

**2024-2025 Principal Residency Grant Cycle 7**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 27, 2023**

Texas Education Agency

NOGA ID [redacted]

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

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

Application stamp-in date and time

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, October 27, 2023**.

Grant period from **February 12, 2024 - August 31, 2025**

Pre-award costs permitted from **Pre-award costs are not allowed.**

**Required Attachments**

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

Attachment 1: Leverage Leadership Readiness Assessment

Attachment 4: Instructional Leadership Meeting

Attachment 2: Supplemental Narrative Question Responses

Attachment 5: District Coaching Tool

Attachment 3: Educator Preparation Program's Scope and Sequence

**Amendment Number**

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

**Applicant Information**

Organization Venus ISD CDN 126908 Campus [redacted] ESC 11 UEI NL31NX47

Address 100 Student Dr. City Venus ZIP 76084 Vendor ID 1756002705

Primary Contact Hollis Moore Email hollis.moore@venusisd.net Phone 972-366-3448

Secondary Contact Ann-Marie Morgan Email annmarie.morgan@venusisd.net Phone 972-366-3448

**Certification and Incorporation**

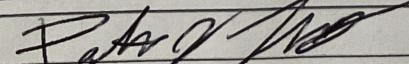
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized 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 Patrick Torres Title Superintendent

Email patrick.torres@venusisd.net Phone 972-366-3448

Signature  Date 10-27-2023



**Shared Services Arrangements**

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

**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. LEA assures that the principal residency is full-time and at least one year in length.
- 8. LEA assures that residents have no more than two hours per day of significant classroom responsibilities.
- 9. LEA assures that residents do not hold a principal certification in the state of Texas.
- 10. LEA assures that residents will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities
- 11. LEA assures that all mentor principals, district managers of the Principal Residency Grant, and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Summer 2024.
- 12. LEA assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.
- 13. LEAs and EPPs must utilize *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.

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

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

Check each of the following boxes to indicate your compliance.

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

**Summary of Program**

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

The mission of Venus ISD is for students to achieve academic success by taking ownership of their learning, and in order to do this the mission for educators is to prepare and personalize instruction through knowledge of each child's strengths and weaknesses. This mission depends upon the effectiveness of instructional leaders. Recruiting experienced campus administrators is a challenge for us as a rural district with a high population of economically disadvantaged students. We have found a highly effective method of ensuring quality staff is to grow our own, as teachers or instructional leaders. Venus has partnered with Sul Ross State University to create a Grow Your Own Principal program. Venus is committed to sustaining this partnership through a variety of fund sources. This partnership allows a Venus ISD teacher to enroll in SRSU's master's in Educational Leadership program while serving as a principal intern for a Venus campus. Our GYO Principal program uses a comprehensive recruitment and selection process that reflects the Principal Residency Grant rubric, ensuring candidates are diverse, committed to excellence, and desire to remain in Venus ISD. The process is designed to attract candidates with diverse experiences, particularly with SE, EB, and At-Risk student populations. The district has redesigned its instructional leadership model to reflect the Effective Schools Framework as a result of training in Texas Instructional Leadership and Texas Principal Evaluation System of Support, and principal interns will be paired with mentor principals who have strong routines grounded in the ESF and who have the experience and capability to mentor aspiring principals with Texas principal standards in mind. Our principal interns are ready to take on instructional leadership positions within in the district after a year-long internship that allows them to experience every aspect of campus leadership with a strong emphasis in instructional leadership. The partnership with SRSU ensures that principal interns receive quality instruction in all areas of the principalship, and grant funds ensure that the interns are able to devote sufficient, quality time in completing action research that directly supports Venus ISD students, especially students in struggling schools or subpopulations that have not performed as successfully as others in the district. For instance, in 2022-23 4% fewer students in 9th grade identified as Hispanic approached the passing standard on STAAR EOC English 1 than did White students, and a 16.5% discrepancy exists for those students identified as EB. The district's goal is for the campus instructional leaders to work with teacher teams to implement continuous improvement cycles of data analysis and instructional planning to identify and respond to gaps in student learning in order to address these performance discrepancies. SRSU's EPP is designed to ensure principal candidates receive instruction and opportunities to apply their learning in authentic experiences that will positively affect Venus ISD students and teachers. The interns will analyze campus data and identify high-leverage, high-priority campus needs and lead a PLC or data team to conduct a root cause analysis, create a targeted improvement plan, conduct aligned professional development, and implement the plan in the classroom. The intern will work closely with the mentor principal and the district's curriculum department to ensure they are continuously monitoring data and identifying research-based, best practices. Interns will receive coaching using the Bambrick model to improve their practices. Finally, interns will present a Portfolio Defense in which they will showcase their year-long learning and results. Upon completion of the SRSU master's degree and principal certification, interns will continue in an instructional leadership role in the district and be considered for available campus administrator positions.

**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 principal candidate from a diverse pool of educators that reflect the district's student demographics to participate in a year-long, full-time, authentic instructional leadership experience at a struggling campus, who will remain in the district to continue the work of transforming instruction. Goal 2: Transform low-performing campuses by training principal interns to implement instructional leadership moves grounded in the ESF model that focus on the use of high-quality instructional materials, developing teachers with strong instructional practices, and using data to personalize learning for all students. Goal 3: Sustain the GYO principal program by assigning mentor principals who work alongside interns in professional development, campus operations, and instructional leadership and that maintain continuous communication with residents, district administrators, and SRSU field supervisors while providing a variety of authentic instructional leadership experiences necessary for instructional leaders who desire to effect positive change. Activities and strategies to meet these goals include: 1. Facilitation of a PLC team to engage in continuous improvement following the Driven by Data 2.0 model of weekly data meetings and data-driven planning. 2. Development in the ESF model through district leadership training. 3. Training in cultural proficiency and recognition of biases to identify root causes for low-performing subpopulations and appropriate instructional responses. 4. Planning of PD that addresses needs identified by data and monitored through frequent walkthroughs. 5. Development of teachers through coaching, observation, and feedback using the Bambrick model. 6. Management of leadership and administrative tasks, e.g., discipline, attendance, operations, budget, master schedule, new teacher training, teacher in-service, hiring, T-TESS, and other duties as assigned.

**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.

Performance measures for the GYO principal program align to the ESF and target teacher growth and student achievement. Principal interns will identify needs, develop solutions, and implement and monitor the resulting improvement plan. Interns' success will be measured as follows: 1. By August 2024, interns will conduct in-depth data analysis and needs assessment to identify high-priority, high-leverage items at the TEKS level for improvement and will contribute findings to the campus improvement plan. 2. Throughout Fall 2024, the intern will work with teachers by facilitating the planning, training, and implementation of a targeted improvement plan in response that is approved by the mentor principal with outcomes being shared at the year-end portfolio defense for all stakeholders. By January 2025, the intern will facilitate professional development on the targeted instructional strategies with time for modeling, lesson planning, and practice. 3. In Spring 2025, the PLC team will implement the plan, and the intern along with mentor principal and district administrators will conduct walkthroughs and identify needs among teachers and students. The intern will work with teachers in a weekly PLC meeting on using student work and assessments to identify gaps in learning and make appropriate responses to instruction that align to campus initiatives such as blended learning, learning through writing, and schoolwide AVID. 4. By May 2025, student performance will show considerable improvement. 5. Mentor principals and field supervisors will continuously monitor the intern's progress and provide ongoing feedback and communication through a variety of methods, including calendars, digital learning logs and reflections, and virtual and in-person meetings. 6. Interns will take practice TExES 268 exams and receive feedback on weaknesses in domains and competencies in order to take remedial courses and retest if scoring below 80%. 7. Additional performance measures will include team video interviews, mid-practicum surveys, summative data literacy survey, career advancement survey, observation and feedback reports, successful certification and placement of candidates, and satisfaction surveys. 8. Venus ISD and SRSU will utilize a fidelity of program instrument with program effectiveness also being measured by intern and mentor principal 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 one principal intern who will serve full-time in a year-long residency and will be relieved of teaching duties. The candidate will be fully immersed in authentic instructional leadership activities.

Funds for the residency total \$75,000 plus \$15,000 district matching funds for a total of \$90,000 to cover these items:

One district grant manager will receive a \$3,000 stipend to ensure full compliance with the program guidelines, maintain constant communication with the EPP, monitor consistent alignment to the district's ESF-aligned instructional leadership model, and support the mentor principal and intern as needed.

One mentor principal will receive a \$2,000 stipend to ensure consistent communication with the EPP and alignment of training opportunities for the intern.

SRSU tuition and fees and required textbooks estimated at \$12,000 to provide instruction and completion of master's in educational leadership and principal certification.

Salary and benefits for the principal intern estimated at \$65,000.

Training and professional development for the intern for T-TESS, AEL, and other topics related to instructional leadership that directly support the campus's goals will be included up to \$8,000.

To ensure the GYO principal program remains sustainable for future cohorts, Venus ISD will adjust funds to shift back to local monies if PRG funds are not available so that the district's principal pipeline can continue to build capacity for high qualified principal candidates.

Venus ISD has successfully managed grant monies to implement and sustain school improvement. For example, when awarded the Raising Blended Learners grant provided by the Charles Butt Foundation, the district transitioned the fund source for the full-time blended learning coach to local monies so that when the grant expires the district will retain and fully fund the position. The district received TCLAS funding for Grow Your Own teachers and continues to employ the qualified teacher candidate who benefited from those funds. Following the GYO teacher model, the district continues to support teacher candidates who desire to remain in Venus ISD by pairing them with instructional coaches and mentor teachers who receive additional stipends to provide ongoing support to these teacher candidates. The district also funds stipends for mentor teachers for all new teachers in the district. The district uses GYO Cycle 6 funds to grow the Education & Training CTE program of study. The district's two School Action campuses have used grant monies to fund full-time instructional leadership positions in order to ensure alignment of the ESF model and implementation of high-quality instructional materials and data-driven planning processes across all campuses. The district continues to support campuses to use master schedules to provide daily time for PLC and collaborative planning for all core teachers. The district has approved full-time positions necessary to sustain these schedules.

If PRG monies are not available, the district will use available Title funds to continue the work throughout campuses. Adjustments will be made in the future to meet needs as they arise by using a 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.

The district will recruit and select from highly qualified candidates that are interested in becoming instructional leaders in Venus ISD. The district's communication officer will support the recruitment efforts by posting to social media and using district and campus communication channels to attract diverse, qualified candidates from within the district to apply. Campus principals will recommend candidates that demonstrate aptitude for instructional leadership and excellence in the classroom as demonstrated by student performance on local and state assessments and teacher performance on T-TESS, commitment to the district, and overall body of work. As part of the application process, candidates will submit a resume that includes their education background, certification and teaching experience, and prior campus leadership experience. Candidates will need a letter of recommendation from a current supervisor and evidence of at least three years of using student data to plan academic improvements that indicate their effectiveness in closing achievement gaps. The selection committee will interview the selected candidates after reviewing their applications and qualifications, using a rubric to rate each component of leadership aptitude, content knowledge, advocacy for at-risk students, growth mindset, and knowledge of instruction. Candidates will complete a writing sample in response to open-ended questions concerning educational leadership that demonstrates problem-solving ability and leadership decision-making knowledge based on the Texas standards for principals as instructional leaders. The selection committee will identify the candidate with highest scores and match him or her with the campus and mentor principal best suited for the residency.

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's GYO principal program aligns to SRSU's coursework for the educational leadership program and required practicums. Interns will practice and master instructional leadership skills such as coaching and using data to improve student outcomes. Mentor principals and SRSU field supervisors support interns through pre/post conferences and observations, walkthroughs, and other authentic experiences so that the intern receives constant feedback. SRSU's action research project, which the intern will complete throughout three practicums, provides the intern the opportunity to apply core practices found in the ESF model by requiring the intern to conduct data analysis and use continual improvement processes in weekly PLC meetings to identify high-leverage, high-need TEKS to address through research-based instructional strategies. In Practicum I, the intern learns how to conduct a root cause analysis and practices with peers before facilitating a PLC team to do the same, receiving feedback from mentor principal and field supervisor. In Practicum II, the intern leads the PLC team to create a targeted improvement plan to address the targeted TEKS and then creates and delivers the professional development. In Practicum III, the intern leads the PLC team to add observation and weekly data analysis meetings to review student exemplars and other data points to monitor student progress and make instructional plans to address gaps in student learning. Data on the effectiveness of collaboration and professional growth are compiled and analyzed including surveys, PASL PD survey, team interviews, and other reports. The intern's mentor principal and field supervisor work collaboratively to provide ongoing feedback, PD exemplars, and discussion to guide the development of the intern.



**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 that is aligned to the Effective Schools Framework, 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 or an instructional coach selected for content expertise. The PLC framework begins with NWEA MAP Growth or mCLASS 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. The district provides annual training in observation and feedback to instructional leaders. 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 discuss identified trends and needs from observations they conduct and the action steps they identify, and the progress they observe in monthly district leadership meetings. 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 beyond the 2024-25 school year.

Venus ISD is committed to the vision to implement a principal pipeline in 2024 - 2025 and has engaged with SRSU and other EPPs 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 necessary 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 2025 - 2026 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 current or proposed communication system between the EPP team and key district personnel.

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. The district PRG manager 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 manager to coordinate workshops and logistics to ensure program goals are achieved. Venus ISD grant manager, mentor principals, 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"/>
<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**