



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

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.

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**.

Application stamp-in date and time

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 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 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 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 Ector County Independent School District (ECISD), located in Odessa, Texas requests \$749,889 to implement a 15 month Principal Residency Program to prepare 10 resident fellows for the 2024-25 school year. ECISD is in partnership with an approved EPP Principal Residency program at the University Texas of the Permian Basin (UTPB), for intentional revision and improvement of the district residency program. Resident fellows will complete a year-long principal residency, a master degree in educational leadership and principal certification. The principal residency program is aligned with the ECISD Strategic Plan and mission. "Believing OUR Students are THE Future, the mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society" is ECISD's mission. The three themes of the Strategic plan are Foundational Excellence, Talent Development, and the Learning Journey. The principal residency addresses Talent Development directly through authentic, campus based experiences, infused with the ESF levels that will greatly impact foundational excellence and our students' learning journey.

ECISD's need for the Principal Residency Program was evidenced in August by 7 vacant assistant principal positions and 6 unfilled principal positions for the 23-24 school year, in addition to another 10-12 anticipated vacancies for the 24-25 school year. Ethnically, ECISD's 33,500 students are 80% Hispanic, 14% Anglo, 4% African American and 2% other. Approximately 23% of ECISD students are English learners, 4% are homeless, 10% live with disabilities, 62% live in poverty and 63% are at risk for school failure. Given the composition of the student body, ECISD needs to address Levers 1 and 2 of the ESF by strategically staffing a diverse group of transformational leaders reflective of the unique characteristics of its students. Furthermore, in order to take students through their "learning journey," ECISD needs culturally responsive leaders, prepared to lead instruction, promote positive school culture and fill learning gaps. Emerging leaders need to come from diverse backgrounds, ready to meet a variety of student needs and characteristics, including those of different cultures, ethnicities, poverty level, disabilities and English learner status. Ten new Principal Resident Fellows, under selected mentor principals will engage in authentic leadership experiences infused into aligned leadership coursework at UTPB. Fellows will receive short-cycle coaching from a principal mentor and a UTPB coach. Fellows from ECISD's own teacher pool will reflect the diverse backgrounds of our students, being standout teachers, with a record of excellent student outcomes. Fellows will be supported with coaching, mentoring, exam preparation, review, practice interviews and district supports in the hiring process. They will complete an accelerated pathway to the master degree's & principal certification; and, will be ready to be hired as assistant principals by August, 2025. As this transition occurs, the experience with data-driven instruction, mentoring for struggling teachers, advocating for students, developing PLCs, along with the intensive coaching and mentoring, will result in 10 highly qualified assistant principals who have acquired "best practices" in "real time." This will enable ECISD to address the shortage of principals and assistant principals, along with new vacancies by August of 2025. It is anticipated that the 10 new assistant principals will produce excellent outcomes for the teachers and high needs students they will lead for years to come.

Goals, Objectives, and Strategies

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

The overarching goal of the Principal Residency Partnership between Ector County ISD, in collaboration with The University of Texas of the Permian Basin (UTPB), an approved EPP, is to prepare 10 outstanding teachers with diverse backgrounds and experiences to begin working as assistant principals for the 2025-26 school year. Objective 1: ECISD and the Principal Residency Program at UTPB will recruit 10 "stand out" teachers of diverse backgrounds, experienced with at-risk populations by March, 2024. Strategies include 1a. Principal Partnership Recruitment Seminar to be held in January, 2024; 1b. Submission of application portfolios, resumes, interviews, proof of being stand-out teachers and Eduphoria record of student outcomes 1c. Proof they are not certified, nor have they served as principals. Objective 2: Selected Fellows will complete the Principal Residency requirements (attachment 3), M.A. in Educational Leadership and exam #268 Principal Certification by August, 2025. Strategies to include: 2a. 5 day Institute during the summer of 2024 to focus on introduction, expectations of participants and key stakeholders, program requirements, TTESS and AEL Training; 2b. Authentic experiences for fellows infused into UTPB coursework; 2c. Santoyo's Implementation Rubric (Attachment 5), 2d. 6 annual in person coach visits; data-driven weekly virtual coaching; 2e. Intensive mentoring w/principal. Objective 3: The 10 Principal Resident Fellows will be fully certified as principals and will be hired as assistant principals in ECISD by August 1, 2025. Strategies include: 3a. UTPB Faculty review Pillars of Leadership & provide study sessions for principal exam#268. 3b. Data-driven instruction review 3c. Practice interviews 3d. Mentor feedback from RELAY instrument (attachment 4), 3e. Principals & Admin. will provide fellows with critical topics for principal interviews & review of data driven instruction 3f. Profile of an ECISD Leader, 4g. District Administration will review application for AP, screener, information on interview & hiring process.

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.

Objective one: Fellow candidates will undergo a rigorous selection process, including consideration of resumes, graduate school acceptance, diverse backgrounds, experience as a "stand out" teacher leader, success with high need students and suitability for an accelerated master's degree program. Beginning with the Principal Partnership Recruitment Seminar, to be held in January 2024, UTPB-ECISD residency and expectations will be provided to potential candidates. Application portfolios will be assessed and candidates will be interviewed by a panel of district administrators, a mentor principal, faculty and coaches from UTPB. Mentor principals will be selected by demonstrating proficiencies as transformational, instructional leaders, successful in data-driven planning and instruction; and, commitment to building human capital through aspiring principals. Objective two: In May, 2024, fellows will commence with coursework and a summer institute, inclusive of T-TESS and AEL training. Fellows will be tested and certified as T-TESS evaluators. Through coursework, fellows will be assessed as they develop a Strategic Partner Plan, a Rubric of Professional Development (using TAPR and student learning outcomes) and completion of "Culturally Responsive Learning Professional Development." Fellows will then conduct an Equity Audit Analysis, to be assessed by the UTPB Coach and Mentor Principal. Fellows will shadow mentors, observing the T-TESS process. Mentors will assess the fellows' use of T-TESS and after consultation, two struggling teachers will be selected for mentoring. "Schoolmint," a data-driven, teacher coaching platform & UTPB Teacher Coaching Framework with follow-up mentoring will be implemented. Fellows will receive Positive Behavior Interventions and Support training, after which they will advocate for 3 students in LPAC, ARD or 504 meetings. The mentor principal and UTPB Coach will assess mentoring and student advocacy using the UTPB Monthly Leadership Agenda Tool, student outcomes data and TTESS results. Data, results and a POP process will be used to develop action plans for struggling teachers. PLCs will use MAPs, STAAR & other assessments for data driven instructional planning, with use of exemplar lesson plans and strategies. Santoyo's "See It, Name It, Do It" Leading Teacher Teams (attachment 4) will be used in PLCs as a formative assessment & instructional tool. Fellows will be assessed through weekly UTPB Coach meetings using Santoyo's Data-Informed Assessment and Instruction (Attachment 5) and input from Mentor Principals. Fellows will participate in practice principal exams at UTPB, mock interviews, screener and hiring processes. Fellows will pass Texas exams #26 Principal as Instructional Leader and Performance Assessment for School Leaders, resulting in certification as principals Ultimately they will be hired as ECISD assistant principals. Surveys of fellows, mentors & teachers will be used for program assessment and improvement.

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 proposed budget is adequate to fully implement the needs and goals of the principal residency program, including support for 10 resident fellows and their 10 assigned principal mentors. Ector County ISD (ECISD) will make budget and program adjustments as needed to ensure quality, fidelity and overall success of the program. ECISD will provide matching funds of \$150,000 in addition to the requested funds of \$749,889 from TEA. The following narrative outlines the planned use of the funds:

SALARIES-- 6100

Salaries and fringe benefits will be paid at normal rates for ECISD payroll. Resident fellow salaries and benefits will be paid at the rate of \$50,000 per fellow for 10 fellows for a total of \$500,000. ECISD will pay \$15,000 in matching funds for each resident fellow. Ten mentor principals will be paid a stipend of \$1500 each for their services to provide daily supervision, mentoring, interventions and oversight of the fellows at a cost of \$15,000. The total for salaries and benefits is \$515,000.

PROFESSIONAL & CONTRACTED SERVICES-- 6200

Contracted services are requested to ensure a high quality education and experience for the 10 fellows. ECISD will contract with the University of Texas of the Permian Basin (UTPB) to pay tuition and fees for coursework leading to a Master's of Arts Degree in Educational Leadership for the 10 resident fellows, at a cost of \$12,250 per fellow, for a total of \$122,500. Additionally UTPB will be contracted to provide a five day Summer Institute to acclimate the fellows, mentor principals and district administration to the program and expectations, as well as provide Advancing Educational Leadership training and TTESS training at a cost of \$850 per fellow, including fees for AEL and TTESS training through Region 13 ESC. The total costs for the Summer Institute are \$8,500. Coaching will be provided through a contract with UTPB to ensure that fellows have intensive guidance and intervention as they move through the accelerated program. Weekly meetings and at least six formal observations, as well as help with on site integrated coursework, are planned for each fellow, at a cost of \$5675 per fellow, for a total of \$56,750. Required state examinations and certification fees will be paid for the 10 residents at a cost of \$700 per resident, for a total of \$7,000. Total for Professional and Contracted services is \$194,500.

SUPPLIES & MATERIALS--6300

Textbooks are requested for each fellow at a cost of \$1,200 each for a total of \$12,000. Total for Supplies and Materials is \$12,000.

Other Operating Costs--6400 No funds are requested in this area.

DIRECT COST TOTAL: The total of the direct costs described above is \$721,500.

INDIRECT COSTS: Indirect costs (IDC) are requested at ECISD's negotiated rate of .05387, excluding contracted services, for a total of \$28,389 IDC.

GRAND TOTAL: The total costs of the Principal Residency program at ECISD are: \$721,500 Direct Costs (TEA), \$28,389 Indirect Costs (TEA) for a total TEA Cost of \$749,889. Additionally \$150,000 will be provided in matching funds from ECISD, for a grand total of \$899,889.

When needed for program fidelity, continuous program improvement and/or development of the fellows, ECISD will request budget adjustments and amendments from TEA and adjustments will be implemented within the program in a timely fashion to ensure the efficacy and success of the Principal Residency 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.

ECISD will publicize the Principal Residency Program through websites, social media, email & district news. ECISD leadership will refer diverse, "stand out" teachers who have demonstrated success with various cultures and at-risk students mirroring ECISD's demographics. In January, 2024, A Principal Residency Partnership Seminar will be held to showcase the program and to provide information. Candidates will submit an application/portfolio with a professional resume summarizing educational background, Texas Teacher Certifications, teaching experience, student outcomes, leadership activities and professional development. Additionally, recommendation letters from district leaders, professors, acceptance to Graduate Studies, artifacts with student outcomes & leadership should be submitted. Prospective fellows should have not completed a principal or mid-management certificate and should not previously have served as a principal. A panel of administrators, a mentor principal, faculty/coaches from UTPB will screen candidates for the program. Consideration of the following five admissions criteria will be used: 1. Measurable Student Achievement: the review panel will use data from Eduphoria, CIRCLE MAPS, STARR and ECISD 9 week tests to assess student outcomes. Candidates will be given higher ratings when their outcomes with traditionally low performing students are strong. 2. Strong evaluations/appraisals: The panel will assess each candidate's formative and summative T-TESS evaluation rubric for the past 3 years and candidates with "distinguished achievement" in Planning and Instruction will be given higher ratings. 3. Interpersonal Leadership: The panel will review letters of recommendation & T-TESS Learning Environment and Professional Practices Domains to determine performance level when working with students, teachers and educational leaders. 4. Effective Response to Observations and Feedback: Candidates' T-TESS Observations and walk-through scores will be reviewed to determine candidate's improvement. 5. Evidence of Strategic Problem Solving, and Growth Mindset: The candidates' resumes, application letters & letters of recommendation will be used to determine indicators of leadership and problem solving. Additionally, candidates who mirror the diversity of ECISD students and/or demonstrate an understanding of high need populations, such as low-income, various ethnic groups, English Learners, students with disabilities & those at risk for failure will be prioritized for selection.

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.

ECISD RESIDENT FELLOW will: A. Complete a 15 month paid principal residency, with rigorous clinical learning experiences, after relocating to a mentor principal's campus. B. Fellows will complete job-embedded leadership activities, including pillars of the #268 Texas Principal's exam, infused into an accelerated master's degree in Educational Leadership with 30 hours of core content, w/6 hours of principal internship & Principal Certification. Time on Thursday afternoons will be given for coaching & preparation of work. Fellows will complete a summer institute with training in "Advancing Education Leadership" and certification in T-TESS. C. Mentor principals and UTPB coaches will assess the fellows' use of T-TESS, while fellows conduct an Equity Audit Analysis using the Effective Schools Framework. Two struggling teachers will be selected for mentoring. Fellows will create Action Plans for them, using the "Schoolmint" data-driven teacher coaching, POP cycles, T-TESS, PLCs with data-driven instructional planning, exemplars & follow-up mentoring throughout the year. Fellows will use Santoyo's Weekly Data Meetings (attachment 4) for PLCs. D. Fellows will train in Decision Making and Mindsets, Literacy and, Positive Behavior Interventions & Support, after which they will select 3 students to advocate for in LPAC, ARD or 504 meetings. Fellows will advocate for students and train teachers to use SMART goals, progress monitoring; & "Quarterly Planning to Improve Teaching & Learning." E. Using Santoyo's Implementation Rubric (Attachment 5) and UTPB's coaching tool, virtual, data-driven, weekly coaching, plus 6 face to face sessions annually will be conducted on strategic problem solving, teaching diverse populations and filling the learning gaps. F. Principal mentors will coach fellows on human capital, data analysis; and, student learning, closing learning gaps and assumption of responsibilities.

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.

Data-driven instruction is valuable to instructional planning, closing learning gaps and continuous improvement in ECISD. Long, medium and short cycle assessments are employed by campuses through a combination of formative and summative evaluation. Assessments are stored electronically in Eduphoria, which is a system of tools for analyzing assessments, planning instruction and facilitating professional development. Long term assessments, such as NWEA/s Measures of Academic Progress (MAP: a nationally normed test of reading and math skills), STAAR Data and Semiannual STAAR benchmarks are administered district wide two to three times annually. Additionally, medium cycle assessments, such as rubrics, curriculum based measures, grades, data check sheets and journaling are used to analyze student progress, disaggregate data & plan for future instruction. Short-cycle assessments, such as graphic organizers, "exit tickets," observation checklists, response cards and other day to day measures are used for reteaching and closing learning gaps. All ECISD campuses are responsible for disaggregation of data and use of data-driven instruction, planned through Professional Learning Communities (PLC). Collaborative teams meet 45 minutes weekly (high need schools meet 4 periods per week) to analyze data, to plan instruction, reteaching; and, curriculum revision. Through this process, effective, intentional interventions will be designed for various subpopulations, high needs students and under-performing students. Teachers receive support from district administrators, principals, assistant principals and instructional coaches, who implement Santoyo's "See It, Name It, Do It" strategy (attachment 4). PLC teams make use of data rooms to disaggregate data, review student work, revise curriculum and compare exemplar models to identify why learning gaps occur. When co-examining the short, medium and long cycle assessments, educators determine if learning gaps are due to a lack of overall knowledge, prerequisite skills, learning environment, language/communication and/or motivation. This careful analysis, along with instructional exemplars determine the path for reteaching, restructuring curriculum, intentional methodology revision and vocabulary growth needed to close the learning gaps. The overarching goal is that instructional decisions are intentional, visible and actionable; addressing the multi-faceted needs of diverse populations, while providing a supportive campus culture. Thus, instruction becomes student centered and in line with the district's vision and strategic plan.

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 leaders are trained in Relay and use it for on-going observation feedback cycles and providing action steps for teachers. Campus coaches and principals form Instructional Leadership Teams (ILTs), observing and providing feedback to groups of teachers for us of data-driven instruction, immediate feedback and coaching. Similarly, the relay tool is used as principal supervisors observe principals during weekly campus visits. Use of the Relay tool for the fellows will continue as mentor principals provide actionable feedback in real time. An additional tool for cycle 7 is being added to improve observation and feedback cycles for teachers, fellows and principals. Schoolmint's, data-driven "Grow" teachers platform personalizes immediate feedback through rubrics, observation notes, exemplar lesson plans, targeted instructional coaching, planning meetings and customized feedback forms which facilitate action steps and track progress. Rubrics are used to help teachers understand growth opportunities and use instructional strategies to take action steps in real time toward improving outcomes. Additionally, campus leaders have had NIET Training for evaluation practices and walk-throughs, where groups of principals conduct walk-throughs together at the same campus. Through this process, principals are trained to calibrate the T-TESS and evaluation of teachers with other principals to ensure that all teachers are assessed equitably across schools and observers. Principal fellows have had virtual data-driven meetings on a weekly basis and 6 site visits with the previous EPP partner; however, issues with quality & development of the fellows in previous cycles has resulted developing an improved process with the new EPP, where the "UTPB Monthly Leadership Tool" and candidate reflection forms will provide much needed mid-cycle assessments, designed to give holistic feedback of candidates' progress with identified growth opportunities and more coaching time for individualized transition to assistant principals, developed during courses and the Thursday afternoon planning and instructional time. Mentor principals will hone in on short-term assessments, resulting in weekly action steps for observing/providing feedback to teachers, PLCs, addressing students of diverse backgrounds, attending to SPED, EL and other high need students' progress and outcomes. These concepts will be infused into the UTPB coursework and assignments. Another improvement for Cycle 7 will be the use of Talent Development Administrators to ensure feedback is resulting in progress, refinement and growth in the ESF levers, student outcomes, expectations of principals and preparation for the transition to assistant principal.

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.

The Ector County ISD and The University of Texas of the Permian Basin (a local university) have forged a critical partnership to advocate for and implement the Principal Residency Program, through a joint desire for effective preparation and placement of assistant principals in the district. Pursuant to the sustainability of this partnership is a commitment for continuous improvement through assessing program effectiveness, funding sources and future programmatic needs. For the past several years, five candidates were trained annually for positions as assistant principals; however, as can be seen in the number of vacancies in principal and assistant principal positions, that number needs to increase to at least 10 candidates to be able to adequately staff quality instructional leaders at ECISD campuses. For that reason, ECISD has partnered with a local university, UTPB, to provide growth in Residency numbers and quality. The program will undergo rigorous evaluation annually, through a system of assessments and feedback, designed to revise and improve the Principal Residency as needed. The analysis of candidate data, such as acceptance and completion rates, performance rates on T-TESS, principal certification exam #268, Performance Assessments for School Leaders, equity audit analyses, use of POP Cycles, Weekly Data Meetings and other short cycle assessments; along with surveys of fellows, principal mentors, district administration and UTPB faculty will assist the partnership in planning for continuous improvement. Assessment and subsequent program revisions are necessary to sustain the quality of the program. Financial sustainability will be addressed through available funding streams, including requests from ECISD's School Board, UTPB Scholarship / endowment funds & external grants from government and private sources. It is expected that financial sustainability will require support from multiple sources. The district grant writer will assist in researching and acquiring funding. Finally, the sustainability of the Principal Residency is dependent on the future needs of the district and the capacity of the district and university to grow the program in a responsive manner. Thus, sustainability factors will be discussed at regular advisory board meetings, in district and university planning and, through frequent, transparent, informal communication. Sustaining the Principal Residency Program is critical for the development of future instructional leaders in ECISD.

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

A healthy, transparent communication system is critical to the success of the proposed Principal Residency Partnership. Key members of the partnership must have a voice in the planning, implementation, assessment and continuous improvement of the residency program. To facilitate this process, ECISD will designate one district administrator to oversee and manage the program district wide, while UTPB will designate a project administrator(s) to ensure the success of the residents in the accelerated master's degree and certification completion process. Communication with the EPP is an area identified for improvement in Cycle 7; thus an advisory committee for the Principal Residency will be established, which will include the designated district administrator, the UTPB Project Manager, UTPB educational leadership faculty/coaches, two mentor principals, a past fellow and a present fellow. The advisory committee will meet monthly to discuss the shared agenda, strategic planning, funding streams, implementation, issues and needs of the residency program. Additionally, the designated ECISD and UTPB program administrators will engage in frequent use of on-line meetings, email, phone calls and other informal communications means to ensure issues are addressed in a timely fashion and that residents are supported. Frequent communication with fellows during release time on Thursday afternoon will facilitate the completion of assignments, disaggregation of data and planning for PLCs and success of SPED, EL, low-income and other high need students on their campuses.

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.

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Amended Section

Reason for Amendment