



**2022-2023 Principal Residency Grant Cycle 5**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 1, 2021**

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 4, 2021**.

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 2: Supplemental Narrative Question Responses
- Attachment 3: Educator Preparation Program's Scope and Sequence
- Attachment 4: Instructional Leadership
- Attachment 5: District Coaching Tool

**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  DUNS

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 2022-2023 Principal Residency Grant Cycle 5 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Principal Residency Grant Cycle 5 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 do not have 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 and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Spring 2022.
- 12. EA 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 *Attachment 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Attachment 3: 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 [principalresidency@tea.texas.gov](mailto:principalresidency@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 culturally responsive methods to develop leader competencies at the personal, instructional, and institutional level.

**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.

Arlington Independent School District (AISD) is the 13th largest district in the state and educates approximately 57,000 students on 78 campuses. The MISSION of AISD is to empower and engage all students to be contributing, responsible citizens striving for their maximum potential through relevant, innovative, and rigorous learning experiences; with a GOAL that 100% of AISD students will graduate exceptionally prepared for college, career, and citizenship (AISD Strategic Plan, 2016-21). Through the Principal Residency Grant Cycle 5, AISD will continue to partner with Southern Methodist University (SMU), an approved educator preparation program (EPP) --to increase the number of well-prepared, diverse instructional leaders by building a sustainable leadership pipeline and growing a quality principal residency program. As a recipient of the Cycle 4 Principal Residency grant, AISD will expand our partnership with SMU and further increase the capacity and development of future campus and district leaders. Arlington ISD's mission is in direct alignment with that of the grant program – to build a sustainable leadership pipeline and grow principal residents.

Specific needs of Arlington Independent School District:

- 1) AISD Strategic Support Network (SSN) schools receive prioritized/differentiated support based on academic needs. Over the past 3 years, campus principal turnover has been about 50% in this Network.
- 2) Currently, AISD does not have a reliable method to estimate the number of staff who are ready to be promoted into an Assistant Principal role. During the 2020-21 school year, the district had 36 assistant principal vacancies.

How the Principal Residency Grant, Cycle 5 program will address AISD's mission and needs:

- 1) AISD will identify, recruit, and retain high-potential leaders to lead in struggling schools. We seek candidates who have demonstrated success in teaching and leading in high-needs schools, and those who can positively contribute to improved student achievement.
- 2) AISD will ensure struggling campuses with greatest needs (high mobility, administrator turnover, high poverty) have stable leadership and support to strengthen academic achievement, through the development and strategic placement of high-potential leaders who have the desired leadership skills. Residents will commit to 2 years with the district to further leadership skills.
- 3) Through the Principal Residency program, AISD will recruit and retain teachers aspiring to lead. Working with the EPP (Southern Methodist University), we will support them through graduate work, certification expectations and job-embedded learning opportunities as Assistant Principals in the district.

**Goals, Objectives, and Strategies**

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

**GOAL.** By 9/2023, AISD will partner with Southern Methodist University (SMU), an approved EPP -- to increase the number of well-prepared, diverse instructional leaders by building a sustainable leadership pipeline and growing a quality principal residency program.

**OBJECTIVES.** AISD will: 1) Recruit, identify, and retain 10 principal residents--aligning candidate qualities (leadership disposition & ethnic diversity) with district goals; 2) Upon completing program, AISD will place 100% of principal residents into high-needs/high-poverty campuses within district; 3) AISD will respond favorably to job-embedded learning and experience with the graduate program; and 4) 90% of Mentoring Principals will find significant value in the Principal Residency Program, as measured by principal pre- and post-surveys.

**ACTIVITIES/STRATEGIES.** 1) Create/Implement Recruitment Plan to identify high potential teacher leaders who aspire to lead struggling schools, aligned with AISD's leadership definition. 2) Select 10 highly-qualified candidates with demonstrated leadership success & who mirror campus demographics/diversity needs, & strategically match residents with campuses. 3) Identify 10 campus principals with demonstrated success to support/mentor principal residents. 4) Develop/Execute MOU with SMU to organize/develop instructional leadership & learning sequence, aligned with AISD's leadership definition & the Texas 268 Integrated Pillars. 5) Residents begin program/graduate hours with SMU. 6) Orientation/Goal setting for Texas-Principal Evaluation Support System (T-PESS). 7) Principal residents/site supervisors evaluate candidates' knowledge, skills, and experiences with TexES Principal Competencies, convene weekly meetings, & monitor progress.

**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.

AISD will collect formative & summative data, and report on mandatory performance & evaluation measures. The AISD Leadership Pipeline plan has multiple checkpoints, feedback loops and opportunities for course correction and modification opportunities to ensure residents' and district success. Initial benchmarks focus on identification, recruitment & selection to ensure great candidates meet the criteria. If a selected candidate chooses to withdraw/does not meet SMU admission requirements, the next highest rated alternate will be selected from application pool. Four primary areas are monitored with feedback & adjustments provided: 1) student performance; 2) practical application & experience with principal competencies; 3) preparation for the 268 exam & PASL tasks; and 4) academic coursework.

Residents are assigned specific teachers to coach; student performance in those classes will be monitored. If student progress is not satisfactory, residents will work closely with teacher to develop plans/pedagogies to best help struggling AISD students. As developing instructional leaders, residents will receive feedback on quality & growth on instructional/reflective coaching skills from teachers they are assigned to coach. University/site mentors assess residents' performance regularly through observations/evaluations with feedback & coaching conferences. Site supervisors complete evaluations of the candidates' knowledge, skills & experiences with TExES Principal Competencies. Residents will take practice certification exams. Evaluations/practice will be conducted a minimum of 3 times (beginning/middle/end) during program. Each course is aligned with principal competencies and contains at least two constructed-response like exercises. Principal residents will participate in exam preparation through SMU coursework. If resident struggles in any area of preparation (academic coursework, authentic school experience, or certification preparation), university/district personnel will provide coaching, assistance, resources & direction to ensure success. During the school year, residents receive feedback/grades are tracked. Professors communicate concerns as they arise to the university program director, who will conference with residents and provide assistance as needed.

Specific performance measures will include:

- 1) Performance evaluation data (e.g., observations, teacher surveys, coaching notes);
- 2) Post-residency placement information;
- 3) Demographic information;
- 4) Residents' program completion rates;
- 5) Residents' satisfaction rates with IHE/EPP & mentor principal;
- 6) Number of applicants within AISD;
- 7) Residents' certification test scores;
- 8) Program Self-Evaluation (Rubric for AISD & SMU);
- 9) Resident Evaluation (Rubric for AISD & SMU).

**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.

**TOTAL PROJECT BUDGET**

To fully implement the TEA 2022-2023 Principal Residency Cycle 5 grant program for 10 principal residents, the total budget is \$999,330; and will be met through the requested grant funding (\$700,000) and AISD funds (\$299,330). SMU has agreed to provide a tuition discount of \$2,000 per resident, for a total discount of \$20,000 for the 10 participants. Principal Residents will be expected to contribute incidental amounts for items such as personal computing devices, parking fees, supplies, and other costs. The proposed expenses are cost-effective and allowable to implement the project as described, and align with AISD’s plan to develop a sustainable leadership pipeline. Funds are supplemental and will not supplant existing federal, state, or local funds. Total Program costs include: 6100 Personnel (\$745,960), 6200 Professional & Contracted Services (\$239,750), 6300 Supplies & Materials (\$70), and 6400 Other Operating Costs (\$13,550).

**MATCH**

- \* AISD will provide a local match of \$15,000 towards each principal resident’s year-long full-time salary plus fringe benefits of \$4,950 per resident. Total expected match of salary for 10 principal residents (\$150,000 + \$49,500 = \$199,500).
- \* AISD will provide a stipend to supervising principals of \$900 each (\$900 x 10 = \$9,000), plus fringe per person of \$244 (\$244 x 10 = \$2,440).
- \* AISD will provide funding to cover the SMU/EPP tuition of \$6,302 per resident (\$6,302 x 10 = \$63,020); and TExES, PASL Exam fees, and Strengths Coaching of \$1175 (\$1175 x 10 = \$11,750).
- \* AISD will provide funding to cover the costs of Supplies & Materials (\$70), and TEA Principal Residency Summer conferences such as TEPASA or TASSP (13,550).
- \* Total AISD Match: \$299,330.

**REQUESTED GRANT FUNDS**

- Requested grant funds (10 x \$70,000 = \$700,000) include the following expenses:
- \* Total base salary for 10 principal residents (10 x \$45,000 = \$450,000). Fringe benefits -- Health, Medicare, and Teacher Retirement System of Texas (TRS) contributions (\$8,502 x 10 = \$85,020).
  - \* SMU/EPP tuition costs \$16,498 per resident (\$16,498 x 10 = \$164,980)
  - \* No funds are requested for Indirect Costs.
  - \* Total grant request: \$700,000.

AISD actively seeks additional funding streams and sustainability for successful programs and ongoing expenses. We will maximize local funding, grants, and partnership investments to increase the capacity and impact of leadership development programs. AISD is committed to providing research-based leadership programs and building effective leadership from within the district. The district expects to increase its internal funding of the program over time as more leadership candidates are trained, retained, and hired into leadership positions. With a multi-year track record of success, we believe we can maintain the support of our school board and increase the program’s budget. With this track record, we also believe we can identify additional philanthropic investors to support the program over time.

The AISD 2016-2021 Strategic Plan is based upon the following beliefs. We believe our success depends upon

- A commitment by all to a clear and focused vision
- Effective teaching and leadership
- A positive culture that promotes continuous improvement by all
- An engaged community. Investing in effective teaching and leadership through federal, state, local, and grant funds allows AISD to provide our students with a quality education. AISD’s Office of School Leadership and other district leaders are responsible for the management, direction, supervision, and evaluation of schools and school principals in AISD. The department ensures that adequate resources, support and accountability are provided to campus leadership teams in an effort to realize student achievement.

## 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.

Through an ongoing partnership with The Holdsworth Center (education leadership center focused on improving the quality of public schools for Texas students), Arlington ISD has developed a solid leadership definition, articulated clear pathways for growth and advancement, and a process to identify high potential talent who have the skills & disposition needed to positively impact the school system. We will execute a rigorous, targeted recruitment & selection process.

**RECRUITMENT.** Current leaders will assess the performance & potential of teacher-leaders through: a) Demonstrated academic performance, b) Score on relationship building & community instrument, c) Demonstrated experience teaching & leading in struggling schools, d) Cultural aptitude, e) Diversity that meets the needs of struggling campuses.

**SELECTION.** In collaboration with SMU, selection criteria will be refined that promotes rigor, reflection, and alignment with AISD's cultural tenets & leadership definition. Initial selection criteria: a) Demonstrated success in raising student achievement, b) Known ability to authentically connect with diverse student/community populations, c) Commitment to personal growth in instructional leadership & learning, d) Advocacy for equity & access for all students.

**APPLICATION.** Identified leaders will apply for the program through a 360-leadership survey based on AISD's leadership definition indicators. Applicants will submit essay responses (instructional leadership, their view on a problem of practice affecting struggling schools, and their personal leadership purpose), artifacts reflecting success in changing outcomes for students, and evidence of successful initiatives.

**INTERVIEW & SELECTION.** Three-rounds of interviews : 1) Digital interview & response; 2) Scenario response. Applicant will review scenario data & respond to panel; 3) Applicant will review instructional video, engage in role-playing by providing feedback to the "teacher," and will be assessed on ability to identify "praise, polish, & bite-sized next step." An assessor team including AISD district leaders and SMU will convene to make recommendations/selections based on applicant's portfolio.

**DIVERSITY OF RESIDENTS.** A gap exists in student & staff diversity, with a growth opportunity to increase the proportion of leaders & teachers who identify as Hispanic through targeted recruitment strategy of racial and ethnic leaders.

2. The LEA must provide a description of the year-long, full-time residency and include 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; and 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.

During the grant cycle (1/18/2022 to 9/30/2023), AISD will work closely with SMU as the EPP to co-design/develop a sustainable, rigorous, hands-on leadership pipeline that interweaves the district DNA (mindset, skillset, toolset) with Texas' Principal as Instructional Leader competencies. Participants will receive vital experiences & continuous feedback from site/university supervisors and be fully prepared to take/pass required certification exams while instilling the culture & mindset of AISD and 268 pillars.

Selected residents will start the residency year with 3 foundational classes taught through SMU and apply skills through projects & applications in their schools. Residents identify/develop their strengths (Gallup Strengths Coaching) while exploring ideas around the Texas Association of School Administrator (TASA) School Transformation Framework. The residency program will use a Gradual Release Model where candidates observe, participate, and then lead in different instructional & operational aspects of the school. Site mentors/university supervisors will meet weekly with residents to discuss priorities, develop plans, & provide reflective coaching feedback. During the residency, principal residents are involved in solving real, challenging, and substantive issues faced by school leaders. They select projects (or propose their own) in each of the 11 principal competencies and are encouraged to extend into building blocks toward required PASL tasks. Residents will fully integrate into every aspect of the campus leadership, participate in their campus' Continuous Improvement Team, mentor/provide PD to newly hired teachers, conduct action research projects & present findings, lead teachers in PLCs & TEKS/Lesson Alignment. Residents will reflect on learning during the program, on each competency area.

**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.

In the fall of 2019, AISD intentionally decided to systemically equip campus leaders with foundations of Data-Driven Instruction (DDI) training and best practices through a partnership with the Regional Service Center to bring all campus leaders closer to an expected DDI baseline. AISD strives to implement DDI systemically with the expectation that DDI become part of the culture of "how we do business in our schools" as it relates to campus decision making.

To date, 100% of AISD campus leaders have attended Paul Bambrick-Santoyo's Data Drive Instruction professional learning at Level 1: Data Driven Instruction. Their engagement in this professional learning has set them up to successfully plan and facilitate a data meeting using the Bambrick Model. In addition, AISD recognizes that building capacity goes deeper than campus leaders, and thus has worked to train campus leadership teams in Level 1 training.

Through AISD's ongoing DDI professional learning plan, the district is currently at the end phase of training instructional Leadership Team members such as deans, instructional coaches, grade level or department teacher leaders, and assistant principals. One hundred percent of AISD campus leadership teams have been trained in Level 1, and the district is on track to move this number to 100% by the summer of 2021.

Concurrently, principals have been trained in Level 2: Data-Driven Instruction. AISD provided principals with the skill set to observe a member of their instructional Leadership Team leading a data meeting and give appropriate feedback on the highest leverage actions they may take to strengthen execution of the DDI meeting. Comprehensive principal training also is comprised of principals engaging in yearlong learning plans during 2019-2020 and 2020-2021 school years. These learning plans require principals to select an area of DDI in which they want to improve, using an established baseline. Principals then receive support of multiple touchpoints from area superintendents and their peer group coaching triads. All residents will be trained and expected to lead DDI Teams.

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.

In Arlington ISD, we have worked on developing and nurturing a culture of feedback. To further the focus on feedback, we included a "commitment to personal growth" as part of our leadership definition. As such, we expect all leaders to intentionally commit to personal reflection, embrace feedback, and get better every day. AISD principals and principal supervisors have all been trained and are implementing the Paul Bambrick-Santoyo's Six Steps of Effective Feedback Protocol (Bambrick-Santoyo, 2018). Principals are expected to engage in ongoing observation and feedback cycles with teachers. They work with their administrative team to use feedback to plan for professional learning for staff. They also measure the impact of feedback on improved teaching and learning in the classroom.

Because over 50% of the principals have less than three years of experience and different levels of training, implementation varies greatly across campuses. Principal Supervisors continue to hold observation and feedback as an expectation for all principals. They provide routine coaching and ongoing professional learning to help all principals improve their practice. Principals are expected to conduct at least 10 observations and provide face-to-face feedback to teachers each week. Principal Supervisors work with principals to monitor progress towards this goal and engage in calibration exercises to ensure high-quality feedback is provided to teachers. In addition, all principals conduct the TTESS Goal-Setting, Student Learning Objective (SLO) and teachers' evaluation process. The teacher evaluation includes at least two walk-through observations and teacher feedback each semester. The cycle also incorporates a formal observation with a pre- and post-conference as part of the evaluation cycle.

Attachment 1: Leverage Leadership Readiness Assessment: Observation & Feedback

**Program Requirements (Cont.)**

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program.

Arlington Independent School District has vast experience managing teacher leadership programs and grant funds and has the capacity/management experience to implement the project with fidelity. The success of the Principal Residency Program (as measured by Performance Measures for the participant, the district, and SMU) ensures the need to sustain objectives similar to the Principal Residency Program: • Sustained & rigorous clinical learning in an authentic school setting, • Evidence-based coursework focused on best practices, • Ongoing support from an effective mentor principal/school leader, • Authentic leadership opportunities, and • Opportunities to practice and be evaluated in a school setting.

AISD's Sustainability Plan for the Continuation of the Principal Residency Program objectives is evident in the district's work to develop the AISD Strategic Plan 2022-2027. The Sustainability Plan is intentional and aligned with the district goals to provide an explicit leadership pipeline for aspiring campus leaders and to create a Teacher Leader Pathway for Leadership Development. This program will focus on Teacher-Leaders who have obtained a master's degree and are aspiring administrators seeking the principal certification.

The AISD Plan for Sustainability will recruit & train teacher leaders, incorporating objectives of the Principal Residency Program to build a sustainable leadership pipeline. Participants are required to invest their time in a yearlong cohort academy focused on building leadership experiences & content sessions led by district leaders. Program experiences align with the residency program & focus on enhancing leadership skills. The AISD Plan strengthens leadership skills & places participants on the pathway to principalship while building the leadership pipeline. AISD is committed to ensuring that participants are equipped with skills to inspire students to succeed & receive necessary support. The AISD Plan will include: Embedded field experiences, and Content sessions aligned with AISD's continuous improvement efforts. Each participant/leader will: • Receive ongoing support from internal field experience mentor, • Develop a problem of practice aligned with their campus needs, and • Work with their assigned mentor to develop/execute authentic leadership opportunities, specific leadership skills & experience to make an impact in the identified area of need.

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

The successful implementation of the TEA Principal Residency Program involves clear expectations and effective ongoing verbal & written collaboration between Arlington ISD key project/district personnel and our chosen TEA-approved EPP provider, Southern Methodist University. Elements of intentional, collaborative planning and program design include:

- Development of each parties' level of participation & expectations in MOU between AISD/SMU, to include:
  - o Courses designed to develop leader competencies (Texas 268 Identified Integrated Pillars);
  - o Courses designed to explicitly connect course content, authentic leadership opportunities, resources & materials, and course assessment measures; and
  - o Residency Design (performance assessments, authentic learning, weekly feedback, & culturally responsive methods).
- Two-way/open communication between parties.
- Prior to each school semester, AISD grant project manager & SMU accelerated program coordinator/project leader will develop a mutually agreed-upon calendar/timeline to meet (virtually or in-person):
  - o For planning sessions and to align field experiences, course work, & PASL requirements;
  - o For monthly review of resident progress, concerns, barriers, and upcoming focus areas for the academic program; and
  - o For monthly review of assigned field supervisor expectations, progress, development of individual followup dates, and communication efforts to ensure each resident is on track.



**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" value="56,295"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="56,295"/>
4. Total current-year program allocation	<input type="text" value="700,000"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="700,000"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="12"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text" value="0"/>

**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**