



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

Application stamp-in date and time

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**.

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): N/A

Applicant Information

Organization Richard Milburn Academy CDN 014801 Campus ESC 20 UEI X7HTZA8BZBE3

Address 401 E. Sontera Boulevard, Suite 375 City San Antonio ZIP 78258 Vendor ID

Primary Contact Dr. Armard Anderson Email aanderson@rma-tx.org Phone 830.557.6181

Secondary Contact Dr. Uneeda Givens Email ugivens@rma-tx.org Phone 281.513.5109

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
- General and application-specific Provisions and Assurances

- Debarment and Suspension
- Certification Lobbying Certification

Authorized Official

Dr. Armard Anderson

Superintendent

Email

Phone

Signature



Date

RFA # SAS #

2024-2025 Principal Residency Grant Cycle 7

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.

CD

Vendor

Amendment

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

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 mission is empowering students to graduate, prepared to exceed all expectations is the mission of Richard Milburn Academy (RMA). The vision and mission of the Richard Milburn Academy (RMA) are commendable, aiming to provide an equitable education and empower students for success. As a designated dropout recovery school district (DRS), 100% of our students are considered At-Risk of dropping out of school. This reality provides both challenges and opportunities that RMA faces, as outlined in your provided information.

- Enrollment and Demographics:** With an enrollment of 1,590 students and a predominantly minority student body, it's essential for RMA to address the unique needs and diversity of its students. The high student mobility rate of 63% indicates the importance of providing stable and supportive educational environments. According to the 2021-2022 Texas Academic Performance Report (TAPR), 97% of RMA students are classified as economically disadvantaged and 100% as At-Risk.
- Staffing and Diversity:** While RMA has a reasonably diverse staff, it's crucial to maintain and enhance diversity, especially among administrators. A more culturally diverse and responsive administrative team can better understand and serve the needs of the predominantly Black and Brown student community.
- Principal Experience and Turnover:** The average 3.3 years of experience for campus principals, along with a 25.3% teacher turnover rate, suggests challenges in staff retention and leadership stability. High turnover can disrupt the educational experience for students and the development of a school's culture.
- Salaries and Recruitment:** The average actual salaries for RMA administration being \$3,284 less than the state average can affect the ability to attract and retain experienced administrators. Competitive compensation packages can help retain and attract high-quality educational leaders.
- Principal Residency Grant:** The proposal for a principal residency grant is a positive step. This grant can be a valuable tool to grow and develop future educational leaders from within the RMA community. It can help in bridging the experience gap and retaining administrators who understand the unique challenges and needs of the students and community.

In summary, RMA is on a mission to provide an equitable education and support students, but it faces challenges related to diversity, staff retention, and principal turnover. The principal residency grant is a promising solution to address some of these challenges, and a focus on staff development and competitive compensation will further contribute to the school's 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?

The outlined goals, objectives, and activities/strategies for the principal residency program at RMA are comprehensive and well-structured. They demonstrate a commitment to improving the leadership pipeline within the district and ensuring that the program aligns with the district's mission and values. Here's a breakdown of each component:

Goal: By September 2024, RMA aims to collaborate with a vetted Educator Preparatory Program (EPP) to prepare nine highly qualified instructional leaders who reflect the diversity of the student population. Additionally, the goal is to establish a sustainable process for building a district leadership development pipeline.

Objectives:

1. Develop a comprehensive process, in collaboration with the EPP, for identifying leadership needs, recruiting, vetting, selecting, developing, and retaining nine high-potential leaders as principal residents who align with the district's mission, vision, values, and student composition.
2. Ensure that 100% of principal residents, upon program completion, are highly qualified with a deep understanding of principal competencies, have completed a master's degree in Educational Leadership, hold TEA Principal as Instructional Leader Certification, and have T-TESS certification.
3. Aim to place 88% of principal residents in instructional leadership positions within the district for the 2025-26 school year.

Activities/Strategies:

1. Collaborate with the EPP to create a recruitment plan for identifying high-potential instructional leaders.
2. Design and implement a rigorous selection process that aligns with the district's mission and unique needs, ensuring that candidates are well-suited for the program.
3. Develop a customized curriculum that encompasses graduate coursework and resident experiences, integrating the district's philosophies, processes, and tools, to prepare residents for state certification and leadership roles within RMA.
4. Plan, set expectations, and provide training for mentor principals to effectively coach and mentor residents.
5. Provide the necessary training, including AEL and T-TESS certification, during the summer of 2024.
6. Establish protocols for ongoing monitoring and feedback for residents, mentor principals, and EPP staff to ensure continuous improvement and support throughout the program.

This plan is comprehensive and well-structured, providing a clear path for achieving your goals while maintaining a focus on diversity, quality, and alignment with the district's mission and values. It's a commendable effort to enhance the leadership development process within RMA.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

The approach to monitoring and measuring the performance of principal residents at RMA is highly structured and focused on various key performance indicators. This comprehensive strategy ensures that residents are continually supported and assessed for their growth and development. Here's a breakdown of the key elements:

1. **Monitoring and Feedback:** Using the principal competencies and T-PESS framework for evaluation is a robust approach. This involves mentor principals, university field supervisors, and EPP professors providing feedback through reflective coaching conversations. This regular feedback loop allows residents to understand their strengths and areas for improvement.
2. **Academic Support:** Identifying struggling students early in their coursework is essential. Regular monitoring and early interventions can help address academic challenges effectively and ensure that residents have the necessary knowledge and skills to succeed.
3. **Collaborative Review:** Monthly meetings between district representatives and the EPP director demonstrate a commitment to ongoing collaboration and a proactive approach to program adjustments when needed. This collaborative approach ensures that the program remains responsive to changing needs.
4. **Course Progress:** Monitoring course grades and completions is a practical way to assess residents' commitment and progress in their academic work. This data provides insights into their academic performance and commitment to their educational journey.
5. **Resident Responsibilities:** Assigning residents specific responsibilities for coaching teachers, monitoring student performance, facilitating PLCs, and implementing data collection and analysis protocols allows them to gain hands-on experience and apply what they've learned in real-world settings.
6. **Feedback and Coaching:** The involvement of the grant coordinator in monthly meetings with mentor principals is a crucial support mechanism. Providing feedback not only to residents but also coaching mentor principals on effective mentoring practices ensures that the entire mentorship process is optimized.
7. **Performance Measures:** The specific performance measures you've outlined (PLC facilitation, reflective instructional coaching, course grades, university field supervisor observations, site mentor assessments, and resident leadership placement) cover a broad spectrum of competencies, ensuring a holistic assessment of residents' readiness for leadership roles.

Overall, this system provides a comprehensive and supportive environment for principal residents to grow, develop their skills, and prepare for leadership positions within RMA, while also maintaining a strong focus on continuous improvement and accountability.

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 for the RMA one-year, full-time residency program is aligned with the program's needs and goals. It ensures that the program can effectively prepare instructional leaders by providing real-world experiences and necessary support for residents. Here is an overview of how the budget meets the program's requirements:

1. **Salaries for Residents:** A significant portion of the grant funds, amounting to \$450,000, is allocated to provide salaries for the 9 residents. This is essential to attract high-potential candidates and enable them to focus on their development without financial concerns.
2. **Mentor Principal Stipends:** The budget includes a stipend of \$2,000 for each mentor principal, totaling \$18,000. This stipend recognizes the important role of mentor principals in coaching and supporting the residents throughout their program.
3. **EPP Tuition:** To ensure that residents receive a comprehensive education and certification, \$135,000 is allocated for EPP tuition. This investment enables the residents to complete a master's degree in Educational Leadership, TEA Principal as Instructional Leader Certification, and T-TESS certification.
4. **Training Materials and Supplies:** An allocation of \$72,000 is set aside for training materials and supplies. These resources are crucial for residents to access the tools and materials necessary for their coursework and development.
5. **Total Budget:** The total budget for the program is \$675,000, reflecting the comprehensive support required to meet the program's objectives.

In terms of adjustments for the future, it's essential to monitor the program's effectiveness and success. Depending on the outcomes and feedback from residents, mentors, and the EPP, the budget may need to be adjusted to further enhance the program. This could include revising stipends, investing in additional resources, or expanding the program to prepare more instructional leaders.

The budget allocation demonstrates a commitment to preparing highly qualified leaders and supporting them throughout their residency. It aligns with the program's goals and needs, ensuring that residents are fully prepared to be effective leaders in RMA.

9 X \$50,000 = \$450,000 (Salary subsidy)

9 X \$2000 = 18,000 (Mentor Stipend)

9 X 15,000 = \$135,000 (EPP Tuition)

9 X 8,000 = \$72,000 (Training materials and supplies will cost)

9 X \$75,000 = \$675,000 Total

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

RMA's approach to growing existing staff into leaders for their scholars is comprehensive and well-defined. The targeted recruitment and selection process aims to identify and nominate potential candidates for the residency program who possess the qualities and experience necessary to excel as educational leaders. Here's an overview of the key components of this approach:

Targeted Recruitment:

1. **Recruitment Plan:** RMA plans to develop a recruitment plan that is based on research-based practices and aligns with the RMA principal leadership profile. This approach ensures that the criteria for selecting candidates are well-defined and that the process is data-driven.
2. **Outreach Strategies:** RMA will employ a multi-faceted approach to reach potential candidates. This includes electronic and digital outreach through the district's communication office, in-person outreach conducted by campus principals, and engagement with local organization affiliate memberships, such as the Association of Black School Educators and the Texas Association of Bilingual Education. This approach ensures that a wide and diverse pool of potential candidates is considered.

Targeted Selection:

The selection process for the residency program is equally well-structured and aligned with the goals of preparing effective educational leaders:

1. **Classroom Success:** Candidates must provide evidence of successful classroom experiences that have resulted in improvements in student academic performance. This requirement ensures that candidates have a strong foundation in effective teaching, which is crucial for leadership roles.
2. **Leadership Skills:** Candidates must demonstrate their ability to identify and address problems in teaching and learning, as well as their capacity to collaborate with others to research and resolve these issues. This criterion emphasizes the importance of problem-solving and collaboration, key skills for educational leaders.
3. **Positive Evaluations:** Candidates must have received positive evaluation appraisals for two or more years. This requirement indicates a consistent track record of effective teaching and leadership within their current roles.
4. **Commitment to Equity:** Demonstrating a commitment to educational equity is a critical criterion. It underlines the importance of ensuring that leaders within RMA are dedicated to promoting equitable educational opportunities for all scholars.

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.

The year-long residency program at RMA is designed to provide principal residents with a comprehensive and practical educational leadership experience. Here's a breakdown of the key components and the benefits they offer to the residents:

1. **Clinical Learning Experiences:** The program allows residents to engage in rigorous clinical learning experiences within an authentic school setting.
2. **Mentorship and Guidance:** Residents have the advantage of being supervised and guided by exemplary mentor principals and EPP field supervisors.
3. **Authentic Leadership Responsibilities:** Principal residents take on a range of leadership responsibilities, including leading PLCs, serving on leadership teams, providing instructional coaching, facilitating professional development activities, conducting teacher appraisals, managing discipline, and working on school culture and climate initiatives. This involvement allows them to develop practical leadership skills.
4. **Assessment and Feedback:** Student logs, projects, observations, and rubrics are used to evaluate residents' progress. Providing specific and timely feedback on a weekly basis is essential for their growth and development.
5. **Capstone Project:** The requirement for residents to select a year-long case study or capstone project is a valuable component. This project allows them to identify a school problem, conduct a root cause analysis, develop a theory of action, and collaborate with school leaders to create an action plan. This hands-on project reinforces their problem-solving and leadership skills.
6. **Resident Showcase:** The program concludes with a resident showcase, where residents present their work to principal mentors, district leaders, and EPP faculty. This showcase provides an opportunity for residents to demonstrate their growth, share their insights, and receive recognition for their achievements.

Overall, this residency program is a holistic and immersive educational leadership experience. It provides residents with the knowledge, skills, and practical experience needed to excel in leadership roles within RMA. The combination of mentorship, authentic responsibilities, assessments, and a capstone project ensures a well-rounded preparation for future educational leaders.

Program Requirements

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.

The involvement of RMA in the Texas Instructional Leadership (TIL) program, as well as the implementation of the Effective Schools Framework (ESF) with an emphasis on lever 5.3 data-driven instruction, reflects a commitment to continuous improvement and effective educational leadership. Key DDI initiatives:

1. **Texas Instructional Leadership (TIL) Program:** RMA's participation in the TIL program demonstrates a commitment to building the capacity of educators and administrators. The program's focus on concrete instructional leadership skills, including observation and feedback, schoolwide culture routines, and data-driven instruction, aligns with best practices in educational leadership.
2. **Effective Schools Framework (ESF):** RMA's utilization of the ESF, particularly focusing on Data-Driven Instruction, signifies a dedication to improving student outcomes. The emphasis on monitoring district-selected high-yield standards reteach and the analysis of formative and summative assessments reflects a data-informed approach to instruction.
3. **Data Analysis and Disaggregation:** RMA's expectation that campus principals lead content teams in data analysis and disaggregate data down to the standard and scholar level is in line with effective instructional leadership. This data-driven approach allows for targeted and responsive instruction.
4. **Eduphoria Utilization:** The use of Eduphoria as a data tool for running reports, reviewing teacher and standards data, and sub-population data is a practical approach to data management and analysis. It empowers administrators to make informed decisions based on data.
5. **Professional Learning Communities (PLCs):** The incorporation of Richard Dufour's PLC model is a well-established best practice. It encourages reflection, action, and collaboration among staff, promoting a focus on student learning and continuous improvement.
6. **Principal Training:** The use of resources by Dr. Paul Bambrick Santoyo, such as *Leverage Leadership 2.0* and *Driven by Data 2.0*, provides a research-based foundation for principal development. These resources offer best practice levers that principals are expected to exhibit in their leadership roles.

Overall, RMA's approach to instructional leadership is grounded in data, research, and best practices. It emphasizes ongoing professional development for administrators and a commitment to improving teaching and learning outcomes. These strategies align with the goals of enhancing student achievement and fostering a culture of continuous improvement in the district.

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.

The involvement of the Executive Director of Academics, along with staff from the Department of Academics, in facilitating training sessions and supporting administrators in providing face-to-face feedback to teachers is a valuable component of professional development within RMA. Here's an overview of the key aspects and benefits of this approach:

1. **Training with Leverage Leadership 2.0:** Using the materials from *Leverage Leadership 2.0* provides a research-based framework for training administrators. The "See it, Name it, Do it" model is a practical approach that equips administrators with a structured method for providing feedback.
2. **Practice and Application:** Allowing administrators to practice delivering feedback during professional learning sessions is highly effective. It enables them to develop their skills in a safe and supportive environment, gaining confidence in their ability to provide constructive feedback.
3. **Explicit Expectations:** Setting clear expectations for administrators to complete a minimum of four face-to-face feedback sessions each week is a proactive approach. This ensures that feedback becomes a regular part of the instructional leadership process, promoting ongoing improvement.
4. **Feedback Tracking:** The use of a feedback tracker by principals is a systematic method for monitoring the implementation of feedback. It allows for tracking action steps assigned to teachers and identifying trends that may inform campus-wide professional learning.
5. **Observation and Feedback Sessions:** Conducting observation and feedback sessions with administrators is a valuable form of support. It allows for modeling best practices, as well as providing feedback to administrators about their delivery of face-to-face feedback. This ongoing coaching and support help administrators refine their skills.
6. **Continuous Improvement:** The emphasis on continuous improvement through feedback loops and structured training ensures that administrators can effectively support teacher growth and, ultimately, student achievement.

Overall, this approach to training and supporting administrators in providing face-to-face feedback to teachers is a practical and research-driven strategy. It aligns with the goal of fostering a culture of ongoing improvement and promoting effective instructional leadership within RMA.

Program Requirements

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.

RMA's strong commitment to staff development and the Principal Residency program reflects a proactive approach to ensuring the growth and success of both educators and students. Here are some key takeaways from this commitment:

1. **Investing in Staff Growth:** The commitment to helping staff grow to their full potential is essential for fostering a culture of continuous improvement. This investment in professional development not only benefits educators but also has a direct impact on student success.
2. **Addressing Leadership Challenges:** RMA's recognition of the challenge posed by the lack of campus assistant principals, particularly in the event of principal vacancies, indicates a proactive approach to addressing potential disruptions in leadership transitions.
3. **Long-Term Commitment:** The focus on home-grown residents who are dedicated to the long-term success of the district and community underscores a commitment to building a sustainable leadership pipeline. This approach aims to ensure that leadership positions are filled with individuals who are invested in the district's ongoing success.
4. **Budget Allocation:** The allocation of approximately \$200,000 to the residency program in the 2024-25 school budget demonstrates a financial commitment to the program's sustainability. It provides the resources needed to continue and expand the program beyond the initial grant period.
5. **Self-Funding:** The willingness to self-fund the program on a smaller scale in the absence of grant funding shows a dedication to the program's long-term viability. It ensures that the program can continue to benefit the district, albeit potentially with some adjustments.

Overall, RMA's approach to staff and leadership development is forward-thinking and strategic. It aligns with the district's goals of improving student outcomes and creating a robust leadership pipeline that can sustain positive outcomes for years to come.

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

Clearly defined roles and effective communication are essential for the success of any partnership, especially in a program like the Principal Residency. The proposed communication plan outlines how various stakeholders, including the District Instructional Coordinator, site facilitators, EPP, course instructors, and the campus principal mentors, will collaborate to support the principal resident. Here's a breakdown of the key communication expectations:

1. **District Instructional Coordinator - Site Facilitators (Principal Mentors):** The District Instructional Coordinator will meet individually with all site facilitators (principal mentors) at least once a quarter. These meetings provide an opportunity to discuss the progress of the principal intern. This ensures that the district coordinator is informed about the development and challenges of each resident.
2. **Site Facilitators - Principal Interns:** Site facilitators (principal mentors) will meet with their principal interns on a weekly basis. During these meetings, they will discuss observations, progress, and provide feedback. Keeping a log of these conferences is a valuable practice for documentation and ongoing support.
3. **EPP - Principal Interns:** The EPP will engage in consistent communication with principal interns, starting with an initial meeting to develop individual goal plans. They will conduct observations and provide coaching throughout the residency period. A schedule will be developed to ensure regular interactions between the EPP and the principal intern, promoting ongoing support and development.
4. **Executive Director of Academics- EPP - Site Facilitator:** At the end of each semester, the Executive Director of Academics will meet with both the EPP and the site facilitator to discuss the mid-term and end-of-year evaluation of each principal intern. This collaborative evaluation ensures that all stakeholders are aligned in their assessment of the principal intern's progress.
5. **Course Instructors - EPP - Principal Interns:** In the event that a principal intern is not progressing satisfactorily at the mid-term of each course, the course instructor will notify the EPP. The EPP and the course instructor will meet with the principal intern to discuss necessary support and improvement strategies.

This communication plan not only defines the roles and responsibilities of each stakeholder but also sets clear expectations for regular and ongoing communication. It promotes a collaborative and supportive environment that is crucial for the success of the principal resident in the program.

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

5B: Equitable Services Calculation

manner and time requested.

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

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