2024-2025 Principal Residency Grant Cycle 7
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 27, 2023

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

This LOI application must be submitted via email to **loiapplications@tea.texas.gov.**

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, October 27, 2023**.

Application stamp-in date and time

Grant period from	**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	San Antonio ISD	CDN	015907	Campus	N/A	ESC	20	UEI	T126TLW9V

Address	514 West Quincy Street	City	San Antonio	ZIP	78212	Vendor ID	74-6002167

Primary Contact	Angelica Romero	Email	aromero1@saisd.net	Phone	(210)554-2495
Secondary Contact	John Strelchun	Email	jstrelchun@saisd.net	Phone	(210)554-2535

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	Jaime Aquino	Title	Superintendent

Email	jaquino1@saisd.net	Phone	(210)554-2280

Signature	*[signature]*	Date	10/26/2023

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.

The mission for SAISD and UT is to create a collaborative partnership, with the goal of developing a high-quality preparation program that is sustainable beyond the life of the grant. The partnership will work collaboratively to apply SAISD   s equity-centered leadership framework to an aligned residency program. The model will reflect SAISD Board Goals and Guardrails and the district   s strategic plan, Always Learning. This approach ensures the relevancy of the curriculum and resident's experiential learning opportunities are provided to address long-standing inequities and positively impact student achievement, teacher growth, and school culture. Candidates are recruited by district/campus leaders based upon their ability to consistently achieve high levels of student success, their observed leadership potential and alignment with the districts Thriving Profiles and Equity-Centered Leadership Framework. Once identified, they are invited to engage in a rigorous selection process assessing three activities (interview, classroom observation/feedback and a data presentation). The residents are co-selected by SAISD and UT faculty using a rubric to address equitable instructional leadership practices. Once enrolled, candidates engage in coursework aligned to the Texas Principal Standards, 268 Pillars, Effective Schools Framework and engage in a one year principal residency while earning their Masters degree and principal certification. Principal mentors will be selected using a protocol to identify qualities of an effective mentor. The curriculum at UT is designed to develop equity centered leaders who centralize the educational and life experiences of children and adults, especially those who have been marginalized due to their race, class, gender, gender identity, religion, immigration status, and any other socially constructed marker of difference. Opportunities in SAISD allow for residents to apply their learning at their campus through an instructional design model to scaffolding experiential learning. The principal mentors will provide residents with leadership experiences to facilitate, design and implement culturally responsive teaching practices, active learning opportunities to authentically apply theory to practice, experiential learning, reflective practices, formative assessments and feedback, coaching and mentoring to impact student achievement, teacher growth and school culture. The grant will allow SAISD to pay teachers to serve in a leadership role as a principal resident for one year, while being provided research based professional development. High performing schools are a result of strong core values and mission, high expectations for staff and students and an outstanding equity centered principal with leadership skills to sustain a thriving community. Facing teacher and leadership shortages, SAISD has experienced a limited pool of highly qualified principals, resulting in the placement of two interim principals, eleven first year principals and forty-one first year assistant principals in 23-24. The program will invest in placing equity at the center of our standards, preparation programs, professional development, coaching and evaluation to build the capacity of leaders to develop culturally aware and responsive residents whose demographics represent those of our students. The university learning will apply theory to practice and provide an effective and authentic experiential learning opportunity. The district will successfully refine principal leadership development practices to address long standing inequities for marginalized groups, including black students, students receiving spec ed services and emergent bilinguals. As a bilingual community with over half of our campuses implementing a dual language instructional model, SAISD is uniquely poised to contribute to this conversation nationwide.

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: Establish a robust principal pipeline that reflects SAISD's demographics, values, and community, emphasizing both personal and outcomes-driven leadership that aligns with the district s Thriving Leader Profile, Equity-Centered Leadership Framework and Always Learning Plan. Objective: 100% of principal residents will demonstrate proficiency on the assistant principal readiness rubric and earn an assistant principal position and/or leadership position upon completion of their residency. Strategy: SAISD and UT will engage residents in meaningful and authentic learning experiences through problem-based learning, field based internships and coaching for equity and optimize the resident's clinical experiences in teaching and learning, school culture, talent management, planning and operations and personal leadership. Strategy: SAISD and UT will engage in regular, data-informed feedback cycles with residents, principal mentors and principal supervisors to make real-time adjustments. GOAL 2: Develop an aligned leadership pathway system that is cohesive, aligned to the specific context and needs of SAISD thus preparing individuals to successfully make the shift through the pipeline and master new roles. Objective: 100% the residents selected for an administrative position will be prepared and successful during their first year. Strategy: Finalize leadership definitions that clearly outline the competencies for each leadership role in the district and collaborate with cross-functional teams to ensure that the professional development and residency experiences are cohesive and incorporate measurable outcomes. GOAL 3: Recruit, develop and retain highly effective principals and aspiring principals. Objective: Increase the percentage of highly qualified, effective principals who stay in their campus leadership position in SAISD and decrease the number of new assistant principals by 50%. Strategy: Recognize exceptional principals and invest in them by providing specialized professional development that includes coaching training and structured opportunities for collaboration with peers, district leaders and university professors.

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.

May 2024: SAISD will recruit and select a cohort of ten residents through a predetermined process including pre-meeting with candidates, classroom observations, recommendations and interviews. All candidates will represent SAISD s core values, vision and demographics, demonstrating leadership skills reflected in the Assessment Center Rubrics.

July 2024: 100% of the residents will successfully complete 12 hours of pre-residency curriculum introduction to the principal standards and score proficient or higher on the rubric, demonstrating their knowledge of the principal standards by conducting a case study on an urban school in SAISD, interview the principal, assistant principal, teachers, community, conduct an artifact analysis, research effective leadership practices and present their findings to the campus leadership team and be provided with constructive feedback.

December 2024: 100% of the residents will successfully complete 10 hours of residency curriculum and score developing, proficient or higher on the Texas Principal Standards Residency Rubric. Residents will conduct an Equity Audit and share the results with the campus leadership team. They will demonstrate their knowledge and application of the principal standards by conducting classroom observations and providing teachers feedback in alignment with the SAISD format, and designing and leading professional development based upon the joint decision of the principal and resident based upon the trends in the campus data. The UT Field Observation form and the Principal Mentor Mid-Semester Form will capture the strengths and areas of opportunity for each candidate in alignment with the Equity-Centered Leadership Framework and Leader Profile.

May 2025: 100% of the residents will successfully complete 10 hours of residency curriculum and score developing, proficient or higher on the Texas Principal Standards Residency Rubric, demonstrating their knowledge and application of the principal standards by conducting a community audit, engage in a year long research project to address one inequity, design a plan collaboratively with the community, implement the plan, collect data and present findings to impact student learning, teacher growth and school culture. The UT Field Observation form and the Principal Mentor End of Semester Form will capture the progress for each candidate in alignment with the Equity-Centered Leadership Framework and Leader Profile.

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.

This program is focused on job training for principal residents to create a pipeline of future leaders. Thus, grant funds will primarily be used to pay the salary and benefits of principal residents. Residents will be paid on a 210 day contract using the current SAISD teacher pay schedule. This has a daily rate of around $315, which equates to a salary of about $66,161, depending on the resident   s years of service. After accounting for employee benefits, this reaches $85,110, which when multiplied by ten equals $851,100. SAISD will provide the cost match of the grant by paying part of the benefits cost of each employee up to $15,000 through non-federal funds. When multiplied by ten residents, that number reaches the $150,000 cost match required by the grant. The rest of the salaries plus benefits will be paid for through the grant funding, if awarded, which equates to $701,100.

In order to support principal residents, $6,000 of grant funds will be allocated to cover the costs of the PASL exams. The residents will be making a significant financial and time commitment. Paying for the exams will not only serve as an acknowledgement of their dedication, but also signify the commitment of SAISD to keep their talent in our district. To further invest in the residents   development, they will present their work at a regional or national conference with an allotted budget of $21,336 to cover travel, lodging and registration expenses.

Principal Mentors will play a pivotal role in providing the residents with support throughout the year. They will be expected to complete evaluations of the Residents that will be shared with both the corresponding Assistant Superintendent/Executive Principal of School Leadership from SAISD and the UT Coach and participate in orientation training prior to the inception of the school year. Given the added responsibility, Principal Mentors will be provided with a $1,800 stipend each year. For 10 principal mentors, then, stipend costs equal $18,000 per year. Fringe costs associated with the stipends raise that number to $21,564, to be paid for by grant funds.

Thus, after adding salary and benefit costs, PASL exam costs, mentor stipend costs, and conference costs, the full $750,000 of the grant is used, alongside the $150,000 salary cost match by the district to be paid for using non-Federal funding sources.

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.

SAISD is shifting from a laser focus on selection to an expanded view of identification of individuals who have dispositions that match the Equity-Centered Leadership Framework and Leadership Definition. SAISD will ensure that selection criteria are aligned to district leadership expectations to design a process to evaluate both past performance and demonstrated aptitude, interest, and potential for the skills, values, and time applications required in the next role. SAISD district leaders will engage in targeted recruitment by using the Thriving Leader Profile and Equity-Centered Leadership Framework to collect nominations of high potential leaders (teacher leaders, instructional coaches, etc.) who demonstrate equity-centered leadership skills; evidence of personal contributions to student success and a willingness/ability to make instructional adjustments based on feedback; exemplary performance as measured through T-TESS and/or other evaluation instruments; an instructional leadership skill set with the ability to coach colleagues to improve student achievement; strong interpersonal skills; and alignment with SAISD's core values. SAISD is committed to selecting leaders who more closely reflect the district's cultural diversity and demographics; 90% of students identify as Hispanic, 6% as Black, 3% as White, 1% as other. Research shows that when leadership is diverse and representative of student diversity, the positive impacts of effective leadership are magnified for all students, especially students who are underrepresented among leaders. Retention rates and school climate also increase among teachers who share identities with leaders, and diverse leaders connect deeply with their school communities and often hold strong cultural and social capital.
Candidates will be invited to participate in a selection process hosted by SAISD and UT Austin faculty. Candidates will engage in activities to demonstrate their leadership skills: 1) Interview and present an equity-centered leadership artifact they designed and/or implemented on a campus; 2) Conduct a classroom observation and role play a school leader providing teacher feedback; and 3) Present a data presentation to address school improvement. The assessors will engage in inter-rater reliability training before scoring candidates to reduce biases and will score candidates using a rubric to identify strengths and opportunities for growth. The assessment center will validate demonstration of solution-oriented skills, instructional leadership, and equity centeredness for students and school culture.

2. Provide a description of the year-long, full-time residency that includes the following opportunities for the resident: a) sustained and rigorous clinical learning in an authentic school setting; b) substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; c) the skills needed to establish and support effective and continuous professional development with assigned teaching staff; d) the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture, e) how the district and EPP will support the candidate's gradual release of responsibility, and f) provide frequent short cycle coaching related to intentionally designed learning experiences.

The residency program follows the 70-20-10 model that entails 70% of the time to be spent with on-the job experience engaged in new, challenging work, 20% of the time spent with coaching and mentorship and the remaining 10% in classroom learning. Principal mentors will craft experiences to reinforce resident strengths, provide guidance, modeling and feedback. They will add residents to leadership teams and establish set roles and leadership responsibilities to provide multiple experiences of the Texas Principal Standards to address and resolve a significant problem/challenge in the school that influences practice and student learning. Residents will apply theory to practice and implement newly acquired skills to establish and support effective and continuous professional development with faculty through facilitation and progress monitoring, coaching and providing teacher feedback. UT field supervisors will observe, lead, and facilitate impact change. Principal mentors will provide weekly feedback on resident performance through reflective practices. Residents will engage in community and equity audits and design a participatory action research plan to lead the community to build a collaborative team to improve instructional practices for teachers, student achievement, and school culture implementing researched based practices and collect data to determine strengths and adjustments required. SAISD and UT will establish expectations with principals to ensure residents receive leadership responsibilities and opportunities to gradual release of responsibilities for leading faculty and community. UT coach/field supervisors, in collaboration with district/campus leaders, will provide frequent short cycle coaching to provide opportunities to discuss authentic problems of practice experienced at the school, reflective questioning to address strengths and opportunities for improvement and opportunities to ask questions. They will also help and guide residents to apply new learning into their practice.

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.

SAISD is implementing a comprehensive approach to PLCs that emphasizes the use of Lead4ward tools and gap analysis protocols to enhance teaching and learning. This systematic process identifies potential gaps in student understanding before beginning a new instructional unit. Teachers begin by identifying an end-of-unit assessment and taking the assessment independently. Teachers then compare their responses and engage in a discussion to ensure unified understanding of what constitutes student success. They further dissect the standard to identify essential knowledge and skills that students should acquire and pinpoint potential student misconceptions. Recognizing that students have varied learning needs, the process includes planning for students who require additional support or scaffolds to access grade-level content. As the unit progresses, teachers bring student work samples divided into three categories: high, medium, and low performance. These samples are collectively analyzed to assess student performance and identify trends. Teachers collaborate to group the samples, identifying common patterns in student performance and potential outliers. Teachers who achieved the highest levels of success in the unit share their strategies and teaching methods with their peers. This sharing of effective practices is a fundamental element of PLCs, allowing educators to learn from one another and adopt proven teaching strategies. Teachers work together to create intervention plans for students who have not yet mastered the content. These plans include identifying specific areas in which students are struggling and designing strategies to provide additional support. Students who excelled are identified and enrichment plans are developed for them.
Data trackers and goal-setting conferences are used to assess student progress and the effectiveness of teaching strategies. Data is collected at predetermined intervals throughout instructional units. This regular data collection allows educators to track how students are progressing over time. Administrators engage in goal-setting conferences with each teacher. During these conferences, administrators and teachers review individual student performance and progress toward meeting their specific academic goals. The leadership team also reviews the campus-wide data collected to assess overall effectiveness of campus-wide educational initiatives, teaching methods, and curriculum implementation. The team considers adjustments to support individual teachers and students, offering additional resources, training, or coaching to help teachers improve their instruction or planning for whole-school professional development to address specific areas of need.

4. The LEA must provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

The principal supervisors adopted the following theory of action: If we collaborate to build collective knowledge and align our practices across all principal supervisors focused on research-based instructional strategies and intentional professional development, then we will cultivate campus leaders   knowledge, skills, and abilities to provide exemplary, equity-centered leadership that is results-oriented with an unwavering belief in the ability of every child to achieve at high levels. As such, they are taking a unified approach to observation and feedback that ensures alignment across all Networks. Every school administrator engages in monthly Professional Learning Networks (PLNs) which incorporate Learning Walks (LWs) with their colleagues, led by their corresponding Principal Supervisor and attended by the Superintendent and Deputy Superintendent. The LWs begin with an overview of the campus and proceed to classroom observations, followed by an analysis of how instructional practices may be enhanced in the classroom to ensure quality teaching. Specifically, during the LW, administrators first identify the task the students are being asked to complete and determine if that task is at the appropriate TEKS level of rigor. Collaborative discussions lead to the identification of classroom/campus patterns that should either be replicated or identified as areas of potential for improvement. This year, drafting feedback is an added component to promote further alignment across all administrators. Administrators provide feedback that is timely, clear and actionable. The host principal then reflects upon the feedback and responds to the recommended next steps.
The established process for observing a classroom is replicated on the campus during learning walks that take place with the principal and principal supervisor. Just as modeled in the LW, upon entering the classroom, administrators begin by verifying that the task is aligned to the TEKS. Following this confirmation, administrators then hone in on the area of growth that was identified for the teacher in the previous feedback session with them. This ensures continuity of feedback. Principals are expected to provide timely, accurate and actionable feedback to teachers that is aligned with the TTESS rubric and meets the success criteria of A.C.T.T.T.   Aligned, Clear, Time-bound, Teacher-owned and Transferable. The Teacher-owned aspect of the feedback requires the teacher to reflect and be an active participant in the feedback cycle, engaging in dialogue, modeling or observing the identified gap. Principal Supervisors have identified this as a high leverage focus area across the district and are monitoring the quality of feedback and coaching.

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.

SAISD and UT will sustain the Principal Residency Program by collaboratively developing tools for principal mentors, UT field supervisors and residents to use and implement, which will allow the district to systematize routines and procedures for building equity centered leaders. Examples for systematizing routines and procedures for the campuses include developing an individualized professional development plan aligned to the leadership standards, engaging in leadership walks, collecting teacher observation and feedback, analyzing relevant data, participating in professional development, standardizing school safety protocols, and engaging the community. Examples for systematizing routines and procedures for the district include, recruitment, selection, hiring and retention practices, leadership development, coaching and mentoring, strategic planning, budget planning and community engagement. A secondary goal is to develop a manual to systematize these routines, practices and procedures to drive future leadership development. This will allow future principal mentors and residents to understand the expectations of the program better and recognize potential areas of improvement. Upon successful implementation of the Principal Residency Program, options will be explored for the use of Title II funds and other sources to maintain the established pipeline of future leaders that we are creating. SAISD would like the program to continue long after the length of this grant and therefore will seek to continue funding salaries and benefits for residents, along with stipends for principal mentors. It is important to maintain a pipeline of leaders given the difficulty that the district has had filling leadership positions and retaining leadership. SAISD plans to prioritize the retention of successful principal mentors and residents to grow ten new, ready leaders each year through this program. After having been a resident and understanding what the program entails, past residents could become future mentor principals for new residents, carrying on the legacy of the program throughout their careers.

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

SAISD's senior leadership team and UT have a strong partnership and meet monthly to collaborate and plan. The structured communication plan ensures that both organizations are aligned in their understanding and messaging of the work with all stakeholders. The progress of the residents and support provided by the mentor principals will be part of the standing agenda. The senior leadership team and UT will provide leadership development for the principal mentors to set expectations and provide coaching support to their assistant principal and residents. SAISD and UT will conduct campus visits to observe the residents' leadership in action. The senior leadership team and UT will also engage in mid-year check-in meetings with the principals and mentors in a formal conference to review the Principal Mentor Feedback Form and engage in a conversation on the resident's strengths and opportunities for improvement to determine how we may support the resident. The communication plan will be articulated in the MOU to address school placement, mentor selection, mentor development and resident performance. The partnership will also have a process for corrective consideration when a problem arises to ensure the fidelity of the residency model. UT coach/field supervisors in collaboration with district/campus leaders will also help and guide residents to apply new learning into their practice and provide feedback in real time to impact growth.

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 015907   Vendor ID 74-6002167   Amendment # [ ]

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**

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