



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

NOGA ID

Authorizing legislation

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

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

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

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

**Required Attachments**

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

Attachment 1: Leverage Leadership Readiness Assessment

Attachment 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 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.

Fort Worth ISD (FWISD) is a large urban district in North Texas whose mission is to prepare ALL students for success in college, career, and community leadership. FWISD serves over 70,000 students, over 85% of whom are economically disadvantaged (compared to only 60.7% statewide), 77.3% of whom are at-risk (compared to only 53.5% statewide), and 36.8% of whom are English Language Learners (compared to 21.9% statewide). The student population at FWISD is very diverse with 64.8 Hispanic, 20.5% African American, 11.1% White, 1.7% Asian/Pacific Islander, .1% American Indian, and 1.8% Two or More Races. One of FWISD's highest priorities for campus leadership is to recruit and install leaders reflective of its students' racial and linguistic diversity that understand the importance of building community, that empower teachers and cultivate leadership skills, that utilize data and resources, that have a vision and plan, that create collaborative, inclusive learning environments, that lead by example, that persevere by staying with their campuses for at least five years, and that are committed to being lifelong learners. (Lathan) As demonstrated by the data provided above, the needs of FWISD are vast and emergent. In 2022, seven campuses received the equivalent of an "F" rating, 40 were labeled "Targeted" and 11 "Comprehensive" per the 2022-23 Title I Status. School leadership matters for school outcomes, including student achievement. This assumption has become commonplace since the publication of the highly influential Wallace Foundation–commissioned report by Leithwood and colleagues in 2004. Policymakers and researchers often quote the report's main conclusion that "leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school" (Leithwood et al. 2004, 5). Since the education landscape has changed, which has had important implications for school leadership. These changes include the following: the widespread adoption of high-stakes accountability systems that focus on student achievement; attention to racial and ethnic disproportionality in exclusionary discipline practices; and heightened attention to equity as a stand-alone policy and professional goal, often assessed by focusing on diverse learners. These changes have shifted the principal's role, altering expectations for what leaders need to know, how they spend their time, and the outcomes with which they must be concerned. (Grissom et al. 2021). To meet the needs of its diverse population of learners, FWISD will partner with Texas Tech University (TTU) to enroll promising principal candidates into its Principal Fellows Partnership Program, a federally funded alliance between the National Institute of Excellence in Teaching, the TTU Educational Leadership Program, and school districts, partnering to prepare highly effective teachers for a school leader career. The partnership jointly selects eligible candidates for a 15-month job-embedded administrator residency experience. Fellows (Residents) are mentored by a top performing principal in the school district. Fellows are also lead by TTU Leadership Faculty Coaches who develop context specific instructional leadership strategies to support and grow Fellows in the residency experience. The partnership will develop instructional leadership competencies, provides the experiences necessary to effectively cultivate instructional coaching skills, and meet the specific needs of students, schools, and FWISD. Upon completion of the program, graduate Fellows will have a Master's Degree in Educational Leadership, their principal certification, and a new leadership role at a high needs FWISD campus. This program will equip emerging leaders with the skills necessary to meet the unique needs of FWISD students and to further the district's mission of preparing ALL students for success.

## Goals, Objectives, and Strategies

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

FWISD, the fifth largest district in Texas, faces many of the challenges common to large, urban school districts: learner diversity, significant achievement gaps, large bilingual and economically disadvantaged populations, and an ever-growing need for effective and efficient leadership to manage such challenges. To address these needs, PReP will achieve the following needs-aligned objectives by August 2025: 100% of participants will complete coursework and certification requirements; 100% of assistant principal vacancies at critical needs schools will be filled by PReP graduates; 100% of graduates will be placed at FWISD campuses; 85% of graduates will report that the program satisfactorily prepared them for working in FWISD; 85% of PReP graduates will show an increase in pre-post scores on DOL assessment; 100% of graduates will be retained at a FWISD campus for at least two years; 85% of employees at campuses led by graduates will report positive campus climate; 70% of students at campuses led by graduates will realize statistically significant academic gains in core content areas relative to prior years, PReP will be a rigorous, expedited year-long program. Candidates who successfully complete PReP will have earned their Masters in Education Administration from Texas Tech and principal certification. All components of PReP are informed by current research indicating the following key features of successful innovative leadership programs: 1. Opportunity for reflection on leadership practice 2. A mentor and/or cohort network 3. A link between theory and practice 4. Contextual experiences in developing leadership skills prior to assuming an administrative position. PReP will consist of several components, including: a) degree and certification coursework delivered in partnership with Texas Tech; b) an on-site residency year, including action research; c) cohort support and Master Administrator coaching; and d) continual assessment of candidate performance.

## 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.

Based on the analysis of FWISD Campus Needs Assessments (CNA), the District will recruit and train a minimum of 7 high-quality PreP candidates interested in campus instructional leadership. By 2025, 100% of program participants will complete program requirements, including assessments by the FWISD principal mentor using the FWISD Administrator Performance Evaluation; observations conducted by the FWISD mentor team using feedback forms for residents aligned with T-TESS rubrics provided by TEA evaluated by FWISD principal mentors and Texas Tech University Coaches and placed as a principal at a FWSID campus. The district will conduct a multi-source analysis using the district's data warehouse, surveys administered in Qualtrics, personnel records, campus needs assessments, and pre and post-DoL assessments to track transcripts, certification records, resident demographic data, and identify critical need campuses for the post-residency placement of graduates. Each resident will indicate a score of (4) agree or (5) strongly agree on at least 85% of the Mid-year and End-of-Year Formative and Summative surveys aligned to the Principal Residency Grant Fidelity of Implementation Rubric for both Local TEA Education Agencies (LEAs) and Educational Preparation Programs (EPPs). The district will use personnel records to track the retention of program graduates (100% of program graduates remaining within the FWISD for a minimum of two years). To positively impact teaching and learning at campuses led by PReP graduates, 85% of teachers at campuses led by a PReP graduate will report a positive climate at their campus (FWISD campus client survey administered in Qualtrics), and 70% of campuses led by a PReP graduate will show student growth in core content areas based on analyses relative to prior years as compared with similar student groups STAAR or MAP outcomes (data provided and tracked in the FWISD student data warehouse). In addition, the evaluation of the Principal Residency Program will include FWISD's Academic Return on Investment (A-ROI) evidence-based decision-evaluating method to assess the program's effectiveness and its impact on student achievement. The A-ROI gives a framework for the district and its stakeholders to determine whether the investment in the program is justified by the educational outcomes it produces. Including the A-ROI will ensure that the specific goals and objectives of the principal residency program are aligned with the goals and objectives of the district; determine the key components and performance indicators that will help measure the program's impact on student achievement, and gather baseline data on the identified KPIs. This data provides a starting point against which the district will compare the program's impact; ensure that the program is structured and administered effectively to maximize the assessment of candidate performance and its impact on student achievement.

**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 PReP prioritizes the principal residents and their vetted program through TTU. Over 96% of the funding (\$525,000 requested, \$105,000 matched) will go straight to principal residents' salaries, mentor principal stipends, and the vetted program that will provide them with their Masters degrees and principals' certifications.

District Match: \$105,000 of local FWISD funds will be used to fund a portion (\$15,000) of each of the seven proposed residents' salaries.

The \$105,000 match will combine with \$350,000 in requested Principal Residency Grant funds to provide an average teacher's salary of \$65,000 to each of the seven residents, based on their years of service.

Each of the residents' mentor principals will receive a \$1,200 stipend.

Fringe benefits for the salaries and stipends total \$54,713.

FWISD has budgeted \$91,000 toward its contract with TTU for tuition and coaching costs for the ten principal residents who will receive their Masters and Principal Certifications.

Finally, FWISD has budgeted \$500 each in supplies and other operating costs to cover a small amount of incidental supplies and mileage for program staff.

Indirect costs are calculated at FWISD's negotiated restricted rate of 4.529%, approved by the Texas Education Agency for school year 2023-2024. They total \$19,887.

## 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.

Like many large, urban districts, FWISD faces a "quality not quantity" challenge in staffing its school leadership positions. Research continues to show the benefits of educators of color on all students and the positive effects of same-race principals on students and teachers of color—more Black students in advanced courses, higher math scores, and the hiring of more Black teachers, for example. (Superville, 2021) Additionally, While FWISD has little difficulty drawing many applicants with principal certifications, the greatest challenge comes from a dearth of applicants with the requisite diversity, commitment, skills, quality training, and experience to become highly effective campus administrators. In order to address this challenge, PReP recruitment and selection will focus heavily on both drawing a targeted, proven applicant pool as well as screening applicants against rigorous, comprehensive, and well-defined criteria to ensure a cadre of committed and high-quality participants. FWISD is committed to building a diverse and inclusive workforce that reflects its students' racial and linguistic diversity. Promoting from within and actively seeking out candidates of color when opportunities arise are crucial to boosting leadership diversity. FWISD will utilize dynamic recruitment strategies to reach underrepresented populations such as targeted outreach, informational symposiums, referrals, and nominations. Leadership will recruit possible candidates through two specific methods: \*Market in ideal places. PReP recruitment will include targeted advertising in district publications, at instructional staff meetings, and via social media. At least two local information sessions will be held for interested marketing respondents to learn about the opportunities and challenges provided by PReP. \*Seek nominations from respected leaders. The majority of recruitment will rely on existing and successful principals, FWISD Learning & Leading personnel, and content specialists to tap individuals who have shown instructional leadership and professional commitment on their home campuses. Principals and central administrators will be informed about requirements and challenges and will be invited to make candidate recommendations for the program. The selection process will consist of a screening rubric to ensure it is fair and rigorous, prioritization of diversity, evidence of improved student outcomes, review of T-TESS evaluations for evidence of excellence, rigorous interviews, and letters of interest.

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.

PReP's residency will include all required opportunities for the residents. a) PRs will receive training during a 15 month-long residency that includes coaching from an effective principal in a high need, high performing school; hands-on instructional leadership experience; and a curriculum that focuses on effective instructional practices, recruiting and supporting effective staff and leadership teams; developing a school vision and continuous improvement plan; addressing the needs of specific student populations, managing school organizations; and engaging community members and parents. b) The MP will consistently involve the resident in authentic leadership opportunities like walkthroughs, PLCs, data analysis, grievances, master scheduling, extracurriculars, discipline, and more. MPs will have multiple opportunities to address and resolve significant problems/challenges at their assigned campus with support and feedback from their mentor. c) PRs will focus on Human Capital Development, Instructional Leadership, Data-Driven Decision Making, and Culture & Equity Access. They will learn to coach teachers, become proficient in content and pedagogy, identify needs and areas of growth with evidence as well as TTESS evidence ratings, break down data by demographics, and ensure teachers receive PD, observation, and feedback cycles. d) For Campus Context, the importance of context in decision-making will be emphasized. PRs will reflect on the interactions between students, teachers, and content, learning what these interactions look and sound like and how to promote a collaboration of an effective learning environment amongst these stakeholders. e) PRs will be released from the program gradually by their mentors, coaches, and instructors to stand on their own as school leaders. f) PRs will learn by and be coached through contextual assignments from campus problems of practice as part of the TTU curriculum.

**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.

Under the leadership of newly installed Superintendent, Dr. Angelica Ramsey, FWISD is committed to the following areas of focus: Data Driven Instruction with Observation and Feedback, Curriculum/Standards Alignment, and MTSS. These foci align with the Effective School Framework and establish a foundation for all of campuses, including those in school improvement. FWISD has adopted the tenets of Data Driven Instruction found in "Driven By Data 2.0" written by Paul Bambrick-Santoyo. In July, September, November, and January all FWISD principals and assistant principals received professional learning centered around data driven instruction including a kickoff training in September led in person by Paul Bambrick-Santoyo.

This model centers around four components necessary to be truly data-driven: Assessment, Action, Analysis, and Data-Driven Culture. When conducted properly, using data to inform teaching practice is one of the most effective ways to help students achieve success. Data-driven instruction involves changing a school's focus from "what was taught" to "what was learned." **ASSESSMENT** - Assessment is crucial in defining exactly what instruction should take place. **CORE DRIVERS:** 1. Assessments must be common and interim. 2. Assessments must be the starting point and must be transparent. 3&4. Assessments must be aligned. 5. Assessments must re-assess previously taught standards. **ANALYSIS** - **CORE DRIVERS:** 1. It must include user-friendly data reports. 2. It must be conducted with Test in Hand. 3. Analysis must be deep. 4. Results from analysis must be turned around immediately. 5. Analysis must include effectiveness analysis meetings. **ACTION** - After implementing assessments and conducting deep analysis, the next step is to take action and address student strengths and weaknesses. **CORE DRIVERS:** 1. Action must involve a plan. 2&3. Successful implementation and ongoing assessment are key to the action plan. 4. Accountability is necessary for successful action. 5. Actions must engage students. **CULTURE** - **CORE DRIVERS:** Data-driven schools must have the right leadership team. 2. Data-driven schools need an implementation calendar. 3. Data-driven schools build by borrowing. 4&5. Effective professional development is necessary to prepare teachers and leads.

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.

To accompany its work with Paul Bambrick-Santoyo on DDI, FWISD has adopted "Get Better Faster" (GBF) to launch teacher development. GBF is a set of instructive tools of how school leaders can effectively guide teachers to success. It focuses on the actionable to drive effective coaching. The four phases of GF are: PHASE 1 – Pre-teaching, with its Management Trajectory that focuses on routines and procedures and strong voice, and its Rigor Trajectory that teaches the writing and internalization of lesson plans. PHASE 2 – Days 1-30, with its Management Trajectory focusing on Independent Practice that includes rollout and monitoring routines, including routines and procedures, "teacher radar" and the "whole-class reset" and its Rigor Trajectory that focuses on writing the exemplar, independent practices, and monitoring aggressively. PHASE 3 – Days 31-60, with its Management Trajectory which focuses on engaging every student by building momentum, pacing, narrating the positive, and individual student corrections and its Rigor Trajectory that focuses on responding to student learning needs including habits of evidence, checking for whole-group understanding, and modeling. PHASE 4 – Days 61-90 with its Management Trajectory that sets routines for discourse by engaging students in small groups work and its Rigor Trajectory that includes guided discourse, the use of universal prompts, and habits of discussion. All secondary principals have received this training and all elementary principals will complete the training by March 2024 before residents will be assigned to campuses. FWISD has been focusing on providing professional learning to Principals and Assistant Principals focused on creating systems for observation and feedback. Principals and Assistant Principals (APs) received training during the 2022-2023 school year focused on providing actionable and "bite-sized" feedback. Principals and APs have been provided with a walk-through observation and feedback tracking document that allows Principals and APs to track the number of observations that have been conducted. The Eduphoria system is utilized in Fort Worth ISD to provide feedback to teachers with a focus on praise, polish, and the bite sized action step that needs to be executed. The Principal/AP enters the date of the observation to observe the action step as part of closing the feedback loop. Principals and APs have access to a coaching conversation document on Eduphoria to document coaching meetings. Principals will utilize the GBF to determine highest leverage action steps to improve instructional practices and executive directors and principal supervisors will monitor and support the selection of action steps and coaching sessions with teachers.

**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.

FWISD plans to sustain PReP beyond the end of the grant period by leveraging federal, state, and local funding to support the costs associated with strategies and activities outlined in the budget narrative. State and Federal grant funds are key, and FWISD plans to continue to aggressively seek additional grant awards, as detailed in the comprehensive sustainability plan. The PReP management committee, facilitated by FWISD Grants will lead the search for funding to support aspects of the project that require ongoing funding. The Chief of Talent Management will ensure that research-based training reforms will continue to be implemented with fidelity after the grant ends. The primary aspect of this project that will ensure sustainability of reforms is that the activities and research-based models selected are based on building capacity for systemic progress and growth through the "Trainer of Trainers" model. The skills and knowledge gained by the mentor principals will be key capital investments that will continue paying dividends in the knowledge of campus leaders after grant completion. Additionally, FWISD is currently implementing Academic Return on Investment (A-ROI), an analytic approach that quantifies the impact of a particular program or intervention on student growth to determine program effectiveness and sustainability. The goal of A-ROI is to use data to analyze which programs and services are producing the best outcomes for students, while maximizing the use of resources. The A-ROI approach is a deeper method of program evaluation that is typically conducted in most districts due to three key additions: 1. Consideration of Program Costs, including the cost of staff time. A program that leads to a slight improvement might look successful when only outcomes are considered, but the fact that it costs triple the alternative may not be considered in a traditional evaluation. 2. A-ROI analysis goes beyond looking at results by demographic groups, and looks more specifically at educational needs. Grouping students by specific educational needs such as baseline reading ability or academic engagement enables more effective analysis of how well a program is in meeting specific student needs. 3. The final recommendation for A-ROI analysis allows districts to strategically target services to students with specific needs. Oftentimes evaluation is conducted to determine if a program should be maintained or ended. With A-ROI analysis that incorporates thoughtful student segmentation, districts can take measures to more accurately target services to students who benefit from them the most.

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

The key component to PReP’s success is the communication plan between FWISD and TTU, which will be employed throughout all stages of the project, from recruitment and admission, throughout the residency and coursework, and concluding with graduation and placement at a FWISD campus. Research suggests that close collaboration between institutes of higher education and districts enhances program consistency and helps to develop a sense of shared purpose and a common vocabulary (“School Leadership Study,” Davis, et al., 2005). During the program design, FWISD and TTU leadership developed a draft MOU to outline the commitments of the PReP partnership and to be signed upon award. Through PRePs continuum of communication TTU faculty will provide their content expertise in both delivering the PReP coursework and in helping FWISD design and tailor the PReP curriculum to meet both theory, licensure, and FWISD-specific needs. TTU faculty representatives will be involved in all aspects of the program and will be asked to join the PReP Management Committee which will meet monthly and PReP Advisory Council, which will meet quarterly. RECRUITMENT & ADMISSION: Expanding outreach through partnerships – PReP partner, TTU, will also be asked to market the PReP program to highly-qualified individuals applying for the TTU Masters in Education Administration program. University applicants that evince outstanding records of leadership and achievement will be informed about PReP and will be invited to PReP information sessions. Applicants recommended by the PReP screening committee will be interviewed by a panel comprised of the FWISD project director, the Chief of Talent Management, at least one member of the TTU College of Education faculty, and at least one successful FWISD principal. RESIDENCY & COURSEWORK: Members of participating TTU faculty will meet monthly with the FWISD PReP Leadership Team to review curriculum, discuss candidate progress, ensure the completion of licensure exam topics, and plan for upcoming sessions. TTU faculty will be invited to join the PReP Advisory Council to participate in strategic planning. GRADUATION & PLACEMENT: To graduate from PReP, a participant must complete their residency year with a “successful” rating, pass all required university degree and licensure coursework, pass the state administrator licensing exam, and be granted official completion status by the FWISD Chief of Talent Management. Candidates having difficulty at any stage in the training process will work individually with TTU personnel and FWISD project director to develop a performance plan for completion.

**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**