



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.

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 TE/ Grants Opportunities page)

Attachment 1: Leverage Leadership Readiness Assessment

Attachment 4: Instructional Leadership Meeting

Attachment 2: Supplemental Narrative Question Responses

Attachment 5: District Coaching Tool

Attachment 3: Educator Preparation Program's Scope and Sequence

Amendment Number

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

Applicant Information

Organization CDN Campus ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. LEA assures that the principal residency is full-time and at least one year in length.
- 8. LEA assures that residents 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.

Venus ISD has a transformational vision for district improvement that includes a mission to improve student outcomes for college and career readiness by meeting the individual needs of all learners. To achieve this mission, we must recruit and retain diverse and highly qualified campus instructional leaders to serve in our rural, economically-disadvantaged school district. Our location creates recruitment and retention challenges with administrators leaving to pursue higher-paying positions in larger districts. To address this need, Venus ISD will partner with Sul Ross State University to create a Grow Your Own (GYO) Principal Pipeline Program. VISD is committed to sustaining this pipeline through the continued use of local and Title II professional development funds. The Venus ISD/SRSU partnership will be modeled after other SRSU partnerships that have been successful in graduating, certifying, and placing residents since 2017. The GYO Principal Program has a rigorous and comprehensive recruitment and selection process, modeled from the Principal Residency Grant rubric, which ensures candidates are diverse, committed to excellence, and will remain at Venus ISD. Emphasis is placed in the application and interview on attracting diverse candidates to reduce the disparity in ethnicity between the student and administrator ratio and attract culturally proficient candidates experienced with SPED, Emergent Bilingual, and At-Risk student populations. The strong emphasis in the ESF model in the GYO Program mirrors the district's transformational vision to raise academic scores and address the diverse needs of Venus ISD's student population. GYO residents will be placed with principal mentors who embrace the ESF and have had training and experience through Texas Instructional Leadership training. Both residents and mentors will complete a survey to assist in the matching of residents to mentors. The GYO Program will allow the district to create and sustain a pipeline of high-quality candidates who have experience and are ready to step into positions as campus instructional leaders with 21st century evidence-based skills. Grant monies will enable two GYO candidates to leave the classroom and dedicate themselves full-time to completing their Action Research Project, shadowing their mentor principal, and mastering real-world, authentic administrator skills. This program will help us accelerate progress in achieving the mission of Venus ISD to improve academic performance in our struggling schools and subpopulations. For example, a current academic goal is to close the 22 point gap between the percentage of VISD 9th graders who Meet expectations in English I and that of the state. During their year-long practicum, residents will complete all nine of the TExES 268 Identified Integrated Pillars and conduct an Action Research Project that addresses the ESF levers and change process model. Residents will analyze campus data, and identify high-leverage, high-priority campus needs. They will form a data team of relevant teachers, who will conduct a root cause analysis, create a targeted improvement plan, conduct professional development to improve instruction, and implement the TIP in classrooms. During implementation, heavy emphasis will be placed on the residents' continuous monitoring of the Data Team using teacher/student exemplars and common assessments. Coaching, observation, and feedback skills are currently being implemented using Bambrick methodologies. Residents will reflect on team success in a comprehensive showcase, the Portfolio Defense, attended by all stakeholders. Upon completion of the SRSU master's degree and certification, residents will continue in an instructional leadership role and be considered for positions as campus administrators as they become available.

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 1: Identify two principal candidates from a diverse pool of principal candidates who are reflective of the student demographics to participate in a year-long, full-time, authentic instructional leadership experience to retain and advance their careers while transforming struggling campuses. Goal 2: Transform low-performing campuses by training principal interns, principal mentors, and teachers in the ESF school improvement model and TIL training as candidates progress throughout the SRSU leadership program and obtain their masters and principal certification. Goal 3: Develop and sustain the Venus ISD GYO principal pipeline by assigning quality principal mentors to residents who will receive professional development alongside residents and maintain continuous communication with residents and SRSU field supervisors during the residency experience. Interns will engage in a variety of instructional leaderships activities to develop the skills necessary for instructional leaders who effect positive change: 1. Facilitate a campus team of teachers to improve instruction using the Driven by Data 2.0 model of weekly data analysis meetings and TEKS-aligned data analysis of common assessments and teacher exemplars; 2. Mastery of the ESF levers and change process model using action plans; 3. Cultural proficiency and recognition of biases in accessing root causes for low-performing subpopulations and addressing diverse student needs with instructional strategies targeting those root causes; 4. Plan and implement PD that addresses targeted needs and is monitored continuously through the implementation phase of the TIP; 5. Coaching, observation, and feedback skills using Bambrick-Santoyo methodologies through weekly observation and feedback cycles; 6. Manage leadership and administrative tasks, e.g., discipline, attendance, plant management, budget, master schedule, new teacher training, in-service plans and facilitation, hiring, placement, T-TESS, observations, and other duties as needed.

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.

The GYO Program will enable Venus ISD to improve principal retention, improve school culture, and positively affect student achievement. By training principal mentors and residents on the ESF and TIL models, struggling schools and subpopulations will improve academically, and teachers will become data-driven instructors. This transformation requires effective leaders guiding the ESF change process to identify needs, plan solutions, and implement and monitor the plan. Success of residents will be measured as follows: 1. By August 2023, residents will conduct in-depth data analysis and needs assessment to identify high-priority, high-leverage items at the TEKS level for improvement and will work with teachers by facilitating the planning, training, and implementation of a targeted improvement plan. Outcomes will be shared with stakeholders at the August 2024 Portfolio Defense. 2. Fall 2023, the resident and PLC team will identify proven instructional strategies and plan a TIP. By December 2023/January 2024, the resident will facilitate professional training on the targeted instructional strategies allowing time for modeling, lesson planning and scripting, and practice before implementation. 3. In Spring 2024, the Team will implement for 6-10 weeks. Residents will conduct pre/post-observation meetings, walk-throughs and coach team members as needed. During weekly meetings, assessments and student work will be analyzed. Outcomes will be shared with stakeholders at the August 2024 Portfolio Defense. 4. By August 2024, campuses supported by residents and their PLC Teams will show a measurable improvement in student and professional growth because of the additional PLC Team support, TIL, ESF, T-TESS, and AEL trainings, and other campus initiatives including blended learning and AVID Schoolwide. 5. Principal Mentors and Field Supervisors will continuously monitor residents' progress through the program using real-time instruments providing 3-way feedback: interactive calendar, logs, and reflections. Individual resident meetings will occur for any resident with significant gaps in Pillar assignments. TIL trainers will provide additional observations of residents. 6. From August 2023/August 2024, residents will take practice TExES 268 examinations and be provided feedback as needed on weaknesses in Domains/Competencies. Residents must score 80% on the ETS practice TExES 268 Examination. Residents with lower scores must complete a remedial course of study and re-test. 7. Additional performance measures will include team video interviews, 3 mid-practicum surveys, a summative data literacy survey, career advancement survey, observation and feedback reports, successful certification, and placement of candidates; resident and principal mentor program satisfaction surveys. 8. Venus ISD and SRSU will utilize a district and SRSU fidelity of program instrument. Program effectiveness is measured by resident and principal mentor program satisfaction surveys.

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.

The budget for this program will fund the residency for two principal residents who will serve full-time in a year-long residency and will be relieved of all teaching duties. This allows candidates to be fully immersed in authentic, real-world instructional leadership activities. Funds for two residents totaling \$150,000 grant funds plus \$30,000 district matching funds (total of \$180,000) will cover the following items:

Two Principal Mentors will be provided a \$2,000.00 stipend each to encourage highly effective administrators to serve as mentors to residents and will ensure proper time is taken with residents to maximize the program's effectiveness.

One district Grant Manager will be provided a stipend to ensure uniform communication and central office support.

ESC 11 training for T-TESS and AEL at for each resident candidate to ensure they are fully prepared to step into an administrative position. // Testing, books, and materials for each resident candidate.

SRSU tuition and fees estimated at \$10,000 each to provide instruction and completion of master's in educational leadership with certification.

ESC Texas Instructional Leadership (TIL) training for all campus administrators and district instructional leaders, including two principal residents.

Salaries and benefits for two principal residents will include district matching funds of \$18,000 each.

To ensure that the Grow Your Own Principal Residency Program remains sustainable for future cohorts, Venus ISD will adjust funds shifting back to local monies if PRG funds are not available to ensure that the district's principal pipeline continues to build capacity for highly qualified principal candidates.

The district has demonstrated its commitment to continuing the work begun with grant monies in order to sustain continuous improvement. For example, Venus ISD matched Raising Blended Learners grant funds provided by the Charles Butt Foundation to absorb the cost of an instructional coach over the life of the grant. Once the grant expires, the district will fully fund that position. The district used available funds to continue the ESF work and training begun after participating in a grant-funded ESF diagnostic provided by the ESC for Region 11. The district received TCLAS funding for Decision 4 and was able to hire two paraprofessionals who had completed a bachelor's degree as teacher interns; these interns will receive grant monies to offset the costs of their educator preparation programs. The district is committed to sustaining the teacher Grow Your Own program and is working with current paraprofessionals who are in bachelor's degree programs and placed them in strategic positions in the district to develop them as eventual classroom teachers. The district has also implemented a CTE pathway for Education & Training and is working to sustain a teacher pipeline that begins with our students. The district will apply School Action Fund grant monies to continue the ESF and TIL work across all campuses and provide training to instructional leaders in the areas of data-driven instruction, lesson planning and alignment and formative assessments. The district will continue to guide campuses to adjust their master schedules to provide core teachers with daily PLC time to collaborate on curriculum planning, analyzing TEKS and data, and planning common assessments and student-level data-driven instruction. The district has supported this work by approving necessary full time positions to ensure that campuses have the necessary staff to sustain these schedules.

If PRG monies are not available, the district will use available Title II monies to fund the next stage of ESF and TIL training. Adjustments will be made in the future to meet needs as they arise by using the zero-based budget to allocate funds for the prioritized resource or program.

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.

Venus ISD will recruit and select highly qualified candidates who are interested in becoming high-impact campus instructional leaders. Social media, district and campus websites, and district email will be utilized to attract diverse, qualified candidates from within the district to apply for the GYO Principal Residency Program. Campus principals will be consulted to recommend candidates that hold unique skill sets and who are high performers with demonstrated instructional skills. Selected candidates will be based on their leadership ability as demonstrated by: student achievement on STARR and EOC tests, and from progress benchmarks, teacher created materials, TELPAS, Texas Teacher Evaluation, T-TESS, appraisal data, overall body of work, commitment to the district, and alignment to student demographics which are majority Hispanic. For application purposes, interested candidates will submit their education background, certification and teaching experience, a self-evaluation, and prior campus leadership experience (e.g. department chair, service on Campus Improvement Team, instructional coach). Additionally, candidates will submit a professional resume, letter of recommendation from current supervisor, and evidence of the last three years of student data to plan academic improvement of their students and their effectiveness in closing achievement gaps. At the time of screening and selection, a selection committee comprised of the K-12 Coordinator, SRSU Program Coordinator, and principals, will review the application packets using rubrics to rate each of the application components. Strong candidates will be interviewed by the Selection Committee who will use an oral interview rubric that includes components of leadership style and disposition, teacher content knowledge, advocacy for at-risk students, growth mindset, and instructional knowledge. Prior to the interview, applicants will complete a timed writing sample containing open-ended questions concerning educational leadership that demonstrate problem-solving ability and leadership decision-making based on the Knowledge, Skills, and Mindset (KSMs) model derived from the Texas Education Agency's (TEA's) standards for the Principal as Instructional Leader. After the interview and writing, all scores will be tallied and candidates with the highest scores will be selected into the program. Prospective principal mentors, residents will complete a TEA-approved survey to assist in finding the best match.

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.

Venus ISD and SRSU will align coursework and residency experiences. Residents will practice and master leadership skills, e.g., coaching and improving student outcomes. Principal Mentors, ESC-TIL Trainers, and SRSU Field Supervisors mentor residents in pre- and post meetings, walkthroughs, and other authentic experiences along with providing real-time feedback through a variety of media. The SRSU Action Research Project provides application of the ESF model by requiring the residents to conduct in-depth data analysis and select a high-priority and high leverage item (TEKS) for improvement. Residents will facilitate weekly PLC Team meetings throughout the year-long residency. In Practicum I, the resident learns how to conduct a root cause analysis and practices with peers and then facilitate the PLC Team's root cause analysis, with feedback from mentors. In Practicum II, the PLC Team creates a Targeted Improvement Plan to address the targeted TEKS and creates and implements Professional Development. The resident facilitates the training to include modeling and practicing lessons; unpacking the TEKS, scripting lessons, and writing teacher/student exemplars. In Practicum III, the PLC Team adds the observation schedule and weekly data analysis meetings and facilitates weekly data analysis meetings to review common assessments and teacher/student exemplars to monitor student progress. Data on effectiveness of collaboration and professional growth are compiled and analyzed including 3 surveys, PASL PD survey, team interviews post-implementation, meeting evaluation reports, feedback, and re-training adjustment reports. The resident's mentor and supervisors work collaboratively to provide ongoing feedback, PD, exemplars, and discussion to guide the development of the resident.

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.

Venus ISD has developed a framework for PLC grounded in the research of DuFour (2018) and driven by the methodologies of Bambrick-Santoya (2019) for the planning and implementation of high-quality curriculum, instruction, and aligned assessment and professional learning. Campus and district instructional leaders completed a TIL lever on Data-Driven Instruction, and we have integrated elements of that learning throughout PLC by adding more frequent common formative assessments at the individual TEKS level. District and campus instructional leaders collaborate to support PLC teams and provide training to teachers on methods of implementing data-driven instruction, including data analysis, TEKS-analysis, aggressive monitoring, progress monitoring and tracking, and differentiated instruction. A district assessment calendar provides guidance for PLC teams to plan for units of instruction, interim assessments, and common formative assessments. PLC teams are led by a teacher leader designated by the campus administrator. The PLC framework begins with NWEA MAP Growth as a universal screener and then calls for unit and interim assessments that are developed at the level of rigor demanded by the TEKS and demonstrated in STAAR. PLC teams use the data to identify areas of strengths and weakness at the TEKS level for all students and determine instructional moves, reteaching, and spiraling of essential content. Teachers use individual student data to differentiate instruction and create personalized learning pathways for students. Time is provided for PLC teams to meet at least once weekly, and extended time is provided once a month during staff development. Instructional leaders meet to conduct classroom walkthroughs and determine trends across PLC teams and identify professional development needs. Student achievement data is analyzed to determine strengths and weaknesses across PLC teams and campus leaders collaborate with instructional coaches to provide targeted support to teachers through discussion of lesson plans, modeling, coaching and feedback.

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.

Campus and district instructional leaders received level one TIL training in observation and feedback in a district-wide effort to provide more support to teachers. Campus leaders identify teachers to observe and provide feedback based on their own content expertise or the needs of the teachers as determined by experience, student performance data, student discipline data, or walkthrough observations. Campus leaders collaborate with centralized instructional leadership staff to serve as many teachers as possible. All instructional leaders engaging in observation and feedback follow the Bambrick model of identifying a key action step and practicing its implementation, setting a time for follow-up, and observing the implementation of the key action step. The observation and feedback cycles support T-TESS by giving teachers opportunities to reflect and improve. Campus leadership teams meet weekly to discuss trends they find across classrooms, identify areas for improvement, and plan professional development and instructional coaching. Walkthroughs with district administrators and instructional coaches allow the campus leadership teams to calibrate their observations. Campus leaders receive coaching from a principal manager to support their development. Campus leaders report the number of observations they conduct, the action steps they identify, and the progress they observe, which is compiled in a district data tracker. Campus leaders use a common script to provide feedback to teachers and submit those scripts to the principal manager, who coordinates calibration and feedback to the campus leaders. Observation and feedback sessions for campus leaders encourages the structures of planning and practice of the action steps.

Program Requirements (Cont.)

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

Venus ISD is committed to the vision to implement a principal pipeline in 2023-2024 and has already begun discussions with SRSU to develop a partnership that will exist within or outside of a principal residency grant. If grant funding is not available, a pilot principal internship will be considered in which candidates will be selected to serve as principal interns on a modified schedule. Local funds would be used to pay these interns a stipend, and Title II professional development monies to cover the cost of their TIL training. In addition, VENUS ISD and SRSU will negotiate tuition costs to ensure residents receive their master's with certification at no or reduced cost. Beyond the internship, Venus ISD is committed to providing principal interns with opportunities to take on instructional leadership roles in the district. As part of this initiative, highly-qualified graduates from the Venus ISD/SRSU Partnership GYO Program will be given preference in administrative job openings including instructional coaches, curriculum coordinators, assistant principals, principals, and other central office positions. These intern graduates will participate in district leadership team development, a program initiated by the superintendent to support the leadership development of district and campus administrators. Venus ISD will ensure that all graduates from the Grow Your Own principal pipeline will have a vehicle for immediate career advancement. Successful, graduated principal residents will continue serving campuses as instructional leaders in roles that directly support the work of PLC teams and campus administration. Positions will be created as determined by the highest priority need for the 2024 - 2025 school year in which residents can be immediately placed so that the entire district may benefit from their instructional leadership experience, allowing the district to meet or exceed current goals for improved student achievement outcomes.

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

Venus ISD will utilize a communication system that allows digital and live, virtual interaction, real-time updates and workflows, and monitoring by all relevant stakeholders, such as the principal mentors, SRSU field supervisor, district program coordinator, etc. Principal mentors and field supervisors will meet with residents weekly throughout the practicum experience. Communication aides such as interactive calendars and shared web-based drives will allow multiple stakeholders to schedule events and provide a platform for commentary and feedback. Residents will be required to provide a calendar that includes all activities planned for the upcoming week, and principal mentors and field supervisors' comments and assistance will be added prior to and after those events. The real-time calendar also ensures excellent attendance by the mentor and field supervisor at those events thereby providing more opportunities for feedback on residents' strengths, weaknesses, and opportunities for growth. Residents struggling in the program will be provided a SRSU tutor who will meet one-on-one to reteach and reassess the resident. Residents' progress, especially those working with a tutor, will be reviewed at the SRSU monthly Practicum meetings. Obstacles and barriers residents and the district are encountering will be reviewed each month in the SRSU monthly curriculum meetings and systems will be revised and improved based on the curriculum committee's recommendations. With grant monies, the TIL coaches from the ESC will add additional observations and will walk-along with residents as they do walk-throughs, pre-observation meetings, post-observation feedback sessions, and re-training events to emphasize and assist residents in mastering Bambrick, TIL, and T-TESS coaching principles. Other stakeholders will assist in workshops and one-on-one instruction including district data analysis, human resources, federal programs, transportation, and food services directors. The SRSU Coordinator will work directly with the Venus ISD Grant Director to coordinate workshops and logistics to ensure program goals are achieved. Venus ISD Grant Director, Principal Mentors, SRSU Field Supervisors, instructors and well as SRSU's Program Coordinator strengthen the partnership relationship with the formation of the resident recruitment and selection committee, and orientation training on program curriculum and goals.

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"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment