



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

NOGA ID

Authorizing legislation

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

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

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

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

Required Attachments

Application Part 2: Budget Workbook, Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

- Attachment 1: Leverage Leadership Readiness Assessment
- Attachment 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 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 mission of La Vega ISD is to provide a needs-satisfying environment where EVERYONE can produce successfully, with the understanding that learning adds quality to life. Preparing each student to contribute to an ever-changing, interdependent society is our commitment." La Vega ISD (LVISD) provides a high quality education to Bellmead, a suburban/rural community north of the city of Waco. LVISD is a testament to the research findings by Boyd, Landford, Loeb, & Wyckoff (2003) that students who graduated from the district return to the community to raise their families. LVISD students who don't receive scholarships don't move on to college. The statistics clearly delineate the need to increase educational outcomes for the community (Avg. income is \$43,280, only 17.8% have Bachelor or higher degree.) <https://www.census.gov> The ethnic disparity between community, student, staff, and leadership is significant. Over the past three years, the district has improved in Accountability Ratings ("D" in 2019, "B" in 2022) and grown in student population by 100 - 155 each year. The La Vega H. P. Miles Intermediate and George Dixon Junior High campuses were identified as Targeted and Additional Targeted in 2022 for student growth performance. The 93% poverty rate is spread across three major racial groups, 59% Hispanic, 25% African-American, and 11% White. The slight changes in ethnic diversity of faculty and leadership has been driven through implementation of Grow Your Own programs. Ethnic disparity of the faculty, 20% Hispanic, 19% African-American, and 60% White and leadership 13% Hispanic, 27% African-American, and 60% White provides an overwhelming need for the district to place faculty and leaders in front of children that look like them.

The mission of the Principal Residency Program for La Vega ISD is to recruit and retain ethnically diverse teachers to assume instructional leadership roles. This program will complete the final piece of the teacher pipeline by expanding the pool of qualified administrators that mirror the student population.

La Vega ISD has set into practice intentional programs to improve the district and community. All students are provided free breakfast and lunches through the Department of Agriculture's Community Feeding Program. LVISD partners with McLennan Community College to provide high school students with FREE dual credit college coursework (42% of the senior class graduate with at least three college hours and 17-19 seniors (10-11%) obtain an Associates Degree). LVISD Grow Your Own, in partnership with Texas Tech and Tarleton State University, has aided twenty-three (23) employees seeking education degree/certification. (Nine (9) are the teachers of record (56% Hispanic, 22% African-American). Eight (8) are slated for completion in 2024 (50% Hispanic, 30% African-American). LVISD partners with TTU, TSU, UMHB, and Baylor Universities to include paid Teacher Residencies on all five campuses. In total, 26 undergraduate education majors completed year-long residencies that led to eight (8) beginning first year teaching roles at LVISD.

The final step is to assist diverse faculty wishing to move into leadership roles with support to complete their dream. The district expanded the leadership roles over the past three years by 14%. The district proposes to fill these vacancies with 'home-grown' leaders. The implementation of a 15-month Principal Residency Program with TTU and UMHB will aide four (4) ethnically diverse principal residents in earning a Master of Education in Educational Leadership with principal certification.

Goals, Objectives, and Strategies

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

LVISD district leadership team and IHE partners developed the major focus for the Principal Residency Program. By the end of the 15-month fellowship, 100% of the principal fellows will graduate with a Master of Education in Educational Leadership and a Texas Principal Certification. In order to meet this focus, LVISD has identified three major goals. Goal ONE for LVISD will be to create a formal MOU with TTU and UMHB for the delivery of a Master of Educational Leadership and Texas Principal Certification. Objectives to reach goal one: (1) The selection of high performing mentor principals, (2) Selection of TTU and UMHB coaches, (3) TTU and UMHB design course content to emphasize best practices in campus instructional leadership and EFS-based school improvement, (4) alignment of performance expectations and evaluation criteria with LVISD data driven instruction and observation feedback coaching loop, and (5) calendaring of quarterly governance meetings. Goal TWO is the recruitment of Principal Fellows. The objectives: (1) Creation of district interview team, (2) Development of application and rubric for scoring, (3) Selection of interview questions from the Behavioral Event Interview and refresher training in use and scoring, (4) Recruitment of a pool of six diverse teachers with experience, leadership qualities, and abilities to improve achievement of learners in low performing schools from which UMHB and TTU will select four. Goal THREE is the refinement of activities for the administrative internship. Objective (1) outline DDI and Obs/Feedback campus based leadership opportunities, (2) ESF-based school improvement initiative, (3) provide on-site guidance, mentoring and monitoring from Mentor Principal, the IHE coaches, and LVISD district leadership, (4) the incorporation of district coaching systems and data collection from Leverage Leadership to produce actionable information and ensure quality clinical experiences for candidates.

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.

The Principal Residency Program will enable La Vega ISD to complete the educator pipeline establishing a culture of coaching for improvement from student to administrator, promote high expectations and improve student achievement.

Ten percent (10%) of the evaluation will determine the success of the selection procedure. Data from demographic information, rubric scores of the Behavioral Event Interview, application, essays, and EPP selection criteria will make up 5%. The observations and coaching logs of the authentic leadership experiences will make up the remaining 5% to determine effectiveness of selection.

Sixty-five percent (65%) of the evaluation hinges upon the successful completion of the EPP coursework. Summative evaluation tools will be course grades, T-PESS evaluation, coaching logs from Leverage Leadership in the areas of data driven instruction, student culture, observation & feedback, planning, and professional development. Quarterly governance meetings with both EPP partners will be used to gauge resident program completion rates, certification test scores will be used to determine instructional rigor and experience effectiveness. The number of post residency placements will be used to determine capacity of continued applicants.

The remaining twenty-five percent (25%) evaluation of the project will derive from student and teacher growth. Utilizing data from formal assessments (CIRCLE, TxKEA, STAAR, Star Renaissance), student growth will increase by 10% over the prior year on the campus in which the Principal Resident (Fellow) supports. The Teacher Incentive Allotment growth calculation "half the gap" will be used to determine the positive impact on student achievement. Teacher growth will be reflected in the coaching logs maintained by the principal resident. Following the waterfall coaching scope and sequence in Get Better Faster, teacher growth will show steady mastery of management and rigor from Phase 1 through 4 and Stretch It. Qualitative evaluation surveys will provide data on principal resident's satisfaction with EPP and mentoring support by LVISD.

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.

La Vega ISD proposes to enter into a partnership with both Texas Tech University (TTU) and University of Mary Hardin Baylor (UMHB) to implement a Principal Residency Program. The district proposes the selection of four Principal Residents at a funding rate of \$300,000 plus \$60,000 in district matching funds for a total of \$360,000. The funds will be used for the following activities:

PAYROLL (6100): \$256,000

Principal Resident SALARY - \$192,000 (\$48,000 each) Serve as full-time administrative intern with no classroom responsibility during the 15 month residency. District matching funds \$60,000 (\$15,000 each) .

TUITION \$60,000 (\$15,000 each). (36 hours of graduate level coursework enabling principal residents to earn a Masters of Educational Leadership and principal certification).

Principal Mentor Stipend \$4,000 (\$1,000 each) Guide and support principal residents in completing job-embedded experience, attend TEA summer training institute and complete coaching/mentoring duties.

PROFESSIONAL AND CONTRACTED SERVICES (6200) - \$20,000 (\$5,000 each)

Texas Tech University and University of Mary Hardin Baylor will host cohort meetings, trainings, and six site visits during the 15-month residency to support Principal Fellows and Mentor Principals. Project stakeholders will collaborate with ESC Region 12 in joining a Texas Instructional Leadership Lesson Planning Cohort, T-TESS and AEL training for each principal resident.

SUPPLIES AND MATERIALS (6300) - \$4,000 (\$1,000 each). Curriculum materials and resources used to supplement coursework.

OTHER OPERATING COSTS (6400) - \$11,000 T

Test/Certification \$2,000 (\$500 each). Certification cost for Principal as Instructional Leader (268) exam and complete the Performance Assessment for School Leaders (PASL).

TRAVEL - \$9,000 (\$1,000 for 9 total)- Residency Summer Institute in Summer 2024. If institute is held virtually, travel funds will be used for Principal Mentors, Principal Residents, and Project Manager to attend Solution Tree 's PLC in Action or RTI conferences

INDIRECT COSTS - \$9,000

These costs are less than the approved restricted indirect cost rate of 4.018%. The district is committed to building and sustaining a pipeline for high performing educators. The district has built and sustained a foundational pipeline from high school to classroom and will continue to seek ways to support the advancement of ethnically diverse high quality educators. Outside grant funds and innovative staffing models will be utilized to provide LVISD students with teachers and leaders that look like them.

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.

LVISD will modify the existing Grow Your Own recruitment process for educators to meet the specific requirements of Principal Residents. Initial interest will be garnered through a flyer distribution and webinar Q&A with district leadership. The remaining steps are completed once the district talent pool opens. Interested candidates submit documents to the District Screening Committee: 1. Resume 2. Essay responses to: a) student growth that includes data demonstrating two years of high student growth in graphic and narrative format, b) the ability to identify and close gaps in student success and the process used to close those gaps, and c) the connection between the individual's long-term goal as an educator in La Vega ISD and the leadership role. 3. Transcripts for all undergraduate work. 4. T-TESS evaluations for past year. 5. 2 letters or recommendation from administrator and colleague. District screening of submission to confirm complete application, certification, 4+ years of classroom experience, student data meets student growth requirements and T-TESS scores meet requirements. District Level Screen 2. For the candidates moving on in the district pool, the committee evaluated essay responses using Essay Screening Rubric, removes candidates with "red-flag" responses, awards additional points (65 possible) based on the criteria: Longevity with the district (10 max. points) 5+ = 10 pts., 2-4= 6 pts., 0-1= 3 pts., Bilingual (10 max.) Speak, Read, Write (3 pts. each or 10 for all 3). Current classroom leadership role (10 pts. max) Multi-Classroom Leader = 10 pts., Master Team Reach Teacher = 8 pts, Department Chair=5 pts., Ethnicity (10 pts. max) Hispanic, African-American, Two or More = 10 pts., White / Other = 4 pts. Alumni = 5 pts. Recommendation letters - High = 10 pts., Average = 6 pts., Low = 3 pts. Candidates moving on will be scheduled for in-person Behavioral Event Interviews for these TWO competencies: 1) Team Leadership: Assuming authoritative leadership of a group for the benefit of the organization. 2) Developing Others: Influence with the specific intent to increase the short and long-term effectiveness of another person. For each candidate, District Screening totals the scores and ranks all candidates in order of highest score to lowest score. Texas Tech and University of Mary Hardin Baylor conduct individual audits and interviews. Together the IHE partners and LVISD determine the top four candidates. The goal is to close the gap in ethnic diversity in leadership.

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 Principal Residency Program is a collaborative partnership between LVISD, TTU and UMHB to prepare aspiring principals to confidently enter a campus administrative position as a highly qualified instructional leader. Fellows will be relocated to a campus to serve in a paid campus leadership position and complete rigorous clinical learning experiences under the guidance of a LVISD principal mentor and IHE faculty coach. Fellows will select aligns with their learning modality (virtual or in-person). TTU course content will be provided by faculty through synchronous live virtual group learning. UMHB course content will be provided by faculty on campus, within a cohort structure. During the 15-month internship, students will earn a master's degree in Educational Leadership and a Texas Principal certification. The graduate program includes a 30-hour program and includes a 6 hour principal internship. Course curriculum, job-embedded leadership opportunities, and assessment measures have been designated to meet skill requirements of the Texas 268 Identified Integrated Pillars. The summer of 2024, fellows will complete 6 hours graduate courses. Beginning in August 2024, fellows will begin the internship on campus and complete 30 hours of graduate coursework. Clinical learning assignments at the assigned campus will include tasks such as Instructional Leadership, Decision Making & Mindset skills, Leading PLCs, Unpacking the T-TESS & Instructional Coaching Frameworks, Using Law & Policy to advocate for students, Establishing SMART Goals & Progress Monitoring, and Using Quarterly Planning to Improve Teaching & Learning. Each principal residents will coach a team of educators using the Get Better Faster scope and sequence. The LVISD principal mentors will provide continuous support to ensure the residents' successfully complete job-embedded assignments.

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.

LVISD is in its third year of use of Data-Driven implementation. Each campus principal has weekly leadership meeting to review interim assessments or weekly data. Once a month, ESC Region 12 accompanies the campus leadership team and reviews data meetings or reviews team meetings in which student work is reviewed to develop reteach or professional development. Each campus has established a time for scoring and analysis of data by the team. The meetings are used to design and review interim assessments. Every content administers an interim assessment 3 times per year. A day immediately following the administration of the interim is allocated for analysis and development of a calendar to address reteach or adjust or revise the instructional sequence but also provide enrichment and extension of learning to those that have mastered the essential standards.

Following the "data day" of analysis, principals meet with district leadership to review and identify resources needed, design plans and or support the revision of the scope and sequence of course pacing calendars. The district seeks to find opportunities to vertically align content and rigorous instructional strategies during these district data analysis meetings. The district is using an Instructional Practices Inventory to capture additional data on rigor of instruction and level of student thinking. These additional data points are reviewed by campus and district administration and used to determine opportunities for professional development. Because the Principal Residents come from the district, each will have a familiar understanding of the data driven cycle and the collaborative team meeting (CTM) systematic process.

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.

For the past three years, LVISD has trained every district administrator, campus-level administrator and lead teachers on the use of Observation Feedback process outlined by Bambrick-Santoyo. ESC Region 12 provides monthly training focused on a review of the observation feedback loop and the selection of action steps. Coaching logs are maintained by every leader that contains the praise of past success, video or document to assist the teacher in naming the exemplar and identifying the gap between the model/exemplar and their own practice. Documentation of one coaching session is videoed and placed in the video file for review in training. Every campus leader observes a minimum of two teachers three times per month. The observations are followed up in coaching conversations weekly. Leadership has outlined professional development needs based on observation / feedback trend data. These PD goals are outlined in the Campus Improvement Plan and shared district-wide to enable vertical development.

Campus principals utilized Leverage Leadership to coach assistant principals and campus instructional leaders. These coaching conversations follow the same "See It, Name It, Do It" protocol found in the *Get Better Faster* book. The campus principals maintain the same coaching logs to monitor growth for each campus leaders.

The district superintendent maintains a coaching log for each campus principal and district administrator and follows the coaching protocols in *Leverage Leadership 2.0*.

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.

LVISD is committed to the "Grow Your Own" Program as evidenced by the sustained teacher program. The district was awarded a community grant to support employees dreaming of becoming an educator. This grant will enable the district to select ONE outstanding teacher to seek a Master's in Leadership. The district will utilize funds through the general fund allotments and federal funds for Title I campuses. This grant enables LVISD to add four ethnically diverse leaders in 2025. The district has established partnerships with both Texas Tech University and University of Mary Hardin Baylor. Both universities allowing the district to provide a strong, successful program while decreasing the cost and time required of the program. We appreciate the quest to provide students with the highest quality educator and see the passion LVISD educators have in working with the Teacher Residents. Each university has made provisions to provide scholarships to assist with the costs of completing a masters degree.

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

The district has had a partnership with Texas Tech University for the past four years in supporting teacher residents in a year-long paid clinical setting. The teacher residency was expanded and includes University of Mary Hardin Baylor this year.

Formal arrangements include official Memorandum of Understandings (MOU) and Quarterly Governance meetings.

A copy of the current Memorandum Of Understandings are kept by all institutions and reviewed annually. Expansion or modifications of the MOUs are developed in February, submitted to Boards of Trustees in April and become actionable in June of each year.

In order to strengthen communication and collaboration, formal meetings are scheduled. Representatives from each institution meet quarterly in governance meetings (Sept. 19, 2023, January 17, 2024, April 17, 2024, July 17, 2024). Time is allotted for each organization to address areas of concern and discuss individual students in confidence. Sample topics of discussion have included student T-TESS performance, testing struggles and successes, addressing problems caused by calendars and coursework completion, as well as planning for calibration walkthroughs, revisions / modifications to professional development, and the plans for future placements. Personnel from each organization includes EPP staff, IHE professors, IHE program chairs, LVISD Superintendent, Asst. Superintendent for Curriculum & Instruction, Chief Academic Officer, Campus Principals, and others as requested from each organization (i.e., ESC Region 12, US Ed. Prep, ...)

Informal communication between the IHE and LVISD occurs via email, phone call, or site visit.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment