



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.

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.

The Lubbock ISD family consists of 25,247 students and 3,428 staff members. Students are served PreK-12 across 29 elementary schools, 10 middle schools, 5 high schools, Advanced Technology Center, Agri-STEM Complex, and several other specialty facilities. Our district has a diverse student population (60.1% H, 21.5% W, 13.6% AA), a vast majority of whom have been identified as Title I (96.8%) and/or economically disadvantaged (72.2%). In order to meet the variety of needs across our district, the Lubbock ISD Board of Trustees established a mission to "prepare student for life by nurturing, developing, and inspiring every child, every day." As a partner in the System of Great School Network, Lubbock ISD is committed to taking bold action to improve district outcomes, such as participating in the Teacher Incentive Allotment (TIA) and School Action Fund programs. Though these efforts, amongst others, have helped increase teacher retention and turnaround campuses, many needs remain. This year, 40.5% of Lubbock ISD teachers have less than 5 years of experience, and the district hired 21 new Assistant Principals (22.5% turnover). As a result, there is a definite need to continue developing and sustaining the district's leadership pipeline for high quality campus administrators to both better support early career teachers, to ensure a continuum of effective leaders to meet our workforce demands, and mitigate potential student outcome impacts.

While Lubbock is an urban area, it is located in a primarily rural region of the state, often presenting recruitment challenges for both teachers and administrators. To address this need, Lubbock ISD partnered with Texas Tech University in 2014 to establish the Principal Fellows Program (PFP) that is now used across the state and in Louisiana. This Grow Our Own Administrators program has served as an effective model for our district, which TTU has replicated in other districts across the state. In those seven years, 21 Principal Fellows have completed the PFP, 17 of whom currently serve as Assistant Principals (11), Principals (3), and district leaders (3).

The multi-stage PFP application process, collaboratively implemented by Lubbock ISD and TTU, ensures that Fellows are selected from a diverse pool of candidates with demonstrated success as teacher leaders in the classroom and across the district. Through the PFP, Fellows are paid their Lubbock ISD salary, complete their principal certification program and graduate with a Masters degree from TTU and, upon completion, assigned as an Assistant Principal on a Lubbock ISD campus.

The PFP has allowed the development of administrators with a unique set of strengths due to the fellows' ability to dedicate their full-time to the PFP on a Lubbock ISD campus shadowing strong leaders throughout the course of an entire school year. Fellows are partnered with strong change agent principals who will serve as mentors, effectively preparing them to face the challenges of our schools, especially those needing targeted/comprehensive support. For example, as part of the PFP, Fellows will engage in equity audits to identify teachers and students in need of support that will serve as case studies throughout their fellowship. For each study, Fellows are tasked with creating action plans to address areas of deficit, which they implement under the supervision of their mentor and TTU faculty. They then present their work and outcomes to stakeholders in a research showcase to close out the PFP. By participating in this kind of authentic, job-embedded work, Fellows develop skills critical to effective campus leadership including data analysis, observation and feedback, coaching strategies, and critical conversations. As a result of their efforts in the PFP, Fellows are immediately ready to step into leadership positions in Lubbock ISD, providing the district a pool of effective leaders that can better meet district needs.

Goals, Objectives, and Strategies

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

Through sustained and rigorous clinical learning in an authentic school setting, three (3) Principal Fellows will (A) complete 100% of the PFP requirements as designated by Lubbock ISD and TTU, (B) graduate with a Master's degree from TTU, (C) complete T-PESS certification, and (D) be placed as Assistant Principals on a Lubbock ISD campus by August 2025. To accomplish these goals, Lubbock ISD will accomplish the following objectives and their associated strategies:

Obj. 1: Identify strong Principal Fellows amongst current staff through a targeted recruitment and selection process.

- Recruit at least 20 quality applicants that will allow Lubbock ISD administrators to better reflect their student population.
- Target applicants using measurable criteria including TIA student growth measures, T-TESS, and teacher leaders roles.

Obj. 2: Partner with principal EPP to provide Fellows with course content focused on best practices in campus leadership

- Fellows will complete coursework (see Attachment 3) that includes a concentrated focus on instructional leadership.
- TTU Faculty will provide executive coaching and 1:1 progress monitoring weekly to ensure application of learning.

Obj. 3: Implement the year-long, full-time PFP with a focus on authentic campus-based leadership experiences

- Fellows are placed with a high-quality mentor principal; fellows shadow/participate in all aspects of campus leaders.
- Fellows conduct equity audits on their campus to identify campus priority areas they will support during PLCs.
- Using ESF-aligned observation/feedback cycles, fellows conduct a case study with 2 at-risk teachers to improve instruction.
- Using data-driven strategies, fellows complete two (2) student case studies supporting an EL and SPED student outcomes.
- Fellows present their case study research and outcomes at a PFP showcase to district leaders and TTU faculty.

Obj. 4: Continue participating in the Holdsworth Partnership program to build best-in-class talent development systems.

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 overarching purpose of the PFP is to develop leaders who demonstrate evidence of improving student outcomes and are able to meet the expectations in the district Leadership Definition. Lubbock ISD will collect and report on the following performance and evaluation measures related to the PFP and aligned to the program purpose and goals noted above:

(1A) By Mar. 2024, Lubbock ISD will recruit at least 20 quality applicants generally representative of student demographics and that meet the expectations in the district's Leadership Definition.

(1B) Lubbock ISD will track the number of applicants to the PFP, including demographic (e.g. ethnicity, sex, years of experience) and performance (e.g. TIA student growth, STAAR achievement, district assessments, T-TESS) data.

(2) By Aug. 2024, Fellows will conduct an equity audit to identify two core content areas that they will work with in PLCs in order to address planning, instruction, and classroom management and improve student performance on formative & summative assessments. Fellows are monitored at least weekly through scheduled campus leadership team meetings.

(3) By Mar. 2025, Fellows will complete 2 at-risk teacher case studies. Fellows support teachers through weekly observation & feedback, and coaching to address management and rigor in the classroom. Teachers will show an increase on student growth measures in their classrooms. Mentors monitor this support through weekly campus leadership team meetings.

(4) By Mar. 2025, Fellows will complete 1 EL student study; 1 SPED student study. Studies will include relevant literature research on areas of support, students will show consistent improvement on formative and summative assessments.

(5) By June 2025, campuses supported by fellow will show an overall positive improvement of student performance on assessments as a result of additional PLC supports, coaching, and general support of campus initiatives.

(2-5) The preceding measures will be shared at the annual PFP showcase using district assessments, TIA Pre/Post-tests, common formative assessments, observation/coaching notes, and principal mentor feedback.

(6A) The PFP will be evaluated using the Principal Residency Grant Fidelity of Implementation Rubric by the Lubbock Education Policy Initiative (LEPI), a Research Practice Partnership between Lubbock ISD and Texas Tech. Among other measures, this rubric will track course completion rates; principal certification test scores; and Post residency placement

(6B) LEPI will conduct annual interviews with Fellows, Principal mentors, and TTU faculty regarding their experiences in the PFP, such as Fellows' satisfaction rates with TTU faculty and mentor principals. LEPI will present their evaluation to the Lubbock ISD administrative cabinet and provide data to submit to TEA as needed.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The budget for this program will fund the residency of three principal fellows who will serve in a full-time capacity and will be relieved of all other duties. This allows candidates to be fully immersed in the learning opportunities. Funds will cover the following items:

TEA Funds

- \$91,146 Salary for 2 principal fellows (\$45,573 x 2) to allow them to participate fully in the job-embedded fellow experience.
- \$ 2,000 Stipends for 2 mentor principals (\$1,000 x 2) will encourage highly effective administrators to serve in the role of mentor to fellows. This ensures that candidates have the best preparation for future service.
- \$37,000 Tuition, books and materials to provide for effective instruction and completion of Masters Program. Each candidate's costs will be approximately \$18,500 and ensures that candidates receive a high quality educational experience to prepare for successful certification and service in high-need campuses.
- \$ 6,000 Certification costs for T-TESS and AEL, and principal certification costs to prepare candidates to be ready to serve in the 2024-2025 school year. This ensures candidates are skilled at observation and feedback and well-calibrated. This item has been set aside to cover this and incidental costs associated with the program.
- \$13,854 Contracted Service costs with Texas Tech University to provide for Faculty coaching and instruction for 2 principal fellow candidates (\$7,00 x 2). This cost ensures a quality educational experience to prepare for successful certification and service in high-need campuses.

Lubbock ISD Funds

- \$30,000 Salary match for 3 principal fellow candidates (\$15,000 x 2)

Total Project Costs: Lubbock ISD Principal Fellows Program

- \$150,000 TEA Funds (\$75,000 per principal fellow candidate)
- \$ 30,000 Lubbock ISO Funds (\$15,000 per principal fellow candidate)
- \$180,000 TOTAL PROJECT COST

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.

Lubbock ISD teachers (22.3% H, 70.3% W, 4.3% AA) do not mirror its student population (60.1% H, 21.5% W, 13.6% AA). However, Lubbock ISD and TTU have made significant progress reinforcing a diverse leadership pipeline through the PFP (50% H, 41% W, 9% AA). To continue to make progress towards representative parity including gender, ethnicity, and experience, Lubbock ISD uses various strategies to attract diverse and highly effective candidates, including targeted and mass communication. District leaders accept recommendations from counselors, department chairs, academic deans, and campus instructional leaders in addition to campus principals. By doing so, the district is able to better recruit prospective Fellows that might otherwise be overlooked for PFP selection. Broader approaches will be used to encourage prospective PFPs to complete an application, including informational sessions with TTU, district-wide emails from Lubbock ISD, and requests for recommendations by district leaders in scheduled leadership trainings/meeting and content focus sessions.

Following these targeted recruitment efforts, applicants will be reviewed in a two stage process. First, Lubbock ISD will select finalists based on evidence for each applicant's leadership capacity by reviewing their student growth and achievement data (e.g. STAAR, TIA student growth measures), responsiveness to feedback (e.g. T-TESS appraisals, PLC notes), and teacher leader experience. Applicants provide information including their education background, certification areas, teaching experience, professional resume, and principal letter of recommendation, then complete a written application that includes open-ended questions on educational leadership that demonstrate problem-solving ability and leadership decision-making including resolving interpersonal conflict and leadership philosophy.

Following the selection of PFP finalists by Lubbock ISD, prospective Fellows will shadow sitting principals to understand the PFP's expectations, talk to a panel of previous Fellows about their PFP experiences, then complete an in-person interview with TTU faculty using a rubric aligned to key leadership competencies such as data-driven instruction. These semi-structured questions assess applicants' leadership disposition, teacher content knowledge, advocacy for at-risk students, and instructional knowledge. Based on their application and interview, TTU selects the Fellows.

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 PFP is framed by best practices that focus on preparation of instructional leaders to meet the needs of students & improve teacher effectiveness to advance student outcomes. The PFP & Lubbock ISD partnership has a 8-year history with 21 Principal Fellows who now serve as Assistant Principals & Principals in the district. The program involves a highly selective, competency-based residency model that provides evidence-based professional enhancement activities which lead to a Master's degree in Educational Leadership, the completion of Principal Certification, & builds competencies in TTESS implementation. TTU PFP uses full-time clinical experiences to provide aspiring leaders the opportunity to develop instructional leadership skills to transform schools & demonstrate competency. TTU Faculty Coaches lead clinical experiences with weekly individual coaching sessions examining Fellows growth & performance through formative/summative assessment during the 15-month program. Competencies & skills are progress monitored using performance assessments, quarterly instructional coaching feedback cycles, & supporting the progress monitoring of instructional goals. The PFP uses a just-in-time curriculum to embed coursework that lets Fellows apply equity audit data-literacy skills in real-time in schools & apply new learning in root cause analysis, progress monitoring instructional goals, & lead learning in PLCs in authentic settings. The PFP includes coaching & mentoring from current exemplary campus mentor principals, a selection conversation based on data with the mentor principal leads to the selection of two struggling teachers the Principal Fellows coach, & grow over the academic year. Fellows also lead selected PLCs to model best practices with various forms of data & student evidence; and identify & support an ELL & SPED student through coaching & learning.

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.

Lubbock ISD's district pillars to value data, love people, and develop leaders facilitate a continuous improvement mindset that guides how the district develops, deploys, and utilizes data. Lubbock ISD provides district-wide assessments every nine weeks aligned to the TEKS and that mirror STAAR assessment formats. Additional, norm-referenced assessments are administered according to the district's assessment calendar including iStation (monthly), TIA Pre/Pos-Tests (BOY/EOY), Eureka (3 week cycle), and other content area-specific assessments. Data from assessments are regularly analyzed as part of the district's continuous improvement model in various settings. Teachers on campuses participate in weekly PLC meetings to analyze relevant data and modify instruction accordingly, which is bolstered by district-level Content Focus Sessions every nine weeks to support teachers in develop lesson plans and adjusting instructional practices to address trends identified in district and campus data. Campuses not meeting expected progress/achievement benchmarks receive differentiated support from principal supervisors and other central office departments.

To help drive this continuous improvement cycle, every campus on Lubbock ISD is required to appoint four paid teacher leaders on campus (TLCs): (1) Instruction TLC; (2) SPED TLC; (3) PBIS TLC; and (4) Lead Mentor TLC. These positions serve as part of the campus leadership team, attend specialized training at central office relevant to their position, regularly guide PLC discussions, and provide support to colleagues in their field of expertise. The Instructional TLC, for example, is responsible for campus-wide data disaggregation following interim assessments. TLCs, along with other campus leaders, use this data to help identify high and low teacher outliers and create effective actions plans to best support them.

In addition to the summative assessments noted above, Lubbock ISD leverages a variety of common formative assessments (CFAs) that provide additional data to teachers, instructional coaches, TLCs, and campus leaders. Most commonly, teachers will use daily exit tickets designed to determine a student's mastery of learning objectives, the aggregate of which is regularly included as part of standard weekly PLC data protocols. If learning gaps are identified during these data protocols, instructional leaders work with teachers on designing and deploying a re-teach lesson. This type of practice is indicative of other district practices that are evidence-based and correlated with improved outcomes.

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.

Lubbock ISD uses T-TESS and T-PESS for teacher and principal evaluations, respectively. Principals participate in quarterly calibration sessions at the campus and district level to review walkthrough data and compare to student performance data to identify congruence of the system. District and campus leaders review teacher observation trends at least quarterly, and are able to view stratified data through heat maps aligned to TIA statewide performance standards disaggregated by subject, grade, appraiser, campus, teaching assignment, teacher demographics, and T-TESS dimension. This allow campus and district leaders to identify any data skew and deploy appropriate action steps to address it. As a result, Lubbock ISD teacher appraisal data has been strongly correlated with student growth data across all grades and subjects during TIA system validation.

Campus leaders track observation and feedback data through Lubbock ISD's pre-conference, observation, and post-conference (POP) cycle aligned to T-TESS best practices and Effective Schools Framework Level 5.2, documented universally on Kickup, a software platform Lubbock ISD teachers, principals, and district leaders use to record, review, and analyze observation and feedback data. The pre-conference identifies goals for a teacher, the two scheduled observations monitor those goals, and the post-conference provides feedback to teachers on their progress towards those goals. These tools are paired with evidence-based based practices from Get Better, Faster, Leverage Leadership and other resources created by the Leadership and Professional Development department in order that all Lubbock ISD campus administrators are well-equipped to provide consistent, quality feedback that identifies high leverage trends and provides teachers with measurable action steps to improve those trends.

For teachers requiring additional support, campus leaders utilize instructional coaches and TLCs to provide additional in situ support including modeling, lesson planning, and other types of real-time feedback aligned to Texas Instructional Leadership (TIL) high leverage practices. Teachers and instructional leaders revisit these supports regularly during scheduled PLCs in order to link them to previously identified learning gaps/action steps, and to provide a forum to offer genuine affirmation for teachers to reflect on the impact of their own improvements.

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.

Lubbock ISD and Texas Tech University have partnered together on the Principal Residency grant since its pilot phase. Our district leaders and partners at TTU are fully committed to continue working with the program as long as it is funded, but our district leaders understand that grant funding is also finite. To that end, Lubbock ISD has existing measures in place that anticipate future scenarios for training future campus leaders without the Principal Residency Grant using local funds, building internal capacities for leadership training, and additional external funding streams.

To date, Lubbock ISD has supported 21 Fellows through the PFP and 17 are currently Assistant Principals, Principals, or district leaders in Lubbock ISD. With the matching investment noted in the budget narrative, Lubbock ISD has demonstrated both a financial commitment to the PFP model and fidelity of implementation through Fellows' success in their leadership roles. In order to sustain this track record of success, district leaders successfully applied for the Holdsworth Center's District Leadership program, a four-year program that will support district leaders in a change management process that will ensure Lubbock ISD has developed a best-in-class talent development system for future campus leaders.

If funded, this grant program would allow Lubbock ISD to continue to provide a dedicated position as part of the PFP program. However, district leaders already have plans in place to adjust the PFP when funding ends. For example, though Lubbock ISD would no longer be able to provide a dedicated position, Fellows would be hired into other leadership positions designed by the Holdsworth Leadership Pipeline Collaborative. Fellows would still receive the same job-embedded development and mentorship from district leaders, principal mentors, and TTU faculty, but would necessarily have a reduced amount of dedicated time to the PFP.

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

Lubbock ISD and EPPs will have multiple avenues of communication. Faculty coaches will conduct bi-weekly campus visits to meet with fellows and mentor principals. These meetings will be followed up with a phone or face-to-face conference with key district players to review progress and make any necessary adjustments. These conferences will address strengths, weaknesses, and opportunities for growth.

Lubbock ISD is committed to making necessary adjustments to ensure that Fellows have a successful learning experience. Key district personnel, such as the Executive Director of Leadership and Professional Development and Chief Academic Officer, will meet with fellows and mentor principals and make similar reports back to the EPP. These meetings will take place at least once per nine weeks unless data indicates there is a need for more frequent contact. Because of the healthy relationship that has been built over time, Lubbock ISD and Texas Tech have an excellent partnership and are able to make informal contacts as well. These are frequently done via email, phone call, or face-to-face visits.

In addition to these campus based conversations, the LEA and EPP have ongoing meetings and conversations to address grant opportunities such as this, the scope-and-sequence of the curriculum, the implementation of the program, and opportunities for further development of the existing program. Additionally, we partner to address other related educational issues such as teacher pipelines to ensure that we are expanding our most valuable human resource. Most recently we have established the Lubbock Educational Policy Initiative (LEPI), a Research Practice Partnership to allow us to readily investigate a problem of practice and more easily transfer data between our institutions. This partnership allows us to expediently analyze our programs and outcomes and make necessary improvements.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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

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

You may duplicate this page

Amended Section

Reason for Amendment