



2021-2022 Teacher Leadership Cycle 2
Letter of Interest (LOI) Application Due 11:59 p.m. CT, December 7, 2020

NOGA ID [redacted]

Authorizing legislation

ESSA, Title II, Part A

Application stamp-in date and time

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, December 7, 2020**.

Grant period from **March 1, 2021 - July 31, 2022**

Pre-award costs permitted from **Pre-Award costs are not permitted for this grant.**

Required Attachments

- Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
- Refer to the Program Guidelines for required attachments by Pathway.

Amendment Number

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

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

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

Pathway Selection: Please select ONE pathway.

- Pathway 1: Teachers as Instructional Leaders
- Pathway 2: National Board Candidacy Cohorts
- Pathway 3: Teacher Policy Fellowships

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 2021-2022 Teacher Leadership Cycle 2 Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 Teacher Leadership Cycle 2 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 agrees to all applicable program-specific assurances as described in the 2021-2022 Teacher Leadership Cycle 2 Program Guidelines.

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.

As a result of this grant, Cotton Center ISD will implement the Teacher Leadership Program for the purpose of increasing (1) their selection and retention of highly effective teachers representative of their considerable Hispanic and economically disadvantaged student population and (2) the training and ongoing support for these teachers to develop as instructional leaders through the Texas Instructional Leadership (TIL) Program. The district's overall mission is to "graduate all students with the skills and values to compete successfully as life-long learners." Cotton Center ISD is in West Texas and known as a "small rural" district, spreading out over 132 square miles and serving around 125 students on two campuses. A significant need exists for the Teacher Leadership Grant Program in this district as approximately 71.2% of its student population is considered "economically disadvantaged," meaning roughly 3 out of 4 Cotton Center ISD students are economically disadvantaged. In addition, almost half of the district's student population are "at-risk," so students tend to fall under both categories in this district (based off TEA's 2018-2019 Texas Academic Performance Record for Cotton Center ISD). Slightly more than half of the district's student population is of Hispanic ethnicity; yet there are 0 Hispanic teachers employed in Cotton Center ISD – further emphasizing the need for an increase in highly effective, diverse teachers. Cotton Center ISD has been identified, notified, and already submit an ESSA Equity Plan for the 2021-2022 school year to decrease any existing teaching gaps as they relate to low-income students and students of color being taught at higher rates than other students by inexperienced, out-of-field, and ineffective teachers. The district anticipates that by implementing the Teacher Leadership Grant Program, its mission will be further enhanced and specific needs will be successfully met. For example, this grant will: a.) provide the district with research-based best practices to help select and retain highly effective, diverse Teacher Leaders representative of its majority Hispanic population, b.) award Teacher Leaders with flexible and release time (10-12 hours) to engage in leadership trainings and activities to coach and observe other assigned campus teachers, c.) create the opportunity for external support with an approved Texas Instructional Leadership (TIL) partner in order for Teacher Leaders and campus leadership to learn and implement TEA approved leadership training and strategies, and d.) emphasize research-based retention strategies and incentives for the purpose of decreasing the district's 33% turnover rate for teachers. The Teacher Leadership Grant Program will not only further the district's mission but will also lead to an increase in diverse staff, minimizing the significant gap between its staff demographics and student population and resulting in a lower teacher turnover rate.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Superintendent (existing) will oversee all aspects of the district and ensure all programs are run with fidelity.	The Superintendent will hold a minimum of a Master's Degree in Education or a comparable field, hold a Superintendent Certification, and have experience overseeing staff, budgets, and programs.
Teacher Leaders (proposed) will train and support teachers to develop as instructional leaders through the TIL program.	The Teacher Leaders will have at least 3 years of experience as a teacher of record and exhibit strong skills in listening, leading discussions, mediating, and identifying the needs of others.
Program Director (existing) will oversee the Teacher Leadership Grant Program and provide instructional leadership to Teacher Leaders.	The Program Director will hold a minimum of a Bachelor's Degree in Education (or a related field) and have experience overseeing programs and managing budgets.
Texas Instructional Leadership Partner (proposed) will provide support and training to Teacher Leaders in specific TIL practices.	The Approved TIL Partner must have at least 5 years of experience providing guidance and oversight to teachers and exhibit strong leadership skills in presenting specific TIL practices and training content.
Business Manager (existing) will hire staff, schedule trainings, and identify teachers for program participation.	Business Manager (existing) will hire staff, schedule trainings, and identify teachers for program participation.

Goals, Objectives, and Strategies

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

Under the proposed Grant Program, the major goals are to increase (1) the selection and retention of highly effective, Hispanic teachers to accurately represent the district’s 71.2% economically disadvantaged student population composed of mostly Hispanic students and (2) the instructional effectiveness of teachers through campus-based distributed teacher leadership models to ensure all students graduate with the essential skills to compete successfully as life-long learners.

In order to meet the goals described, the strategies implemented will include: a.) Rigorous recruitment and selection of highly effective teachers particularly those that mirror the student population, b.) Flexible and release time (10-12 hours) of teacher class schedules to participate in leadership trainings and activities to coach and observe other assigned campus teachers, c.) Partnering with Region 17 Education Service Center (ESC) as their approved Texas Instructional Leadership (TIL) partner to obtain TEA approved leadership training and strategies to be an effective leader for assigned teachers, and d.) Offering strategies and retention incentives to keep new teachers or struggling teachers eager to learn and engage rather than leave the campus or produce ineffective student academic results.

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.

To remain in compliance with the Teacher Leadership Grant Program and assure its successful implementation, Cotton Center ISD will commit to the performance measures identified for this program. These performance measures include recording and documenting: a.) the outcomes of the recruitment and selection process for Teacher Leaders, as well as specific measures such as the extent to which chosen Teacher Leaders reflect the district’s majority Hispanic student population, the number of applications received for the program, and the number of Teacher Leaders chosen to participate in the program, b.) the ratio of Teacher Leaders to teachers they will support at participating campuses along with Teacher Leader effectiveness data, c.) the number of Teacher Leader observations and training activities occurring with their teacher cohorts throughout the school year, d.) the retention of Teacher Leaders according to overall student demographics, e.) the outcomes and completion rate of staff perception surveys given by TEA, and f.) how many (by number and percent) Teacher Leaders and campus leadership staff have completed the Texas instructional Leadership (TIL) program’s four trainings.

Cotton Center ISD will adopt different tools for the purpose of measuring Teacher Leader performance and ensuring the effectiveness of project objectives. The tools that will be utilized throughout the school year include: routine classroom observation to determine both Teacher Leader and student progress as well as any instructional needs, consistent campus leadership feedback to promote learning and engagement, Teacher Leader self-assessments to identify strengths and weaknesses, various surveys such as teacher testimonials/surveys and student and parent surveys, student performances on school-based assessments and standardized tests for a comprehensive view of the program’s impact, and comparison data from different points of the school year. Cotton Center ISD will also engage in the following processes and utilize the tools described to ensure the district’s two main goals are effectively met. The district will a.) apply the toolkits and key report takeaways from the Teacher Leadership Additional Resources for their selection and retention activities, b.) appoint 4 Teacher Leaders to better represent their Hispanic student population, with each Teacher Leader assisting between 3-8 teachers from their campus, and c.) foster an environment of support and guidance of the Teacher Leader training and opportunities available, routine observation and valuable feedback from campus leadership, plus flexible and consistent release time for Teacher Leader responsibilities and duties.

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 was created with a focus on implementing the Teacher Leadership Grant Program across Cotton Center School with proposed amounts for the selection of 4 Teacher Leaders total. Cotton Center ISD is requesting \$100,000.00 to cover all reasonable and necessary items for this grant program as outlined below.

Payroll Costs: \$38,500.00

To meet the needs and goals of the program, Cotton Center ISD is requesting \$3,200.00 for substitute coverage for each Teacher Leader selected for the program (4), up to \$800.00 per Teacher Leader. This amount will cover predictable and consistent release time provided by the district for the purpose of having Teacher Leaders commit 10-12 hours per month to Teacher Leader activities or for when teachers are attending workshops with their approved external partner, Region 17 Education Service Center.

Cotton Center ISD is also requesting funds for an existing Program Director to oversee the implementation of the Teacher Leadership Grant Program at Cotton Center School. The amount requested for Professional Staff Extra Duty pay to cover the Program Director who will lead and oversee this grant over 2 years is \$28,000.00.

Additionally, \$7,300.00 is requested to cover Employee Benefits. This amount is established by adding the program director's yearly pay of \$14,000.00, substitute coverage pay of \$3,200.00, and additional compensation of \$12,000.00 and multiplying that amount (\$29,200.00) by a benefit rate of 25%.

Professional and Contracted Services: \$30,000.00

Cotton Center ISD has chosen to partner with Region 17 Education Service Center as their TEA approved Texas Instructional Leadership (TIL) training provider and is requesting \$10,000.00 for contracted services by the their External Partner. The amount requested for Consultants' Trainings is \$20,000.00, which will cover additional district-specific needs training and personalized assistance for Teacher Leaders.

Supplies and Materials: \$19,500.00

Cotton Center ISD is requesting \$19,500.00 in funds for necessary supplies for all staff to carry out on-going training and use instructional and leadership materials for the purpose of fulfilling their respective responsibilities.

Other Operating Costs: \$12,000.00

Additionally, Cotton Center ISD is requesting \$12,000.00 for travel-related expenses to attend TIL training. For Cotton Center ISD Teacher Leaders to fulfill their responsibilities under Pathway 1, they must attend at least two of the four TIL training contents using their External Partner, Region 17 Education Service Center. This stipend will also help each Teacher Leader attend training or participate in Teacher Leader duties when outside of regular pay or scheduled work hours.

Total of All Budgeted Costs: \$100,000.00

In conclusion, if the measures of success that were listed cannot be met, Cotton Center ISD will make appropriate and necessary adjustments to ensure the program remain on track with designated goals and outcomes. If the situation arises, Cotton Center ISD will make these adjustments to remain in compliance with the Teacher Leadership Grant Program by advising stakeholders involved of the intent to alter the program. Additionally, if needed, an amendment will promptly be submitted to TEA to receive authorization for program modification.

Program Requirements

1. Teacher Leader Recruitment & Selection: Consider the degree to which the diversity of your LEA's leadership mirrors that of the student population in your district. Describe the following: a) how you will recruit and select a diverse group of teacher leaders representative of the LEA's student population; b) research-based best practices you will use related to recruitment and selection; c) how you will ensure teacher leaders have a demonstrated track record of excellence improving student outcomes, exhibit strong interpersonal skills and leadership potential, and demonstrate an interest in the teacher leadership model of the pathway you have chosen.

Cotton Center ISD will make it a priority when hiring new staff to select a diverse group of Teacher Leaders representative of the district's 71.2% economically disadvantaged student population made up of half "at-risk" and Hispanic students by applying the toolkits and key report takeaways from the Teacher Leadership Additional Resources for their Teacher Leader Recruitment and Selection activities.

Cotton Center ISD will utilize reports written by TNPT, Bain & Company, and the Center on Great Teachers and Leaders at American Institutes for Research and Learning Educators for the purpose of recruitment and selection of diverse Teacher Leaders. The reports provided by TEA's website and the grant's Teacher Leadership Additional Resources will ensure the district uses research-based best practices for recruitment and selection activities. Plus, the district will include any recommendations from their approved external partner.

Cotton Center ISD will focus on various measurements throughout the school year, such as routine classroom observations to determine both Teacher Leader and student progress, official student progress reports, student performances on school-based assessments and standardized tests for a comprehensive view of the Teacher Leaders' impact, and overall improvement of student outcomes. By putting these measurements into place at different intervals of the year, the district will ensure Teacher Leaders are demonstrating a positive track record of meeting program goals.

Cotton Center ISD will evaluate Teacher Leaders on their "Instructional Leadership" and "Association Leadership" competencies as illustrated in the "Teacher Leader Competencies" report by the Center for Teaching Quality, National Board for Professional Teaching Standards, and the National Education Association (2014). These competencies include "coaching/mentoring, collaborative relationships, community, leading with vision, leading with skill, organizing/advocacy, building capacity, and community/culture." Teacher Leader applicants are expected to exhibit these skills and leadership potential prior to being chosen for a leadership role at their respective campus.

Cotton Center ISD will mandate that all Teacher Leaders complete the "Teacher Leadership District and School Leader Readiness Tool" and "Teacher Leadership Teacher Self-Assessment Tool" created by the Center on Great Teachers and Leaders at American Institutes for Research (2017). In addition to these self-assessments, the district will also measure level of interest in the teacher leadership model of Pathway 1 through the following assessments: campus leadership feedback, current student achievement data pertaining to each Teacher Leader applicant, and teacher testimonials.

2. Teacher Leader Role & Responsibilities: Describe in detail the following: a) the main role and responsibilities of teacher leaders in your grant pathway, b) the main activities in which teacher leaders will engage each month of the school year and approximate time commitments for each month, and c) how you will measure the success of teacher leaders in their respective roles.

The Teacher Leader role and responsibilities, as defined in the Program Requirements, cover a range of activities that must be performed on a monthly basis. Under grant Pathway 1, Cotton Center Teacher Leaders are appointed for the purpose of fulfilling their responsibilities of a.) attending all four TIL training contents through their external partner, Region 17 ESC, b.) administering training and providing revolving support to their assigned teacher cohort while simultaneously incorporating the four TIL training contents: 1) observation and feedback, 2) data-driven instruction, 3) student culture routines, and 4) lesson planning and formative assessments, c.) serving as a teacher of record for at least half of the instructional day, d.) engagement in routine one-on-one check-in meetings with their campus leadership, and e.) serving a leadership role on the school's broader instructional leadership team.

Appointed Cotton Center ISD Teacher Leaders will carry out various activities on a monthly basis to ensure a smooth

Program Requirements (Cont.)**2. Teacher Leader Role & Responsibilities (Cont.):**

program implementation process. Teacher Leaders will be both a teacher of record for at least half of the school day and an appointed Teacher Leader to their assigned teacher cohort by utilizing the 10-12 hours granted per month (through flexible and consistent release time as well as substitute coverage) for program activities. With the allotted 10-12 hours per month, Teacher Leaders will conduct classroom observations and give constructive feedback afterwards, identify broader instructional needs through existing school-based data and produce a plan of action for their cohort to follow, and routinely meet with their campus leadership for further guidance and instruction. In addition to these main activities, all Cotton Center ISD Teacher Leaders will be required to sign agreements stating their commitment to serve in their new role for the upcoming school year.

Throughout the course of the year, each appointed Teacher Leader will be evaluated in their respective role by other stakeholders in the program, including campus leadership, their assigned teacher cohort, Region 17 ESC, students, parents, and all emerging school-based data. Each stakeholder will play a distinct role in evaluating Teacher Leader success in the program. For example, monthly campus leadership feedback on their Teacher Leaders and emerging school-based data will be significant success indicators of the program's implementation. Surveys will also be released to Cotton Center ISD students and parents at peak intervals of the school year such as the commencement of classes, December holiday break, Spring Break, and closing of the school year for the purpose of evaluating the success of Teacher Leaders at different benchmarks. Outside of the school, Region 17 ESC will also provide specialized training and assessment based on the school's progress in the program as a way of ensuring all Teacher Leaders and campus leadership meet their goals.

3. Teacher Leader Training & Support: Indicate whether you will partner with an external entity to provide training and teacher leader support specific to your pathway (required for pathways one and three). Describe in detail the following: a) the content, frequency, duration (total hours), and measures of success of your teacher leader training over the course of school year, which may include summers, b) additional supports your LEA, campus leadership, and external partner (if applicable) will provide teacher leaders to ensure a strong onboarding process and success in this program, and c) the qualifications you and your external partner, if applicable, have to provide these supports.

Cotton Center ISD will partner with Region 17 ESC as their approved Texas Instructional Leadership (TIL) partner for the purpose of providing training and Teacher Leader support specific to the district's overall needs. In following and executing the Program Guidelines detailing partner-related goals, Cotton Center ISD will commit to sending 4 Teacher Leaders to TIL training, which will service all teachers of record at Cotton Center School. They will also commit to attending a minimum of two out of the four TIL training contents (Observation and Feedback, Data-Driven Instruction, Student Culture Routines, and Lesson Planning and Formative Assessments). As previously described, Teacher Leaders will engage in providing monthly support to their assigned teacher cohort, with 10-12 hours of availability for grant program activities and responsibilities. Throughout the course of the school year, various tools will be used to measure the success of the Teacher Leader training and the impact its content has on the district's overall improvement of student outcomes. These evaluation tools such as routine classroom observations to determine both Teacher Leader and student progress, official student progress reports, and student performances on school-based assessments and standardized tests will offer a comprehensive view of the Teacher Leader training's impact.

To meet the goal of increasing the selection and retention of highly effective, Hispanic teachers to accurately represent the district's student population, Cotton Center School, campus leadership, and Region 17 ESC must work in tandem to ensure a smooth process and ultimate success of the program's implementation. Each entity will provide individualized support. For example, the district and each participating campus will commence the program by creating a

Program Requirements (Cont.)

3. Teacher Leader Training & Support (cont.)

flourishing environment for Teacher Leaders to grow in confidence at their own pace in their new leadership role. Cotton Center ISD will also grant flexible and consistent release time for Teacher Leaders to fulfill their responsibilities and duties. Region 17 ESC will play a vital role in the success of the program by providing specialized training and assessment based on the school's progress in the program as a way of ensuring all Teacher Leaders and campus leadership meet their goals and further influence student achievement outcomes in a positive manner.

Cotton Center ISD is a prominent location for the implementation of this grant program as its qualifications include a rich history of excellence in academics, athletics, and vocational programs as well as for the district's commitment to putting student needs first – a valuable opportunity as it is a small rural district of approximately 125 students. Region 17 ESC as their external partner will act as a stimulant to the program by fine-tuning Teacher Leader training, as well as providing a range of support through federal and state updates, technical assistance, and professional learning opportunities.

4. Highly Effective Teacher Retention Strategies: Describe how you will use this grant to increase the retention of highly effective teachers that are representative of your LEA's student population. Describe: a) your LEA goals related to the retention of highly effective teachers that are representative of your student population, b) the retention strategies will you implement to achieve these goals, including action steps, owners, and timelines, and c) how the design and implementation of this grant program will align to the retention strategies you list in your response.

Through the proposed Grant Program, Cotton Center ISD aims to increase the selection and retention of highly effective, Hispanic teachers to accurately represent the district's 71.2% economically disadvantaged student population composed of mostly Hispanic students. This goal is especially important for Cotton Center ISD as: 1) teachers make up half of all district staff (15 teachers total out of 30 district staff) and, mainly, 2) all teachers in the district are of White ethnicity. Hispanic students comprise a little over half of the entire district at 57.6%; yet there are no teachers allocated for Bilingual/ESL Education. Cotton Center ISD, however, has an advantage compared to other districts in terms of successfully implementing the grant program in its small rural size of 125 students. Compared to the State, the district's class sizes are typically twice as small, illustrating a golden opportunity for individualized classroom and student support.

Both Cotton Center ISD and Cotton Center School will play a vital role in implementing retention strategies to achieve overall program goals. In the initial stages of the grant program, campus leadership will be responsible for welcoming Teacher Leaders and preparing an environment for growth and leadership opportunities. They will also conduct continuous meetings with their assigned Teacher Leaders and teacher cohort for program assessment and feedback. Furthermore, Cotton Center School will conduct other retention and incentive strategies like teacher spotlight on the campus website or monthly recognition over school announcements. Cotton Center ISD will be responsible for granting Teacher Leaders flexible and consistent release time as well as substitute coverage for monthly Teacher Leader responsibilities and duties. For all teachers at Cotton Center School, a Longevity Stipend of \$100 is added to their salary after their 5th year of teaching. As an extra (financial) incentive, Teacher Leaders will receive at least \$3,000 of additional compensation for the 2021-2022 school year.

A significant need exists in this school district where no diverse staff exist to properly mirror the student population. A research-based selection of highly effective, diverse Teacher Leaders that mirrors Cotton Center ISD student population and the implementation of campus-based teacher leadership models specific to district needs – on top of already small class sizes – illustrates a formula for ensured program success. The assortment of retention and incentive strategies described above align with the design and implementation of the grant program, as they are all-inclusive and provide many opportunities for Teacher Leader growth, leadership responsibilities, and both professional and personal improvement.

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" value="Teachers, Others"/>	Barrier	<input type="text" value="Shortage of Qualified Personnel"/>
Group	<input type="text" value="Teachers"/>	Barrier	<input type="text" value="Cultural, Linguistic, or Economic Diversity"/>
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
<input type="text"/>	N/A
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	