



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

NOGA ID [Redacted]

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 4: Instructional Leadership Meeting

Attachment 2: Supplemental Narrative Question Responses

Attachment 5: District Coaching Tool

Attachment 3: Educator Preparation Program's Scope and Sequence

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Campus ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature  Date

Shared Services Arrangements

Shared services arrangements (SSAs) are **NOT** permitted for this grant.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. LEA assures that the principal residency is full-time and at least one year in length.
- 8. LEA assures that residents have no more than two hours per day of significant classroom responsibilities.
- 9. LEA assures that residents do not hold a principal certification in the state of Texas.
- 10. LEA assures that residents will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities
- 11. LEA assures that all mentor principals, district managers of the Principal Residency Grant, and EPP representatives managing resident's on- site coaching will be present at TEA Principal Residency Summer Institute in Summer 2024.
- 12. LEA assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.
- 13. LEAs and EPPs must utilize *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.

Statutory/Program Assurances, cont'd.

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

14. If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to kyla.jaramillo@tea.texas.gov for approval.
15. LEA assures it will choose from the list of approved EPP providers. An approved provider list is posted on the [TEA Grant Opportunity page](#), with all documents pertaining to the RFA.
16. If preliminarily selected for award, LEA agrees that the full grant award will not be released until TEA staff have concluded the negotiation process and verified that an approved EPP provider was selected and the MOU contains all the required elements, including the following: a) Courses that are designed to develop leader competencies including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving, b) Course designs that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures, c) Residency design provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed, d) Residency design includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts, e) Residency design utilizes formative feedback, provided to the resident at least on a weekly basis, as an essential tool in guiding learning toward objectives and formative and summative goals, and f) Residency design that uses differentiated methods to develop leader competencies.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

The Harlingen Consolidated Independent School District (HCISD) is wholeheartedly committed to our Strategic Plan's (SP) guiding principles of 'Inspire. Engage. Empower.' We operate with unwavering dedication to Inspire a lifelong love for learning, Engage our community and students in meaningful education experiences, and Empower every individual in our district community to reach their full potential. These principles serve as the foundation of our daily actions, decisions, and interaction, ensuring that every students' and staff members' journey is a transformative and empowering experience.

In the last few years, HCISD has confronted pressing staffing needs, particularly in filling Principal (P) and Assistant Principal (AP) vacancies. We recognize the urgency of addressing this challenge; thus, in School Year (SY) 22/23, we developed a Principal Residency (PR) program. The vast number of retirements among experienced educators, and the nationwide struggles in recruiting qualified school leaders, has underscored the critical importance to offer ongoing professional development and hands-on learning for aspiring administrators. Our needs for the past three SYs were: SY20/21: 5 AP, 7 P; SY21/22: 18 AP, 8 P; SY22/23: 18 AP, 4 P. Currently, we have 16 administrators (5 AP, 11 P) who are eligible to retire as per our local human capital dashboard and E-finance system calculations of total years of experience based on TRS retirement rules. As a result, our Human Services team is continuously recruiting qualified candidates to fill these roles. In the face of this staffing shortage, our PR program takes on renewed significance. It not only serves as a proactive response to the current leadership needs, but also as a visionary investment in the future of our educational community. By cultivating and preparing aspiring educators to assume Principal and other school leadership positions, we are utilizing strategic staffing to mitigate retirements and create a sustainable pipeline of capable leaders who understand our district's unique needs and culture. This addresses SP Goal 3.1: Create a comprehensive recruitment plan to inspire our future workforce.

HCISD is partnering with the University of Texas at Austin (UT Austin) to continue our leadership preparation efforts by offering a one-year, full-time PR program increasing the number of well-prepared, diverse instructional leaders. Taking into account our district's student demographics, with a majority of Hispanic/Latino (94%) students and significant populations of Economically Disadvantaged (76%), Emergent Bilingual (11%), Limited English Proficient (15%), Special Education (13%), and At-Risk students (57%), we will employ an intentional recruitment and selection process. This will involve hosting information sessions, a formal application, review of previous job performance evaluation and T-TESS scores, video pre-screen meeting, recommendations from applicants' campus Principal or supervisor, and an in-person interview. As part of the program, residents will not have significant classroom responsibilities assigned to them. The EPP partner will provide residents with course content focused on best practices in campus leadership, including a concentrated focus on instructional leadership. Upon program completion, residents will gain a Master's in Educational Leadership and Policy and a principal certification. Four high-quality Mentor Principals will be selected from campus leadership across the district. In addition to supervising the residents, Mentors will coordinate with the EPP to provide authentic campus-based leadership experiences, such as completing a Data Chat, conducting teacher observations, and completing an intentional campus-based project to address an identified common challenge. In addition, PRs will have access to coaches and multiple Professional Development opportunities.

Goals, Objectives, and Strategies

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

The purpose of the Principal Residency program is to develop and support model Pre-K-12 educators who aspire to become Principals. The program will equip residents with the knowledge, skills, and qualities necessary to excel in school leadership roles.

---GOAL 1: Partner with UT Austin to recruit 4 Principal Residents that are reflective of HCISD's demographics to be part of a year-long, full-time, authentic instructional leadership residency program. Strategy 1a: Create a comprehensive recruitment strategy that will search for eligible candidates and permit nominations from campus Principals. Strategy 2a. Develop a selection process that includes interviews, assessments, and references to identify the most qualified candidates.

---GOAL 2: Create a Principal Residency program and pipeline for Pre-K-12 education, designed to prepare residents into future Assistant Principal roles, with the aim of filling campus administration vacancies beginning in SY25/26. Strategy 2a: Work with UT Austin to implement a residency program that provides immersive, hands-on experiences within HCISD schools. Ensure that the program offers a balance of classroom instruction, mentorship, practical leadership opportunities, and professional development.

---GOAL 3: Identify 4 high-performing Principals to act as Mentor Principals and equip them with the coaching skills needed to guide Principal Residents. Strategy 3a: Utilize HCISD's Leadership Definition - Principal Profile and UT Austin's Principal Mentor Profile to identify the Mentor Principals and plan professional development opportunities, coaching strategies, and discussion topics to be covered during monthly calibration meetings to share what is working and to refine practices.

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.

---Performance Measures: (1) By May 2024, HCISD and UT Austin will have recruited and selected the 4 Principal Resident (PR) candidates matching HCISD student demographics.

(2) 100% PRs will have an overall T-PESS grading that doesn't include any domains in "Needs Improvement".

(3) During the year-long program, residents will complete at least five coaching sessions with their engage2learn (e2L) coaches, and participate in a minimum of four HCISD and/or EPP professional development opportunities based on instructional leadership practices and the student needs at their campus placement.

(4) By end of program, 100% PRs will meet qualifications needed to support HCISD's high area of need of Assistant Principals (AP) by acquiring a master's degree from UT Austin and demonstrating instructional leadership mastery of the TExES Principal 268 and Performance Assessment for School Leaders (PASL) Assessment that will equip them to monitor and assess quality instructional practices for student success.

(5) By start of SY 25/26, 100% PRs will have the opportunity to undergo an expedited hiring process to fill an AP vacancy.

---Tools and Processes to Measure Performance and Ensure Effectiveness:

(1) The 4 PRs were nominated by their campus' Principal or district-level supervisor and successfully completed the Candidate Screening, Application, Assessment Center and Candidate Selection process overseen by HCISD and UT Austin staff. Candidates will also have obtained admission to UT Austin's Principal Leadership Academy (PLA).

(2) T-PESS rubric will be utilized to evaluate PRs.

(3) The Grant Manager will confirm with e2L coaches that PRs have attended all coaching sessions on institutional standards to impact student achievement. Grant Manager will monitor and document that PRs successfully complete the professional development opportunities made available to them.

(4a) Successful completion with a passing score of UT Austin's TX PLA, including EPP's coursework, field observations, and progress towards course objectives, and (4b) A passing score of the TExES Principal 268 and PASL Assessment will be used to measure Performance Measure #4. (5) HCISD Human Services will collaborate with district leadership to facilitate the hiring and onboarding of residents into Assistant Principal (AP) roles. These candidates will be prioritized through the introduction of a fast-track process. While Human Services will adhere to its formal application procedures, including interviews and candidate selection, a fast-track process will ensure that residents are given priority consideration.

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 is instrumental for HCISD to offer a year-long, full-time Principal Residency program and develop school leaders. Funding requested will support 4 Principal Residents by eliminating financial barriers for program participation and make available critical mentoring, coaching, and professional development experiences needed to successfully complete the program. HCISD and UT Austin will actively meet to assess the Principal Residents' progress and the program's success. HCISD's Accounting Department will assist in overseeing the grant budget and provide guidance on management of awarded funds. As part of the collaboration and continuous communication between HCISD and UT, they will evaluate the program's impact and progress and determine if any necessary adjustments are needed.

I. RESIDENT SALARIES AND STIPENDS: a. The majority of requested funds (\$216,352) are for the year long, full-time release salaries of the 4 Principal Residents. HCISD is providing a total match of \$60,000 for the 4 Residents' salaries (match of \$15,000 per resident). b. A total of \$15,900 is requested for Employee Benefits. c. A total of \$31,648 will be towards a Residency stipend for each of the 4 Principal Residents. Stipend purpose is to minimize cost incurred for participating in this program to make it equitable for potential residents to match the demographics of our student population.

II. MENTOR STIPENDS: There will be 4 Mentor Principals comprised of HCISD Assistant Principals and/or Principals. Their role is key for program implementation, so they will receive a stipend of \$1,500 each that will be funded through this grant (total of \$6,000 requested in stipends).

III. PROFESSIONAL DEVELOPMENT (PD) FOR RESIDENTS: We request \$13,800 to provide coaching and PD opportunities for Principal Residents. HCISD will contract the services of engage2learn (e2L) to provide coaching sessions. In addition, PD opportunities will address how to coach teachers in supporting the identified needs of students.

IV. PRINCIPAL CERTIFICATION EXAM: A total of \$2,300 is requested for this category.

---\$800 is requested to cover the costs of the Principal as Instructional Leader (268) exam for the 4 residents (calculated at \$200 per exam).

---\$1,500 is requested to cover the costs of the Performance Assessment for School Leaders (PASL) Assessment for the 4 residents (calculated at \$375 per exam).

V. TRAVEL: We request \$12,000 in grant funds to cover travel for residents for professional learning.

VI. CURRICULUM TEXTBOOKS: \$2,000 is requested to cover costs for required curriculum textbooks.

VII. IN-KIND SUPPORT: HCISD will utilize local funds and staff to provide in-kind PD opportunities to Principal Residents. This includes participation in the annual Leadership Retreat, Administrator Kick-Off event, monthly Leading and Supporting Instruction (LSI) meetings, and attend at least of 1 board meeting and 1 board committee meeting. PD opportunities include completing training on Assessment and Accountability, Professional Learning Communities (PLC) meetings, learning how to conduct effective T-TESS sessions, and receive training on accounting practices and campus budget management. The in-kind opportunities are already provided at HCISD and supported through local funds. These will be tracked through our internal PD system, OmniTrack, that is supported with local funds. In addition, HCISD will provide in-kind support to Mentor Principals to better prepare them for their role.

UT Austin will provide in-kind support by assisting HCISD in the curriculum planning and clinical experience of the PR program, including personalizing curriculum content to match HCISD's needs.

TOTAL FUNDING REQUEST = \$300,000

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.

We will utilize HCISD's Leadership Definition of a Principal and UT Austin's TX Principal Leadership Academy (TPLA) as guidance to develop a targeted recruitment, nomination, application, and selection process to select the 4 Principal Residents for this program. Eligible candidates will include teachers, instructional coaches, and other educational professionals that have worked a minimum of 3 years in teaching as a certified teacher in the state of Texas and do not currently hold a Texas principal certification or a Master's degree in Educational Leadership. I. INFORMATION SESSIONS AND RECRUITMENT PROCESS - Starting October 2023, HCISD will begin holding information sessions on the Principal Residency program, eligibility, expectations, and commitment. An electronic survey will be distributed during these sessions to gauge interest levels. Sessions will be advertised via email, a district-wide newsletter, fliers, on website, and during staff and department meetings. District and campus leadership will be asked to nominate candidates who have applied to the program. II. CANDIDATE SCREENING - HCISD and UT will determine the criteria to screen nominated candidates. Initial criteria: principal recommendation based on student achievement, emotional intelligence, and growth mindset; video pre-screen including questions that represent the candidate's ability to be strategic when problems arise; and T-TESS results or comparable evaluation system. III. APPLICATION - HCISD and UT will invite candidates to apply to UT's TPLA program. They will be required to submit a resume, official transcripts, 3 letters of reference, and a statement of purpose. HCISD leadership and UT's team will use a co-developed scoring criteria to select candidates moving forward to participate in a Leadership Assessment Center. IV. ASSESSMENT CENTER AND CANDIDATE SELECTION - HCISD and UT will identify individuals from their respective organizations to assess candidates. The Assessment Center may consist of several components such as a candidate interview, a data prompt presentation, and an observation/role-play exercise. HCISD's student demographics, as presented in the Summary of Program section, are considered when looking at potential candidates' background, experience and success level in working with these populations. Resident data collected will be used to match them to Mentor Principals.

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.

PRs will complete 35 credit hrs in 1yr to receive an Educational Leadership and Policy Master's and gain principal certification. They will also receive hands-on training as a Principal Resident. The course schedule includes online and on-site coursework at PR's year-long campus placement. a)PRs will be matched with a top-performing Mentor Principal at a high-performing campus where they will complete their residency with a focus on Instructional Leadership. The mentor will be selected based on our internal HCISD Leadership profile criteria for high performance. b)PRs will have learning experiences at the campus that allow for Substantial Instructional Leadership Responsibilities such as completing a Data Chat, conduct teacher observations, and complete an intentional project to address an identified common challenge at their campus. c)Develop their coaching skills in providing feedback though T-TESS System based on areas of reinforcement and refinement. d)PRs will guide teachers in effective planning for student success by setting-up systems and structures for PLC while protecting culture. e)HCISD and EPP will plan for the progression of gradual release of PR's responsibilities by removing them from classroom teaching and place them in a school's leadership team. They will have the opportunity to lead Professional Development sessions, have parent conferences, and coach a teacher in need of support. f)Mentor Principals, e2L Coaches, and EPP Field Supervisors will provide continuous feedback on PRs' performance and develop short cycle coaching sessions based on areas that need improvement. The Mentor Principals and PRs will have weekly meetings to review their learning experiences, analyze any challenges they encountered, and reflect on the efficacy of their tasks and actions. Mentor Principals will offer valuable guidance on constructive instructional feedback to PRs at this time.

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.

HCISD's commitment to excellence in the Leadership Definition includes being results driven. One of the key behaviors of being results driven in HCISD includes data analysis and discussion, which means educators invest time in analyzing and monitoring data from multiple sources and lead teams in data conversations that are solution oriented. Data-Driven Instruction includes a system of Data Chats spanning multiple levels, which are effectively implemented at the campus level. The process commences at the District Level, where the Assistant Superintendents and district administrators host discussions with campus Principals and their leadership teams. This information is then cascaded to the Campus Level, with principals sharing insights with teachers. The engagement extends to the Classroom Level, where teachers convey data to students. Ultimately, students play a pivotal role by taking this data home and sharing the data with their caregivers through student data chats. This comprehensive approach ensures effective communication within the entire district community. Beyond its communicative value, this process is integral for promoting inclusivity and is essential in creating a continuous cycle of improvement through designed student learning experiences and closing achievement gaps.

Another component is the Student Data Tracking system, employed by every teacher within the district. This system provides a standardized template for monitoring individual student's academic and social progress, facilitating effective communication of growth towards student goals with both teachers and caregivers. This process serves as an opportunity to reflect on practices that allow for the analysis for successes and opportunities.

Additionally, these two systems are seamlessly integrated into the Principal Residency program through the active involvement of Program Residents (PRs). PRs hold a pivotal role in preparing for Data Chats that are hosted by the Assistant Superintendents. They will then skillfully extend the dissemination of these insights to their respective schools and teachers when they hold a Data Chat at the campus level. PRs will take a lead role in overseeing that teachers are implementing Data Chats at the classroom level. Furthermore, they will also offer guidance to teachers to ensure the effective utilization of student data trackers as an integral part of this process. PRs will use these systems in the residency to impact student achievement outcomes and teacher professional growth.

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.

HCISD is fully committed to supporting administrators for strong school leadership and evaluating teachers' instructional effectiveness. HCISD is utilizing Texas Teacher Evaluation and Support System (T-TESS) as the evaluation tool for teachers to ensure exceptional student outcomes. As per board policy, teachers receive one annual formal classroom observation of at least 45 minutes, as well as 2-4 documented walkthroughs. Every principal and assistant principal on campus are all board approved appraisers for T-TESS. HCISD uses Eduphoria software (STRIVE platform) for documentation and feedback from appraisers to teachers. Only one scored T-TESS observation is mandatory. However, appraisers are required to conduct one scored formal observation as well as conduct a minimum of two documented walkthroughs (district expectation is four completed walkthroughs); the scored dimensions for the walkthroughs were taken into consideration when determining the cumulative rating for each dimension at EOY. This process ensures that the teacher's instructional practices are observed and evaluated throughout the year and not just for one 45-minute period. Appraisers are required to provide a post conference with both verbal feedback and written feedback to the teacher via STRIVE within 10 school days following any formal observation. Documented walkthroughs require written feedback within 10 school days as well, although a post conference is not required unless instructional concerns deem it necessary.

HCISD has partnered with the National Institute of Excellence in Teaching (NIET) to provide support to administrators in monitoring instruction personalized for students' individual needs. To ensure consistency and calibration across campuses and contents, district appraisers participate in calibration practice during monthly leadership meetings. Calibration practice includes scheduled classroom visits across the district as well as rating teaching videos from the T-TESS video library from NIET. Appraisers submit ratings via a digital portal and are scored for calibration. If ratings did not calibrate, appraisers are invited to additional small group sessions of T-TESS rubric review.

HCISD has two additional informal processes for observation and feedback. Administrators conduct instructional rounds aligned to the HEAT rubric, which identifies Higher order thinking, Engaged learning, Authentic connections, and Technology use in the classroom. Additionally, administrators conduct Mini-Observations and provide feedback on a weekly basis to keep a pulse of campus instruction and use of high quality instructional materials (HQIM).

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.

As part of HCISD's Strategic Plan Goal 3: Professional Learning and Talent Management, the district is committed to ensuring a systemic approach to recruit, retain, and refine talent at all levels of the organization and empower the learning community to develop self and others. Testaments to this goal includes the district's Grow Your Own program, the STEP-UP program (Student Teacher Educator Preparation—University Partnership) with UTRGV, the Teacher Residency program with UTRGV, Harlingen Collegiate High's teacher preparation pathway for students, multiple PD opportunities, and the Principal Residency program launched in SY22/23. The inaugural PR program began with 3 residents in which they were assigned to a campus and were mentored by the Principal. The year-long learning experience provided coaching and opportunities to assume leadership roles such as those proposed in this LOI application. Two of those residents assumed Principal roles for SY23/24; the third resident is pending a new Principal vacancy. HCISD is committed to continue offering the PR program regardless of the outcome of this grant request. As an awardee of this grant, the funds would allow HCISD to strengthen the leadership pipeline. Four residents will have the opportunity to gain a master's degree, obtain their principal certification, and assume a future Assistant Principal role in our schools. If our proposal is not successful, we will persist in our efforts and remain undeterred. District staff will actively seek additional funding avenues to ensure program funding for next SY24/25 and beyond, including collaborating closely with district leadership to pinpoint available funding sources.

In addition, HCISD and UT Austin are committed to their partnership as exemplified by the Hook 'Em Here: Harlingen 2024 Summer Internship Program. The partnership took root in summer 2023 when UT recognized the impressive success HCISD had achieved in collaboratively preparing future educators with UTRGV. This initiative is designed to offer immersive, paid learning experiences beginning in May 2024. The program will engage 10-14 College of Education students in a five-week, full-time internship where they will closely collaborate with HCISD teachers to tutor students and experience what it takes to be a teacher. Beyond the classroom, the program seeks to immerse students in Harlingen and the Valley's culture.

HCISD's 25-year proven track record in financial stability, winning multiple awards, maintaining a balanced budget, clean audit reports, and good bond ratings, provides the financial confidence in sustaining the program beyond the SY24/25.

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

HCISD and UT Austin have established an effective communication system as an integral part of the Hook 'Em Here program. This system relies on regular and structured interaction, primarily facilitated through regularly scheduled meetings with the College of Education Dean and their dedicated staff to bridge the teacher and leadership pipeline. During these meetings, both HCISD and UT Austin representatives engage in robust discussions, fostering a collaborative environment that enables the exchange of ideas, progress updates, and strategic planning. This open channel of communication ensures that all stakeholders are well-informed about the program's status, challenges, and successes. Additionally, these meetings serve as a platform for addressing any emerging issues promptly, allowing for timely resolutions and adjustments to program implementation if necessary.

In preparation for the submission of this LOI, HCISD and UT Austin have conducted a series of meetings to align efforts in promoting and shaping the PR program. These discussions have encompassed program advertisement strategies, candidate recruitment initiatives, and comprehensive plans to provide robust support to future residents and mentors. The meetings have engaged UT Austin's staff and key HCISD administrative representatives directly responsible for program implementation. Moreover, additional collaboration is ensured through a structured framework of quarterly Governance meetings, mirroring the communication structure of Hook 'Em Here. The Governance meetings will begin at the start of the grant cycle and will include HCISD and UT Austin leaders, UT Field Supervisors, and Mentor Principals. Additionally, three pivotal junctures have been earmarked for significant meetings—commencing with the PR program's initiation, a mid-point assessment, and concluding with a comprehensive review at the end of the residency experience—bringing together leadership from HCISD and UT Austin to ensure alignment to the Principal standards and that progress is being made. To maintain the momentum and cohesion of this partnership, monthly check-ins led by the HCISD Grant Manager will be scheduled, facilitating continuous dialogue and coordination between HCISD and UT Austin. Overall, this communication system not only enhances the synergy between HCISD and UT Austin but also underscores their shared commitment to the program's success. It provides a structured framework for monitoring progress, fostering collaboration, and responding effectively to the evolving needs of the program and its participants.

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)	

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.

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Amended Section

Reason for Amendment