by building sustainable leadership pipelines and growing quality principal residency programs.

LEAs that are awarded this grant will do the following:

- Identify strong principal residents from among their current staff through a targeted recruitment and selection process
- Partner with an effective principal educator preparation program (EPP) that provides residents with course content focused on best practices in campus leadership, including a concentrated focus on instructional leadership
- Design and implement a year-long, full-time residency with a focus on authentic campus-based leadership experiences in partnership with the EPP under the supervision of a high quality mentor principal
- Design a plan for building sustainable leadership pipelines within the LEA

A full-time, year-long residency is defined as a program in which residents are consistently engaged in authentic campus-based leadership experiences in a clinical setting for a minimum of a school year. Residents may not have significant classroom responsibilities during this time period.

### **Eligible Applicants**

See the [General and Fiscal Guidelines](#), *Eligibility To Apply for LOIs*.

LEAs with at least one campus that received an “F” rating overall per the 2019 Accountability Ratings and/or with at least one campus labeled Targeted, Additional Targeted, or Comprehensive per the 2019–2020 Title I Status.

### **Shared Services Arrangement**

See the [General and Fiscal Guidelines](#), *Eligibility To Apply for LOIs*.

Shared Services Arrangements are not allowed for this grant program.

## **APPLICATION ATTACHMENTS**

This section describes the required attachments that must be included with the application.

## Required Attachments

See the following section of the [General and Fiscal Guidelines](#): *Required Program-Related Attachments*

Program attachments must be submitted with the program application. For this grant application, you are required to submit 5 additional individual attachments. Please see the “Attachment 2: Supplemental Narrative Question Responses” for a detailed description of the requirements for Attachments 3-5. **Please label each attachment with its corresponding title listed below:**

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

## LOI APPLICATION REQUIREMENTS AND ASSURANCES

This section describes the types of requirements that applicants must assure adherence to in order to be eligible to be considered for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

### Statutory Requirements

See the [General and Fiscal Guidelines](#), *Statutory Requirements*.

Per TEC §22.0834, any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), *Fingerprinting Requirement*.

### TEA Program Requirements

See the [General and Fiscal Guidelines](#), *Program Requirements*.

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

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.

2. The LEA must 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. development of the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and
  - d. development of 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. Description of how the district and EPP will support the candidate's gradual release of responsibility
  - f. Provide frequent, short cycle coaching related to intentionally designed learning experiences
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.
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.
5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program.
6. The LEA must provide a clear description of a current or proposed communication system between the EPP team and key district personnel.

### **Program-Specific Assurances**

See the [General and Fiscal Guidelines](#), *Provisions and Assurances*.

1. LEA assures that the principal residency is full-time and at least one year in length.
2. LEA assures that residents do not have significant classroom responsibilities.
3. LEA assures that residents do not hold a principal certification in the state of Texas.
4. 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.
5. 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.
6. 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.
7. 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.*

8. 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 [ebony.love@tea.texas.gov](mailto:ebony.love@tea.texas.gov) for approval.
9. 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.
10. 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:
  - 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
  - Course designs that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures
  - Residency design provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed
  - Residency design includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts
  - 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
  - Residency design that uses culturally responsive methods to develop leader competencies at the personal, instructional, and institutional level

## **PROGRAM ELEMENTS**

This section provides detailed information about the LOI.

### **Description of Program**

As part of this grant program, LEAs and EPP partners must provide residents with a year-long, full-time residency consisting of the following:

- Sustained and rigorous clinical learning in an authentic school setting
- Evidence-based coursework focused on best practices in campus leadership, including a concentrated focus on instructional leadership
- Ongoing support from an effective mentor principal or school leader that includes short cycle coaching with an existing district protocol (e.g. the observation & feedback protocol by Paul Bambrick-Santoyo)
- Authentic leadership opportunities
- An opportunity to practice and be evaluated in a school setting

LEAs or charter networks may request up to \$75,000 per resident and are expected to provide a \$15,000 match towards each resident's salary. LEAs or charter networks are eligible to receive funding for 1–10 residents per year.

LEAs and EPPs must utilize *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Principal Residency Grant Fidelity of Implementation Rubric for EPPs* provided in the design and implementation of the residency.

The initial grant award period is February 10, 2022, to August 31, 2023.

### **Supplement, Not Supplant**

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Grants Administration Division's [Administering a Grant](#) page.

The supplement not supplant provision **applies**.

## **QUALIFICATIONS AND EXPERIENCE**

The applicant agrees to provide data on the qualifications and experience of the existing or future staff members, as required per the program guidelines as follows:

N/A FOR THIS GRANT

## **PERFORMANCE AND EVALUATION MEASURES**

The applicant agrees to collect data and report on the following mandatory performance and evaluation measures:

1. Performance evaluation data on principal residents such as observations, teacher surveys (either approved or provided by TEA), and coaching notes
2. Post residency placement information for all principal residents
3. Demographic information of principal residents
4. Residents' program completion rates
5. Residents' satisfaction rates with IHE/EPP and mentor principal
6. Number of applicants for principal residency within an LEA
7. Residents' certification test scores
8. Program Self-Evaluation
  - a. *Principal Residency Grant Fidelity of Implementation Rubric for LEAs*
  - b. *Principal Residency Grant Fidelity of Implementation Rubric for EPPs*
9. Resident Evaluation
  - a. *Principal Residency Grant Fidelity of Implementation Rubric for LEAs*
  - b. *Principal Residency Grant Fidelity of Implementation Rubric for EPPs*

### **Limits on Contracted Evaluators**

Applicants should make every effort to ensure that contracted evaluators be independent and objective.

## **APPLICATION FUNDING**

See the [General and Fiscal Guidelines](#): *Continuation Funding, Fund Management, and Use of Funds*

It is anticipated that approximately 10-15 applicants will be awarded ranging in amounts from \$75,000 to \$750,000.

## **Selection of Applicants for Funding**

Applicants will be selected in rank order

## **Cost Share or Matching Requirement**

See the [General and Fiscal Guidelines](#), *Cost Share/Match Requirement*.

TEA requires a cost share/match.

For each principal resident funded with grant funds, LEAs must provide a match of \$15,000 towards each principal resident's year-long, full-time salary. LEAs shall not use federal funds for match.

## **Limitation of Administrative Funds**

See the [General and Fiscal Guidelines](#), *Administrative Costs*.

**NOTE:** Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

### **Direct Administrative Costs**

The authorizing statute permits applicants to budget reasonable and necessary direct administrative costs for this grant program.

### **Indirect Costs**

The grantee may claim a maximum for indirect costs equal to their current approved restricted indirect cost rate for this grant program. However, please note that IHEs that only have an approved unrestricted indirect cost rate will be capped at 8% for indirect administrative costs.

To calculate the maximum indirect costs that can be claimed for a grant, complete the [Maximum Indirect Costs Worksheet](#), posted on the Administering a Grant page, under the Handbooks and Other Guidance section.

### **Pre-Award Costs**

See the [General and Fiscal Guidelines](#), *Pre-Award Costs*.

Pre-award costs **are not** permitted. Pre-award costs are permitted from the award announcement date to the start date.

## **Activities and Use of Funds**

See the [Administering a Grant](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds may include but are not limited to the following:

### **Travel Costs for Officials such as Executive Director, Superintendent, or Board Members**

Travel costs for officials such as the executive director, superintendent, or board members may be funded under the grant program. Only the following travel costs are allowable for these positions:

- In state travel costs for purpose of Principal Residency Grant

### **General Allowable Activities and Use of Funds**

- Professional development/curriculum for residents
- Stipends or salary for residents
- Stipends for mentor principals
- Certification exam costs for residents
- Travel for residents for IHE/EPP training or coaching purposes
- Curriculum textbooks for residents

### **General Unallowable Activities and Use of Funds**

In general, refer to the Budgeting Cost Guidance Handbook on the [Administering a Grant](#) page for unallowable costs.

### **Field Trips**

Field trips may not be funded under the grant program.

### **Advisory Council**

An advisory council may not be funded under the grant program.

### **Cost of Membership in Any Civic or Community Organization**

The cost of membership in any civic or community organization may not be funded under the grant program.

### **Hosting or Sponsoring of Conferences**

Conferences may not be hosted or sponsored under the grant program.

### **Out-of-State Travel**

Out-of-state travel costs are not allowable.

In addition, unallowable activities and use of funds for this grant may include but are not limited to the following:

- Debt service (lease-purchase)
- Compensation or bonuses for attending professional development
- Computer or mobile device equipment
- Capital outlay

## **FEDERAL GRANT REQUIREMENTS**

### **Equitable Access and Participation**

See the [General and Fiscal Guidelines](#), *Equitable Access and Participation*.

This requirement **does** apply to this federally funded program.

### **Private Nonprofit School Participation**

See the [General and Fiscal Guidelines](#), *Private Nonprofit School Participation*.

This requirement **does** apply to this federally funded program.

**Maintenance of Effort**

See the [General and Fiscal Guidelines](#), *Maintenance of Effort*.

This requirement **does** apply to this federally funded program.

**LOI SCORING AND REVIEW**

This section provides information on the scoring and review of LOI applications.

**LOI Review and Funding Criteria**

See the [General and Fiscal Guidelines](#), *LOI Review Criteria*.

**Standard Review Criteria**

See the [General and Fiscal Guidelines](#), Standard Review Criteria

Area Scored	Points Possible
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.	10
Goals, Objectives, and Strategies: Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?	10
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.	10
Budget Narrative: (up to one half page) 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.	10
<b>Total Standard Review Points Possible</b>	<b>40</b>

## Specific Review Criteria

See the [General and Fiscal Guidelines](#), Specific Review Criteria

Program Requirements	Points Possible
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.	10
The LEA must provide a description of the year-long, full-time residency	10
The LEA must provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the <i>Leverage Leadership Readiness Assessment: Data-Driven Instruction</i> provided in Attachment 1.	10
The LEA must provide a description of Observation and Feedback systems currently implemented at campus level and complete the <i>Leverage Leadership Readiness Assessment: Observation and Feedback</i> provided in Attachment 1.	10
The LEA must provide a description of a sustainability plan for how the residency grant supports their overall talent strategy and steps you will be taking to sustain the principal development beyond the life of the grant. <b>In the plan they must provide data to support the number of residents requested in cycle 6.</b>	10
The LEA must provide a clear description of a <u>proposed</u> communication system between the EPP team and key district players	10
Supplemental Attachment	40
<b>Total Specific Review Points Possible</b>	<b>100</b>

**Priorities for Funding**

See the [General and Fiscal Guidelines](#), Priorities for Funding.

In addition to the factors considered in awarding competitive grants as outlined in the previous sections above, TEA will award grants according to the following priorities, see table below TEA Priority Points:

Priority Points Criteria	Points Added
Districts that have been identified, notified, and required to create and submit an ESSA Equity Plan for the 2019-2020 school year.	10
Districts that have a distinction of being a fast growth district for the 2021-2022 school year.	5

**Oral Interviews for Funding**

See the [General and Fiscal Guidelines](#), *LOI Oral Interviews for Funding*.

Applicants that receive 70% of the total points available through the sum of the peer review criteria and assignment of priority points will be invited to attend an oral interview which will be conducted virtually, from November 28, 2022, through January 12, 2023. Scores from the Oral Interviews will be added to the scores from the peer review to calculate the final score that determines preliminary award selection.

Applicants will have the opportunity to elaborate and be evaluated on the following topics. Both applicant and evaluator may reference any RFA documents, including the program guidelines, the FAQs, and the Attachments (*Leverage Leadership Readiness Assessments*, *Principal Residency Grant Fidelity of Implementation Rubric for LEAs*, and *Principal Residency Grant Fidelity of Implementation Rubric for EPPs*).

1. Targeted Recruitment and Selection (5 points)
  - a. LEA plans to utilize demonstrated criteria in recruitment and selection 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.
  - b. LEA plans to employ residency practices that include referrals from district and campus-based leadership, a digital presence (emails, social media, etc.), and event-based outreach that involves direct interaction with prospective residents.
  - c. LEA plans to include the degree to which the diversity of the residents mirrors that of the student population in their recruitment and selection strategy.
  
2. Residency Experiences (5 points)



- a. LEA plans to implement residency that includes substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.
  - b. LEA plans to implement residency that includes associated skill requirements 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; Strategic Problem Solving
3. Instructional Leadership Systems – Observation and Feedback (10 points)
    - a. LEA currently implements or plans to implement an Observation and Feedback instructional leadership system
  4. Instructional Leadership Systems – Data-Driven Instruction (10 points)
    - a. LEA currently implements or plans to implement a Data-Driven Instruction instructional leadership system

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