

Ector County ISD
068901
OTHER REVENUES:
GRANTS FROM PRIVATE SOURCES



OUR students...THE future

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

Odessa, Texas

CDC
(EXHIBIT)A

TO: Chief Financial Officer

FOR: Recommendation to Accept Donation/Gift

FROM: _____ / _____
Principal OR Director

School OR Department
PSP and Scarborough Foundation

Name of Donor (if organization, please include name of president)

Mailing address City State Zip Code
has offered a donation or gift in the following category: Donation/Gift (describe below)

Description of Donation/Gift	Value*	Purpose of Donation
Hildsworth Leadership Training	\$ 850,279	
	\$	
	\$	

*Values assigned for donation of equipment or services is for internal reporting purposes only. This value may not be used as an appraisal value for IRS purposes.

Permission is requested to accept this donation/gift for our school/department. The donor understands that the donation/gift will become the property of the Ector County Independent School District and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations. Approved donation/gift should be added to fixed assets inventory if applicable.

REMARKS: _____

() Approval () Disapproval _____
PRINCIPAL / DIRECTOR Date

✓ Approval () Disapproval Celeste Potter 5-14-24
DIRECTOR OF DEVELOPMENT Date

() Approval () Disapproval [Signature] 7/1/2024
CHIEF FINANCIAL OFFICER Date
(The following approval required for a single donation/gift of \$10,000 or more)

() Approval () Disapproval _____
SUPERINTENDENT OF SCHOOLS Date

Holdsworth - Leadership
Donation from PSP to Holdsworth to pay for expenses on ISD behalf
July 2023 thru Dec 2024 18 month program
\$ 6,100,000.00

District	State	Adults	Students	Percent	Allocated	23/24		24/25
ECISD	TX	10	33,500	42%	\$ 2,550,836	\$	1,700,557	\$ 850,279
MISD	TX	7	28,000	35%	\$ 2,132,042			
Carlsbad	NM	5	8,835	11%	\$ 672,735			
Hobbs	NM	5	9,776	12%	\$ 744,387			
		27	80,111	100%	\$ 6,100,000.00			

<https://holdsworthcenter.org/blog/psp-scharbauer-foundation-investing-6-1m-in-school-leadership-training/>

SHARE



Following through on its mandate to support education – one of five priorities for the organization – the Permian Strategic Partnership is partnering with the Holdsworth Center to provide leadership training of public school officials across the Permian Basin.

The PSP is contributing \$4.6 million to the partnership, while the Scharbauer Foundation is contributing \$1.5 million, bringing the total investment to \$6.1 million.

Over the next two years, the goal is to strengthen the leadership skills of up to 100 principals, assistant principals, teachers and district administrators and build stronger talent development opportunities in the basin's largest school systems.

Included in value: For 3 Administration and 7 Principals

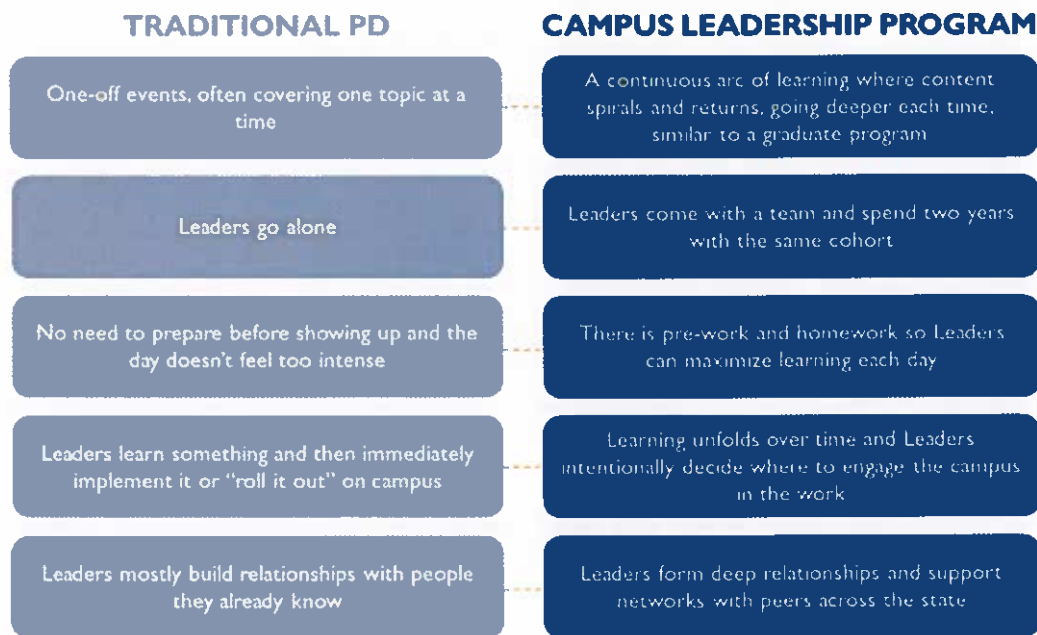
- Training
- Materials
- Travel
- Hotels
- Food

The Campus Leadership Program (CLP) Experience

CLP is a two-year program for campus teams – principals, assistant principals, instructional coaches, teachers and other campus leaders. Through learning sessions with expert faculty, site visits and peer support, team members deepen individual leadership skills while working toward excellent and equitable outcomes for students on their campus. Principals receive one year of executive coaching to support them in reaching personal leadership goals.

Holdsworth's goal is to create stronger leaders with the knowledge and tools to drive results for students – and do it in a thoughtful, methodical way that makes teachers and students feel hopeful and confident in their ability to succeed.

Alumni of CLP have summarized the difference between their experiences of traditional PD and CLP:



As part of the 2-year experience, campus leaders will:

- Learn from world-class expert faculty and guest lecturers from K-12, academia, government and business sectors.
- Practice skills such as giving and receiving feedback, active listening, coaching others and analyzing data with an equity lens.
- Work with their campus team to build a shared vision, stronger relationships and collaborate with a wider network on the Problem of Practice.
- Build a supportive network of peers, both through individual friendships and peer groups.
- Attend site visits to high-performing organizations inside and outside of K-12.
- Visit campuses of peers in the program to see how other schools operate.
- Be assigned a leadership facilitator who will offer support inside and outside of sessions through email phone calls and in-person or virtual school visits.
- Receive one year of executive coaching (for principals only).

The CLP Curriculum

At Holdsworth, we believe great leaders are made, not born. With intention and effort, leaders can deepen their skills and capacities and greatly increase their effectiveness.

We also believe that change begins from within, then radiates outward to others.

Our curriculum centers around strengthening leaders' capacity in three areas—**Developing Personal Leadership**, **Growing & Empowering Others**, and **Creating Change**.

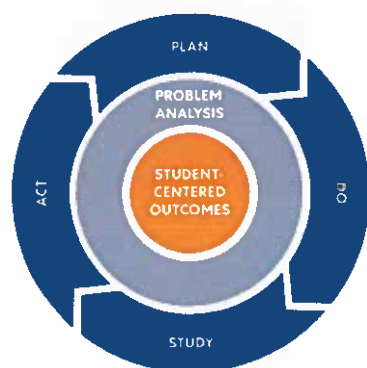
- **Developing Personal Leadership** is based in deeply connecting to one's purpose, managing physical, mental and emotional resources and identifying areas for growth and working to actively improve.
- **Growing & Empowering Others** focuses upon Leaders' ability to support and develop aspiring leaders around them, and to cultivate high-performing teams.
- **Creating Change** is about developing a clear, shared vision for excellent and equitable student outcomes, and using key drivers such as school culture to support the realization of that vision.

At Holdsworth, we believe 70 percent of a leader's development occurs through job-related experiences, 20 percent from interactions with others or coaching, and 10 percent from formal educational events. We know our leaders don't build skills solely by reading books or learning theory—they learn by doing, in the context of real challenges faced in day-to-day work.

To that end, leaders' efforts to Create Change focus upon a specific Problem of Practice. Teams learn to identify root causes, involve critical stakeholders and test improvement strategies at small scale before spreading them more widely. After learning the process, teams are able to apply it to other problems they face, creating a culture of continuous improvement on campuses.

Problem of Practice

Often in schools, problems get isolated and narrow solutions are implemented in hopes of a quick fix. In the Campus Leadership Program, we take a different approach.



We ask campuses to identify a point of deep dissatisfaction with the status quo – an inequity, grounded in data, that is important for the campus to address if it is to achieve its mission and vision. But instead of rushing to solutions, we encourage leaders to take a step back, ask questions and dig deeper—by working collaboratively as a team and engaging staff and stakeholders across the campus—to uncover more complex issues underlying the data.

What emerges will become the campus's Problem of Practice. The length of the program allows teams to dedicate sustained attention and effort to untangle these tough, complex problems.

When it's time to take action, teams will use a cycle that helps them learn quickly, iterate, and spread the most promising improvement strategies. Learning to use a cycle of rapid and continuous improvement – plan, do, study and act – helps hedge against the possibility that initiatives will crash and burn in a way that embitters staff and erodes trust.

Data from initial small tests can help to shift teachers' mindsets and bring them on board, which ultimately leads to better results for students.

CLP Learning Outcomes

Over the two-year program, leaders will measure and reflect on their growth in each curriculum area using a learning rubric. While only the key ideas are listed below, the full rubric contains a longer list of concrete mindsets and behaviors to help leaders better pinpoint areas of strength and opportunity.

Develop Personal Leadership

Leaders will know they've succeeded when they:

- Are deeply connected to their purpose, which drives their actions and priorities to produce the outcomes they want to achieve for all students.
- Apply strategies to manage their physical, mental and emotional resources to optimize energy.
- Proactively seek feedback to understand their impact, strengths and growth opportunities and create an action plan to guide their improvement efforts.

Grow & Empower Others

Leaders will know they've succeeded when they:

- Prioritize time and energy to build capacity of high-potential leaders.
- Deliver clear actionable feedback and coach others to reach their fullest potential.
- Create the conditions in which others are empowered to lead and have opportunities to learn and grow.
- Ensure teams have a clear purpose to achieve desired results and build a trusting and supportive learning environment to allow team members to take risks in pursuit of breakthrough results.
- Skillfully surface different perspectives to understand the current reality and drive effective decisions.
- Productively manage conflict and other interpersonal dynamics.

Create Change

Leaders will know they've succeeded when they:

- Establish a clear, shared vision for what excellent and equitable student outcomes would look like and feel like.
- Analyze data to identify a gap between their current reality and their vision and determine their strategies to close that gap.
- Communicate the vision and strategies to improve excellent and equitable student outcomes in a way that inspires commitment and enrollment from key stakeholders.
- Define benchmarks of success and use data to measure the impact of changes, and continuously review their goals and plans to learn quickly from successes/failures and to improve and refine changes.
- Build a coalition for change and mobilize them to spread successful practices.

Support Structures

- **Leadership Facilitator** – Each campus is paired with a Leadership Facilitator who will attend every session to support their learning and progress on their Problem of Practice.
- **Executive Coach** – Principals have an Executive Coach during Year 1 to work on a personal growth goal.
- **Peer Groups** – Small, role-alike groups in each cohort that allow for sharing personal and professional challenges with peers who leverage their experience, skills and coaching/feedback tools to support one another.
- **Campus Pairs** – Each campus team will be paired with another campus to provide feedback on their problem of practice and help them troubleshoot issues that come up. Campus teams will make an in-person site visit to their paired campus in the second year of the program.

The Collaborative Experience

This 18-month program is designed to help district leaders generate a reliable bench of strong leaders who are ready to step into school leader positions when they arise. Leaders first define what great leadership looks like in their district. Then they learn how to leverage this definition to build systems that produce and sustain a healthy school leadership pipeline. A team of three district leaders – the superintendent and two key central office leaders – participate in learning sessions that are active and participatory.

The experience we do at Holdsworth is based on a philosophy of partnership. We are committed to providing world-class programming, and we listen to feedback from our leaders. When needed, we adapt our plans to ensure we are providing the best possible support. In the Collaborative, leaders:

- Attend learning sessions at the Campus on Lake Austin, a retreat-like setting that allows teams to step back from the day-to-day and see their district's challenges and opportunities more clearly.
- Work with Holdsworth staff to learn best practices from organizations inside and outside of education that have built high-performing talent management systems.
- Give teams the time and space to focus on talent management and work collaboratively to create aligned systems.
- Form strong bonds, share ideas, and get help with challenges from a network of peers in other districts around Texas.

Sessions include a mix of learning, rigorous discussion, and time to work as a team. It's not a one-size-fits-all approach. Each district comes in at a different starting place and is given tools to investigate top challenges and areas for opportunity. In between sessions, district leaders put the insights and designs they've come up with into action and take note on what's working – or not working. During sessions, leaders share notes and adjust their strategies with help from peers and the Holdsworth team. By the end of the program, districts will have a clear direction for their leadership development work and the tools to accomplish it.

The general framework for the Collaborative timeline deliberately propels independent action to ensure district leader teams have internalized learning and are making steady progress toward practical change in their own district. Districts will leave the 18-month partnership having:

- Completed an in-depth analysis and assessment of the strengths of the current internal leadership pipeline
- Created a district specific definition of the leadership mindsets, behaviors, and skills for the principalship
- Have a broadened view of talent systems through the study of multiple exemplars of talent development systems from a variety of contexts and industries
- Identified the highest priority lever to improve their internal talent pipeline
- Designed and tested one comprehensive, at-scale solution to improve a large segment of their talent pipeline

