Texas Education Agency

NOGA ID	
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 2: Supplemental Narrative Question Responses
Attachment 3: Educator Preparation Program's Scope and Sequence
Attachment 4: Instructional Leadership Meeting
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	Austin Independent School District	CDN	227901	Campus		ESC	13	UEI	076933746

Address	4000 S IH 35 Frontage Rd	City	Austin	ZIP	78704	Vendor ID	746000064

Primary Contact	Denisha Presley	Email	denisha.presley@austinisd.org	Phone	512-414-2752

Secondary Contact	Christian Flores	Email	christian.p.flores@austinisd.org	Phone	512-414-1700

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 Name	Christy Fox	Title	Executive Director, State & Federal

Email	christine.fox@austinisd.org	Phone	512-414-1700 x72092

Signature	*Christine Fox* (DocuSigned by: EEB03D01BF6B425...)	Date	10/25/2023

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.

Mission and Need - Austin ISD's mission is to prepare every student with the knowledge and skills to thrive in college, career, and life. Central to this mission are equity, innovation, academic excellence, a culture of respect, transparency, and data-informed decision-making. It is essential to this mission that AISD builds a sustainable pipeline of well-prepared, diverse, and e ective instructional leaders to positively impact student achievement and attendance, as well as teacher satisfaction and retention. AISD continues to cope with sta   turnover rates that spiked following the pandemic, especially at the district's highest need schools. In the 2022-23 school year, there were 65 campus administrator vacancies, 75% of which were on Title I campuses. The need for Assistant Principal coaching and support remains high. In 2023, 26 admin-positions were filled by new principals (either new to the role or new to the district). Based on current trends, AISD anticipates having double-digit assistant principal openings each year. AISD serves a diverse student population (55% of students identify as Hispanic, 28% are English Language Learners, and 90+ campuses have a majority Hispanic population), yet only 34% of our administrators are Hispanic. These factors highlight a need to continue to increase the number of well-prepared, diverse instructional leaders that reflect the diversity of AISD's student population.

To address this need and AISD's mission, AISD's continued partnership with the University of Texas at Austin (UT) will provide a selective principal preparation residency program for 10 aspiring leaders currently serving in AISD as teachers, counselors, or instructional coaches to enhance a sustainable leadership pipeline that develops strong and equity-focused leaders. By May 2025, all program participants (residents) will earn a principal certification and master's degree from UT in Educational Leadership while engaging in a one-year, supported, job-embedded residency experience under the guidance of a team of four. This program will result in an increased demographic match between students and campus leaders, increased persistence among principal residents, and a stronger leadership pipeline supporting improved student achievement outcomes. Each resident is assigned a support team which includes a Principal mentor at the campus level, an experienced coach who is a former residency participant, a UT faculty mentor who serves as a field supervisor, and a member of the AISD leadership development team to provide responsive coaching from a district lens.

The Master's coursework addresses social justice, educational equity, curriculum and instruction, school culture, leading organizational change, organization and management, leadership, instructional technology, teacher development, politics and policy, assessment, and accountability. Residents will conduct projects, including an equity audit, to gain experience in collecting, analyzing, and making equity-centered, data-informed decisions to improve student outcomes. Work is rooted in evidence-based best practices for school leadership, aligned to the national Professional Standards for Educational Leaders, will develop competencies in the Texas Principal Standards (268 Identified Integrated Pillars). AISD and UT employ architecture from the Education Development Center's Quality Measurement to augment the strength of the partnership and further the development of the program. QM o ers 5 dimensions that are essential to e ective partnerships: partnership vision; shared program leadership; partnership infrastructure; continuous improvement and progress tracking; and partnership sustainability, alignment, and integration.

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 1: Implement QM sustainable practices to develop a PK-12 principal pipeline that will strengthen the administrator candidate pool with highly qualified applicants and maintain resident cohort retention rates of 90% (average retention rate over past two years is 94%). STRATEGY 1A: Implement a uniform readiness assessment tool to inform AISD's systematic and targeted recruitment and selection process for highly qualified leaders. STRATEGY 1B: Strengthen QM domain, coaching and leadership development for mentor principals to prepare residents and APs for principalship through experiential learning and leadership opportunities. STRATEGY 1C: Provide residents holistic, streamlined support from a team of four.

GOAL 2: Increase the diversity of residents so that at least 50% of residents represent a marginalized population. (In 2022-23, 50% of residents identified as non-white). STRATEGY 2A: AISD leaders and current mentor principals will help market the program, goals, and objectives for building a principal pipeline through event-based or digital outreach, and request that AISD principals and educational leaders nominate equity-centered instructional leaders that represent a marginalized population to increase diversity and representation of the student population district-wide. STRATEGY 2B: Strengthen a systematic process for principals to develop leadership capacity amongst teachers including PL for principals.

GOAL 3: Increase the number of mentor principals with coaching skills to develop equity-centered leaders and grow the principal pipeline pool. (In 2023-24, 100% of residents are assigned a former resident as a coach). STRATEGY 3A: Refine the resident and mentor principal profile using research-based best practices, AISD's Leadership Framework, and outcomes from previous grants. STRATEGY 3B: Support mentor principals with coaching through professional development, ongoing meetings and check-ins, and campus visits.

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.

(1) By May 2024, AISD will recruit, prepare, and retain 10 residents that mirror the demographics of the AISD student population.
(2) By December 2024, residents will have completed an equity audit, designed and implemented professional development (PD), and facilitated PLC and classroom observations that leverages data and instructional practices with teachers to increase student achievement.
(3) By December 2024, residents will engage in campus processes to deepen their understanding of SPED, 504, LPAC, and GT testing.
(4) By May 2025, residents will coach and support a teacher in an area of need based on teacher observations.
(5) By May 2025, residents will facilitate PD that targets a high academic need for their campus.
TOOLS AND PROCESSES TO MEASURE PERFORMANCE AND ENSURE EFFECTIVENESS:
-----Resident performance evaluation data: Observations by mentor team; End-of-Semester Principal Resident Performance Feedback forms aligned to TEA's T-PESS Rubric; Coaching visits with the AISD TD (Talent Development) team; Evaluation by mentor principal using AISD's Campus Administrator Performance Review; mid-year conference meetings with the AISD TD team and UT faculty.
-----Post-residency placement information: AISD assessment center.
-----Demographic information of residents in comparison to AISD student demographics.
-----Resident satisfaction with program and mentor principal: Surveys; Coaching visits with AISD LD team.
-----Resident self-evaluation: Formative and summative surveys aligned to State and National Principal Standards and TEA's E ective Schools Framework to self-assess their knowledge and skills before the residency and quarterly throughout; Mid-year meetings with the AISD TD team to discuss areas of strength, self-identified areas of growth, progress, and set goals for themselves for the second semester.
-----Resident program completion rates.
-----The number of program applicants.
-----Resident certification test scores.
-----The number of residents who earn administrative positions at the start of the following school year.

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 will meet the needs and goals of the program by removing financial barriers for program participation and completion. AISD and UT will collaborate before, during, and after the program to evaluate progress, performance, impact, and make adjustments to meet needs accordingly.

-----RESIDENT SALARIES: The focus of this program is job-embedded training for 10 full-release residents. Therefore, the bulk of funds ($599,050) are dedicated to resident full-release salaries. As part of a long-term strategy to work towards sustainability and absorbing the operational cost of the program, AISD will provide a match of $18,000 (a 20% increase over Cycle-6 contribution) towards each resident's salary (total of $180,000). However, without this grant, our program could not yet provide full-release salaries to residents, and it would return to a traditional but lesser-desired internship model where aspiring principals teach full-time and get support, coaching, and PD outside of school hours.

-----MENTOR STIPENDS: The mentor team, comprised of 10 mentor principals, a UT faculty member that serves as a field supervisor, the mentor experienced coaches, and key sta   from AISD's Talent Development, is critical to residents' success. They 1) Assess residents' performance; 2) Identify strengths and areas of growth; 3) Ensure areas of development align with specific action steps for growth; 4) Plan leadership opportunities; 5) Meet weekly with residents to reflect on experiences, learning, and provide feedback and support; 6) Share their own learning, strategy, and rationale for their work. All 10 mentor principals will receive a $500 stipend. Through dialogue, job shadowing, modeling, mentoring, coaching, and ongoing feedback, the mentor principal reflects on their practice to provide transparency into their decision-making processes. Residents benefit from the opportunity to reflect on why decisions are made and examine the outcomes from these decisions. The mentor coaches (4-10 former residents) receive a $500 stipend per resident served.

-----PROFESSIONAL DEVELOPMENT: Grant funds will support professional development (PD) for residents and mentor principals, including The Art of Coaching Teams: Elena Aguilar's school leadership framework teaches residents to lead and facilitate teams with an understanding of adult learning theory, to execute the administrative tasks that will keep teams thriving, and cultivate a team's emotional resilience to combat cynicism ($9,500); Supplemental In-person coaching from a Region 13 Instructional Coach will work 1-1 with residents to augment the best practices of diversified professional development ($2,300).

-----SUPPLIES & MATERIALS: Grant funds will cover the master's program curriculum textbooks ($2,000) and general supplies and materials ($2,000).

-----PRINCIPAL CERTIFICATION: For certification, residents must take the Performance Assessment for School Leaders (PASL) exam, which measures their application of knowledge and skills, and pay the processing of the Standard Principal Certificate application fee. Grant funds will cover resident Certificate Applications and a minimum of 10 PASL and 10 TExES 268 exams($8,762).

-----UT IN-KIND SUPPORT: UT provides a faculty member to serve as a field supervisor and provide coaching support. The field supervisor is committed to developing e   ective educational leaders to transform schools through social justice leadership to educate all students. Through carefully constructed coursework and ongoing resident support, the field supervisor's coaching strategies will link theory into practice. The field supervisor will document 3 observations and provide verbal and written feedback to the resident aligned to the Texas Principal State Standards. For formal observations, the field supervisor will participate in a pre-observation conference with the resident, document observed educational practices, and provide written and interactive post-observation feedback.

-----AISD IN-KIND SUPPORT: AISD will use local funds and sta   to provide in-kind PD such as the Assistant Principal Learning which will equip residents with skills to meet the diverse needs of the AISD's communities. This program is already supported through local funds that provide PD, coaching, and district and university mentors who dedicate time to design intentional learning opportunities and coach residents.

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.

Using research-based best practices such as the Wallace Foundation's profile of a leader and AISD's Leadership Framework, AISD and UT co-developed a targeted recruitment, nomination, application, and selection process to identify strong candidates who currently serve in AISD as teachers, instructional coaches, or other educational roles.
(1) TARGETED RECRUITMENT: AISD leaders and current mentor principals will present the residency program and objectives for building the residency principal pipeline to Title I administrators through event-based or digital outreach, and request principals to nominate equity-centered instructional leaders.
(2) NOMINATION: AISD principals and educational leaders will nominate candidates in a process that includes identifying:
---Educators who have taught 2+ years as a classroom teacher and have improved classroom/school academic achievement
---Educators who have successfully served in campus/district leadership roles
---Members of the campus/district instructional leadership team
---Educators who are diverse and representative of the AISD student population (Hispanic: 55.0%, White: 30.1%, Black: 6.6%, Asian: 4.5%, Other 3.8%.). 50% of the 2023-24 residency cohort identifies as non-white.
---Educators who demonstrate ethical behavior; advocate for historically marginalized students; have strong interpersonal and problem-solving skills; communicate e ectively with families and the community; have a history of professional growth; and demonstrate evidence of successful classroom observation data and teacher evaluations.
(3) APPLICATION AND ASSESSMENT CENTER: Candidates will submit an application, resume, statement of purpose, 3 letters of recommendation, and references. They will participate in an assessment center process that includes an interview, a data presentation, and a teacher evaluation session.
(4) SELECTION: Using the nomination criteria, applications, references, and results from the assessment center, AISD and UT will select the 10 principal residents.

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.

(A) Coursework is logically sequenced to ensure that concepts, knowledge, and skills build upon each other in a structured progression that aligns with CLINICAL LEARNING IN AN AUTHENTIC SCHOOL SETTING, where residents will have opportunities to apply learning and demonstrate comprehension and mastery of skills.
(B) Throughout the year, residents will have SUBSTANTIAL LEADERSHIP RESPONSIBILITIES through intentionally designed learning experiences like leading essential administrative functions like campus PD, weekly PLCs, and teacher observations.
(C) Under the guidance of their mentor principal, residents will use student/teacher data to design CONTINUOUS PD tailored to the needs of the campus to positively impact student learning.
(D) Residents will BUILD A COLLABORATIVE TEAM WITHIN THE SCHOOL TO IMPROVE INSTRUCTIONAL PRACTICE, STUDENT ACHIEVEMENT, AND SCHOOL CULTURE by designing and delivering PD based on campus needs, supporting Campus Improvement Plan development, and working alongside teachers to deconstruct TEKS and create lessons.
(E) The mentor team will facilitate a GRADUAL RELEASE OF RESPONSIBILITY where residents will observe PLC's, faculty meetings, PD, campus observations, behavior management, and student meetings to gain experience with LPAC, 504, SPED, and GT. After observing, they will lead them with an administrator present, and then lead them independently.
(F) The mentor team will provide residents with ongoing feedback about their performance through FREQUENT SHORT CYCLE COACHING so residents can practice and continually improve with each feedback session. Mentors and residents will participate in weekly debriefs using data while mentors provide feedback and guidance to the resident.

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.

> All AISD campuses receive ongoing coaching and PD to ensure data-driven instruction at every campus is aligned to end-goal assessments, such as state tests and college entrance exams. A Multi-Tiered Systems of Support Specialist (MTSS) provides ongoing support to every campus with data analysis, disaggregation, and identification of individual teacher and campus-level data trends. Campus administrators and teachers also use several tools to monitor student, classroom, and campus-level data. Tools include: ready-made systems and reports (Frontline HR-Human Resources, CMS-Curriculum Management System, SIS-Student Information System, HCP-Human Capital Platform for PD and appraisals); district-built software (eCST-electronic Child Study Team intervention reporting, YSM-Youth Services Mapping partner services), Panorama climate surveys, and advanced analytics/visualizations (SchoolCity benchmarks, Forecast5/Tableau dashboards, Google Suite). AISD's Professional Pathways for Teachers (PPfT) classroom observation walk-through allows principals to provide coaching and actionable feedback around data-driven instruction.
>
> Campus leadership teams conduct campus-level PLC data meetings weekly to focus on interim assessments, daily instruction feedback, and student work analysis. During PLC meetings, teachers and administrators review the curriculum, make adjustments based on data to meet students' learning needs, and create action plans that include ways to meet and exceed the rigor of standards and end-goal assessments. In addition to MTSS Specialists, AISD provides district-level support in collecting and analyzing student data, creating effective plans, and implementing support through the Campus and District Accountability Office.
>
> Campus leadership teams collaborate with district-level teams to provide campus PD directly connected to campus needs and based on the Effective Schools Framework. Leadership teams observe and monitor new instructional practices learned through PD to provide timely and actionable feedback to teachers and students. Campus-based PD is delivered in various ways, such as whole-group learning, small groups or teams, job-embedded experiences with coaching support, and more. PD continues after the cohort's graduation, co-facilitated by UT and AISD once a semester.

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.

> AISD uses the Professional Pathways for Teachers (PPfT) Appraisal System to build teacher capacity through a comprehensive system of support and rewards to grow students and teachers. The PPfT provides a framework for ongoing observations of classroom instruction, systematic coaching, and continuous PD for teachers, which directly improves student outcomes. The overarching goal is to build and strengthen a culture of observation and feedback in AISD, where we shift the focus from evaluation to coaching and continuous professional growth. Campus and district administrators use a district walkthrough form for teacher observations aligned to the PPfT Instructional Practice Rubric. Formal observations are scored using the PPfT Instructional Practice Rubric, which covers 22 best practice indicators for teaching and learning, each rated on a 5-point scale from "Support Needed" to "Mastery."
>
> During the 45-minute formal observations, administrators provide evidence and feedback for each indicator, identifying specific growth areas and ongoing actionable feedback. Results also highlight individual teacher strengths and coaching opportunities. Classroom observation walk-through allows principals to provide coaching and actionable feedback around data-driven instruction. The number of informal walkthroughs per teacher (4-6 per year) is differentiated based on teacher experience and campus need. Residents will participate in the PPfT process by conducting informal walkthroughs and observing the formal evaluation process. AISD and UT created a shared Observation and Feedback form for residents so that all parties observing residents use the same form and structure. AISD added measures to the Campus Administrator Performance Review (CAPR) and Principal Supervisor Performance Review (PSPR) evaluations to set clear expectations about providing teachers with regular feedback to improve their practice. CAPR and PSPR are tools used to evaluate principals and principal supervisors, which includes assessing the quality of their observations and feedback. Residents will do walkthroughs and calibration exercises with their mentor principal to score classroom instruction using the PPfT rubric, rate them individually, and compare scores. They will also do walk-throughs with campus and central administrators to increase alignment, feedback, and consistency for instructional expectations and support, leading to improved student outcomes.

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.

This residency grant strengthens AISD's overall talent strategy by enabling AISD and UT to facilitate an innovative and collaborative approach to principal development, reducing the number of administrative vacancies on AISD campuses, and building the leadership pipeline. Program successes to date with this model that has been nationally recognized by the Wallace Foundation include growing leadership pipelines that follow a QM and equity-centered approach. For example, in the 2023-24 school year, 100% of residents are assigned a former resident as a coach and 66% of residents are placed at a campus with former residents or UT principal alumni, up from 44% in 2021-22. Qualitative feedback from district administrators suggest that residents outperform other candidates in interviews. It is clear that residents are prepared to advance equity on campus, and have the confidence to articulate their ability to perform the duties of a school administrator in AISD. By May 2023, all participating residents had secured a campus leadership position pending certification. AISD is deeply committed to the lasting success of the Principal Residency Program and will increase the district's per-resident cost-share by 20%. As the program reaches maturity, the district hopes to realize the long term benefits of a robust, vertically-integrated leadership development program over the cost of recruitment of external applicants, freeing up more local funds to absorb the operation of the residency program.

Lessons Learned from prior cycles include: The Principal mentor creates the environment for the resident to learn and thrive. More intentional principal mentor selection and support, as well as collaboration between the four supporting roles will enhance the resident experience. In prior cycles, residents split the year between elementary and secondary campuses, which was designed to optimize experience and placement options. However, feedback from residents indicates that serving on two campuses makes PASL preparation difficult, given the amount of time needed to build authentic and trusting relationships as the foundation for PASL work.

Design adjustments for Cycle 7: 1) Strengthening mentor principal application process and structuring cohort to include experienced and new mentor principals; 2) Improved integration and communication between the four supports for each resident; 3) Placing residents on one Title 1 campus for the entire year to support relationship building.

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

AISD and UT Austin understand communication's critical role in the program's success. To that end, top leadership, including the Dean of the UT College of Education and the AISD Superintendent, formed a UT-AISD Collaborative Team to participate in an ongoing cycle of improvement that strengthens each institution and their partnership. Each institution will lend their expertise to the grant program and deepen existing relationships that are further bolstered by other forms of partnerships. UT and AISD meet monthly to ensure alignment of the Master's curriculum and experience for all residents. AISD staff, such as the Chief of Talent Strategy and Teaching Learning and Leading Executive Directors, also guest lecture and teach at UT, giving students practical insight and connection to the district.

The collective efforts of the program are concentrated into three areas: 1) Principal Pipeline i.e., recruitment, certification, exit competencies, district eligibility/placement, retention, and job performance; 2) Field Experiences i.e., mentoring, coaching, job performance, and clinical experiences; 3) Data and Research i.e., integrity, research, and collaboration. This collaborative effort has led to joint grant applications such as these as well as shared learning, with AISD staff presenting at UT, and UT professors presenting at AISD leadership meetings. In Summer of 2023 AISD and UT participated in a conference hosted by the Wallace Foundation to continue to root the program in best practices endorsed by national experts. In preparation for the Cycle 7 grant, UT and AISD have already started monthly work sessions to coordinate efforts to support the Cycle 7 residents and mentor principals. These collaborative sessions enable UT to speak directly to AISD representatives about the AISD-specific initiatives and priorities on AISD campuses and use real-life experiences of AISD principals.

With the current Cycle 6 cohort, AISD and UT meet weekly to observe residents and exchange information about observations and feedback. These conversations address ways the program can be adapted to meet the needs of residents. Additionally, all formal observations of residents will include representatives from UT and AISD, enabling both institutions to learn from one another and streamline actionable feedback delivery.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year program allocation

5. LEA reservation for direct administrative costs, not to exceed the program's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

CDN 227901   Vendor ID 746000064   Amendment #

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**