



2022-2023 Principal Residency Grant Cycle 5
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 4, 2021

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 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 4: Instructional Leadership

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 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 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.

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 educational equity, innovation and academic excellence, and a culture of respect, transparency, and data-informed decision making. It is essential to this mission that AISD create and sustain a pipeline of well-trained and well-supported principals who reflect the demographics of the students they serve, as these leaders have a direct and positive impact on teacher performance and retention as well as student achievement (Pepper, 2010). With 55% of students who identify as Hispanic, 28% English Language Learners, and over 90 campuses with a majority of Hispanic population, the need for Bilingual Principals is great. To help bridge this gap, Austin ISD and The University of Texas at Austin have co-created a full-year principal residency that includes authentic leadership opportunities, intensive coaching, short cycles of observation and feedback, and coaching to support residents during and beyond their residency year. With these funds, Austin ISD will continue to strengthen our pipeline by recruiting 10 principal residents who will earn a principal certification and master’s degree from UT. The curriculum is standards-based and aligned to Texas Standards for Principals and national Professional Standards for Educational Leaders and provides authentic leadership opportunities and intensive coaching. Each resident will benefit from supports provided by the following roles and experiences:

COURSEWORK: Coursework is designed to develop participants’ competencies in the Texas Principal Standards, Texas 268 Identified Integrated Pillars. It explicitly connects instructional leadership course content that is equity focused, authentic leadership opportunities of residency, resources and materials, and course assessment measures. Coursework will be designed specifically for participants to develop leadership capacity to lead high-achieving, equitable, and socially-just PK-12 schools. UT will co-develop rigorous learning modules/curricula with AISD partners to ensure candidates learn content that is relevant for AISD schools.

INQUIRY PROJECTS: Participants will conduct inquiry projects, including collaborative case studies, equity audits, and a yearlong individual action research project, through which they will gain practical experience in collecting, analyzing, and making equity-centered decisions about data to improve student outcomes as well as leading teams to positively impact specific educational outcomes. These projects will also improve participants’ capacity to apply principal standards and skill sets to lead the campus leadership team in analyzing data, identifying inequities, and implementing research-based practices to address the issue.

IN-ROLE SUPPORT: A key feature of our program design is to provide residents an opportunity to experience in-role positions on two demographically distinct campuses (splitting the year between two campuses). Coordinated ongoing support from the Mentor Principals, on-site Coaches, and UT Advisor ensures that each resident is exposed to substantial and sustained leadership opportunities, including: identifying and addressing a significant challenge that influences instructional practice to improve student learning; developing and facilitating continuous professional development with assigned teaching sta ; and building a collaborative school team to improve instructional practice and school culture.

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/OBJECTIVE: Austin ISD needs to develop highly effective instructional leaders who are able to identify problems of practice and successfully coach teachers to meet the needs of a diverse student population thereby increasing student achievement. STRATEGY: Through the Principal Residency program, AISD in collaboration with UT Austin, will secure placement for 10 residents at targeted high-needs campuses. In alignment with the AISD leadership framework, this program will provide substantial leadership opportunities, sustained and rigorous clinical learning in an authentic school setting, the opportunity to establish and support effective and continuous professional development, and skills which enable them to build a collaborative team to improve instructional practice, school culture, and student achievement.

GOAL/OBJECTIVE: Austin ISD needs to recruit and retain a robust and sustainable school leadership pipeline that accurately reflects the demographic trends in our student population especially our bilingual students. STRATEGY: Through the Principal Residency Program, AISD will incorporate demographic parameters to strategically recruit, select, and place candidates as a part of a systematic process to focus recruitment efforts on identifying and selecting racially and ethnically diverse residents that mirror the current demographics of the student population.

GOAL/OBJECTIVE: Austin ISD needs to reduce the high turnover rate of principals and teachers at campuses that qualify for Title 1 funding by 15%. STRATEGY: Through the Principal Residency Program, Austin ISD will reduce the high turnover rate of principals and teachers by strengthening the pipeline of principals who are well prepared to provide job-embedded coaching in addressing problems of practice on high-needs campuses so teachers feel supported. AISD will provide support for this pipeline of leaders throughout their careers in AISD.

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.

At its core, this program seeks to develop the next generation of effective leaders for AISD. These leaders match the demographics of the students they serve and are highly skilled instructional coaches, which will lead to increased student achievement on the campuses they will serve. To meet this goal, we have identified the following performance measures: (1)Recruitment and retention of 10 residents whose demographics mirror those of AISD students with a specific focus on Bilingual Latino/a leaders, (2) Residents who are supported with short cycles of feedback and coaching using the ‘Praise, Probe, Polish’ framework. (3)Masters curriculum that is aligned with the needs of AISD campuses and leaders thereby producing residents who feel supported and well prepared to take leadership roles on AISD campuses.

RECRUITMENT & RETENTION: A data-informed approach will be used in the recruitment, selection, and retention processes for both program participants and mentor/residency principals. AISD already uses data to determine the greatest needs in our leadership pipeline. Staff will work to ensure that the need data matches the residents recruited and selected. Quantitative data will be collected at the equity audit, PAR project, and three formal observations. These data will inform adjustments throughout the program ensuring that the residents are receiving the tools and coaching they need to be successful and sustain as campus leaders once they graduate from the program.

SHORT CYCLES OF IMPROVEMENT: The structure of this program ensures that residents will have regular formal and informal observations followed by debriefs with mentor principals, UT advisor, and AISD advisor. These observations and follow-ups utilize a co-created form which serves as an agenda for the following up meetings. UT and AISD staff will review and track these forms collaboratively and tailor their coaching of both mentor principals and residents accordingly.

CURRICULUM & SELF EFFICACY: AISD and UT will collaborate with other principal preparation programs and existing task forces [i.e., University Council of Educational Administration (UCEA) Evaluation Taskforce] to ensure high-quality evaluation. This includes formative and summative surveys aligned to State and National Principal Standards and TEA’s Effective Schools Framework that will enable residents to assess their level of knowledge and skills throughout their preparation experience at the onset of the residency experience and quarterly throughout the residency program. AISD’s Department of Research and Evaluation (DRE) will report survey data on key performance indicators quarterly to allow UT to make periodic programmatic adjustments based on results. DRE will report on data related to resident performance in the AISD hiring process, inclusive of reporting scores on the HireVue interview and AISD assessment center.

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 focus of this program is job-embedded training for 10 full-release residents, and therefore the bulk of the funds (\$620,460) are dedicated to the full-release salaries of these residents. This salary provides them time and space not otherwise afforded our aspiring AISD leaders, which allows them to take on substantial leadership opportunities on both campuses on which they will serve.

The principal mentors are a key piece of the program and therefore each of the ten are receiving a \$1100 stipend. It is only with their support and coaching that our residents will be able to see what campus leadership should look like and what a difference leveraged leadership can make on-campus culture and student achievement. Each resident will also have a Mentor Coach who will spend time observing and providing actionable feedback. Each Mentor Coach will receive a \$1400 stipend.

Ongoing professional development is a key component of this program and therefore, requested funds will provide professional learning to residents alongside their mentor principals around Coaching for Results(\$2,325 plus \$11,975 provided by the district). Principals are most effective at improving students outcomes when they keep an eye towards instruction, and therefore, their ability to effectively coach classroom teachers is critical to their effective leadership. Both our principal mentors as well as the residents have found the professional development around Coaching for Results invaluable as they work to support teachers and increase student achievement. Additionally, our residents receive professional learning around diversity, equity(\$10,000 requested and in kind provided by AISD), and inclusion to ensure that each resident is prepared to meet the diverse needs of the AISD student and family population they will serve. While some funds for this training are included in our budget request, the majority of the funding will be provided through local funds and in-kind by AISD staff.

AISD is committed to the Leverage Leadership framework and therefore our cycle 4 residents will be attending Leverage Leadership conversations using \$7,500 in local funds. We are committed to giving our cycle 5 residents the same opportunity. Residents will also have access to AISD Essential Conversations, AISD's Leadership Institute, and our AP winter conference, which are attended by all current principals and assistant principals. All of these opportunities help to give residents a full picture of what their leadership roles in AISD will entail while also bringing them into the many professional learning communities and supports AISD provides to our leaders.

Providing support, coaching, short cycles of feedback, professional development, and a cohesive program all require support from both the AISD and UT Austin. To that end, both institutions provide in-kind support from 2 staff members. On the UT Austin side, 2 faculty provide approximately 25% of their time to support and coach the residents as well as to design and deliver instruction in the Master's program. They closely collaborate with AISD staff to ensure a seamless experience for residents as they navigate a large urban district that is constantly striving for excellence. On the AISD side, two staff provide 25% of their time coordinating with UT Austin, mentor principals, coaches, as well as providing short cycles of observation and feedback directly to residents.

Funds have been requested to cover the cost of residents' PASL exams(\$7500). We understand that this program is a huge commitment of time and funds for our residents and we view this line item as a small way we can help ensure that more candidates are able to apply and complete the program creating a more diverse pipeline of educational leaders.

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.

The goal to recruit, select, and prepare candidates who mirror the student population is accomplished through the following objectives: Fine tune our RECRUITMENT PLAN, using research-based best practices and the AISD Leadership Framework/profile to identify leaders for nomination with a specific focus on bilingual candidates. Nomination processes will include in-person and other outreach to district and campus leaders, social media and digital communication with leaders and potential candidates (teachers, counselors, instructional coaches), and outreach to key organizations that support teacher and leadership development e.g. Austin Association of Black School Educators, Austin Area Principals and Supervisors Association, and Austin’s chapter of Texas Association of Bilingual Education. Collaboratively define SELECTION CRITERIA with EPP partner to ensure current teacher leaders who have the potential to become effective principals are selected. Preliminary criteria include individuals who: demonstrate leadership experience in school and/or district; improve academic achievement; demonstrate ethical behavior; advocate for historically marginalized students; collaborate with staff using strong interpersonal and problem-solving skills; communicate effectively with families and community members; demonstrate evidence of professional growth; demonstrate evidence of successful classroom observation data and teacher evaluations; are recommended by their principal. A rigorous nomination process from current campus, district, and community leaders will identify a highly-diverse and effective pool of candidates with great potential. Implement an APPLICATION PROCESS for candidates to apply to the EPP, in which they will submit a resume, statement of purpose, and three letters of recommendation. AISD leadership team and EPP will use an application rubric to select candidates who will be invited to a Leadership Assessment Center. Use an ASSESSMENT CENTER to select candidates. AISD and EPP faculty/staff will identify assessors who will use multi-rater assessment techniques when evaluating the following tasks: (1) data analysis simulation and presentation, (2) classroom observation and feedback role-play, and (3) behavioral/leadership interview. Assessors will reach consensus and submit recommendations to the UT admission’s office.

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.

SUSTAINED AND RIGOROUS CLINICAL LEARNING IN AN AUTHENTIC SCHOOL SETTING: The residency experience provides each individual an opportunity for understanding the role and responsibilities of the principal in the discharge of various school functions. This is facilitated through assignments with active principals and other leaders who serve as mentors throughout the duration of the residency program. To support their learning, residents will receive coordinated coaching using short cycles of observation and feedback by principal mentors, campus-level coaches, and UT advisors. Clinical coursework is designed specifically for participants to develop leadership capacity to lead high-achieving, equitable, and socially just PK-12 schools.

SUBSTANTIAL LEADERSHIP RESPONSIBILITIES: Residents are given substantial leadership responsibilities throughout the year. Residents are asked to develop and lead professional development, lead PLCs, and perform teacher observations using short cycles of feedback. Principal Mentors will be supported by district and university staff to ensure they are working alongside residents to gradually increase responsibility and opportunities for the residents to lead.

PROFESSIONAL DEVELOPMENT: AISD leverages student and teacher data to inform continuous professional learning for campus. Residents will work alongside their mentor principals as well as district and university coaches to develop professional learning opportunities which are tailored to meet the needs of their campus teachers and students so that it positively affects student learning.

BUILDING A COLLABORATIVE TEAM: The leadership opportunities and design and delivery of professional development on their campuses will help residents begin to build trust and a collaborative team. They will also take the lead with weekly PLCs, support Campus Improvement Plans, and work alongside their teachers to deconstruct TEKS and build lesson plans.

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.

Austin ISD campuses receive support in the form of coaching and professional development to ensure there is data-driven instruction at every campus that is aligned to end goal assessments such as state tests and college entrance exams. Every campus is supported by a Multi-Tiered Systems of Support (MTSS) Specialist who provides ongoing support with data analysis, disaggregation, and identification of individual teacher and campus-level data trends. Campus administrators and teachers are also able to leverage eCST, AISD's electronic case management system, for student-level progress monitoring and Forecast 5 for classroom- and campus-level monitoring as well as Qualtrics powered dashboards, with role-specific views, enabling them to quickly analyze data at the campus or classroom level. Our PPFT classroom observation walk-through form ensures that principals are providing coaching and actionable feedback around data-driven instruction to every teacher at least biweekly.

Weekly campus-level professional learning community (PLC) data meetings are conducted, supported, and monitored by the campus leadership teams. These PLCs focus on interim assessments, daily instruction feedback, and student work analysis. During PLC meetings, teachers and administrators review curriculum, which could include AISD's monitoring of curriculum implementation and making adjustments based on data to meet students' learning needs. Action plans created include ways to meet and exceed rigor of standards and end-goal assessments. In addition to our MTSS Specialists, AISD provides district-level support in the collection and analysis of student data, and in the creation of effective plans and implementation of supports through our Campus and District Accountability Office. Campus leadership teams collaborate with district-level teams to provide campus-level professional development directly connected to identified needs and based on the Effective Schools Framework. New instructional practices learned through professional development are observed and monitored by leadership teams to provide timely and actionable feedback to teachers and students. Campus-based professional development is provided in a variety of ways, such as but not limited to, whole group learning, small groups or teams, and job-embedded experiences with coaching support.

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's recently updated Professional Pathways for Teachers (PPFT) Appraisal System provides a comprehensive framework for regular observation of classroom instruction, systematic coaching, and continuous professional development for our teachers, all of which are tied to improved outcomes for students. Campus and district administrators use the standard district walkthrough form, which is aligned to the PPFT Instructional Practice Rubric and includes the "Praise, Probe, Polish" formula which provides recognition, questions, and quick actionable feedback to improve instruction. This year every classroom teacher will receive a minimum of 4 informal and 1 formal observation each semester; as one of their substantial leadership opportunities, residents will first observe and then lead these observations. The formal observations will be scored on the PPFT Instructional Practice Rubric, which covers 22 indicators of best practice for teaching and learning, each rated on a 5 point scale from "Support Needed" to "Mastery." Administrators provide evidence and feedback for each indicator during the 45 minute formal observations. The shift from strand-level, holistic scoring to indicator-level scoring will provide more accurate scores, specific areas for growth, and regular actionable feedback to highlight individual teacher strengths and opportunities to coach and develop specific areas for growth. The additional data points of the 4 informal walkthroughs each semester will allow us to calibrate campus needs and align professional development opportunities across the district to be responsive to needs. The ultimate goal is to build and strengthen a culture of observation and feedback in Austin ISD, where we shift the focus from evaluation to coaching and continuous professional growth. In order to create shared accountability for the cycle of observation and feedback on all AISD campuses, AISD and UT have created a shared Observation and Feedback form. All parties observing residents will use the same form and structure. Additionally, measures have been added to our Campus Administrator Performance Review (CAPR) and our newly created Principal Supervisor Performance Review (PSPR) evaluations in order to set clear expectations around the importance of providing teachers regular feedback to improve practice for all teachers. Further, calibration exercises and collaborative walk-throughs with campus and central administrators are being implemented to increase alignment, feedback and consistency for instructional expectations and supports 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.

AISD and UT Austin are committed to working collaboratively to continually strengthen our leadership pipeline. AISD leaders must reflect the AISD student body and be well prepared to lead campuses and teachers so that students will feel well supported and able to achieve their full potential. Therefore, both institutions have committed and will continue to commit time and local funds to build this pipeline and to ensure that every student is supported by effective teachers and principals. As outlined in our budget narrative, this program already is supported through local funds that provide professional development, coaching, and district and university-level mentors who dedicate time designing learning opportunities and projects as well as coaching residents. Additionally, UT Austin and AISD continue to meet regularly to ensure alignment of curriculum and experience for all candidates. Several AISD employees also guest lecture and/or guest teach at UT giving students practical insight and connection to the district. With local funds, AISD continues to offer professional development and support for leaders in our pipeline. We currently offer an AP3 program that provides our aspiring assistant principals with continuing professional development as well as a structured professional learning community where they can learn from one another. Similarly, aspiring principals have P3 which provides professional learning around coaching focused on short cycles of observation and feedback as well as instruction and provides structured supports as our principals work to increase student achievement on their campuses. After our principals are hired they are supported with a first-year cohort. All principals meet monthly as a cohort and receive individualized coaching. Additionally, The Principal Supervisors group principals into groups of approximately 12 by accountability rating where they meet weekly and receive support and coaching from the principal supervisors as well as the Office of School Leadership. AISD and UT are committed to sustaining and collaboratively improving our pipeline of future AISD leaders. Currently, without funding from TEA, our program would not be able to provide full release salaries to residents and would most likely return to a more traditional model where aspiring principals are teaching full time and getting support, coaching, and professional development outside of school hours. AISD, through TEA's TCLAS grant, is pursuing development of an innovative standing model for teachers and anticipates those learnings will inform sustainability.

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

AISD and UT Austin are committed to working collaboratively to continually strengthen our leadership pipeline. AISD leaders must reflect the AISD student body and be well prepared to lead campuses and teachers so that students will feel well supported and able to achieve their full potential. Therefore, both institutions have committed and will continue to commit time and local funds to build this pipeline and to ensure that every student is supported by effective teachers and principals. As outlined in our budget narrative, this program already is supported through local funds that provide professional development, coaching, and district and university-level mentors who dedicate time designing learning opportunities and projects as well as coaching residents. Additionally, UT Austin and AISD continue to meet regularly to ensure alignment of curriculum and experience for all candidates. Several AISD employees also guest lecture and/or guest teach at UT giving students practical insight and connection to the district. With local funds, AISD continues to offer professional development and support for leaders in our pipeline. We currently offer an AP3 program that provides our aspiring assistant principals with continuing professional development as well as a structured professional learning community where they can learn from one another. Similarly, aspiring principals have P3 which provides professional learning around coaching focused on short cycles of observation and feedback as well as instruction and provides structured supports as our principals work to increase student achievement on their campuses. After our principals are hired they are supported with a first-year cohort. All principals meet monthly as a cohort and receive individualized coaching. Additionally, The Principal Supervisors group principals into groups of approximately 12 by accountability rating where they meet weekly and receive support and coaching from the principal supervisors as well as the Office of School Leadership. AISD and UT are committed to sustaining and collaboratively improving our pipeline of future AISD leaders. Currently, without funding from TEA, our program would not be able to provide full release salaries to residents and would most likely return to a more traditional model where aspiring principals are teaching full time and getting support, coaching, and professional development outside of school hours. AISD, through TEA's TCLAS grant, is pursuing development of an innovative standing model for teachers and anticipates those learnings will inform sustainability.

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