



2022-2023 Principal Residency Grant Cycle 5
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 4, 2021

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 4, 2021**.

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 4: Instructional Leadership

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 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.**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 2022-2023 Principal Residency Grant Cycle 5 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Principal Residency Grant Cycle 5 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 do not have 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 and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Spring 2022.
- 12. EA 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 *Attachment 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Attachment 3: 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 principalresidency@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 culturally responsive methods to develop leader competencies at the personal, instructional, and institutional level.

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 North East Independent School District will increase the number of talented and diverse minority educators prepared to lead high-needs campuses as principals through a year-long residency program. The principal residency program will be part of a 36-credit hours master's degree program designed by North East ISD and the The University of Texas at San Antonio, an approved education preparation program (EPP). North East ISD, with support from UTSA, will select, train and guide qualified educators with undergraduate degrees and more than three years instructional experience to earn a master's degree and a Texas Principal as Instructional Leader certification.

The principal residency candidates selected for this program must be committed to serve as principals at schools that reflect their diverse backgrounds. North East ISD serves 59,496 students. Current data reveals that 46,008 students - or 77.3% - are minority (non-White). Nearly 55% of the student population is economically-disadvantaged, 41.8% are at-risk and 36.9% qualify for free meals. However, neither the teaching force nor the current number of campus leaders reflect the diverse student population.

North East ISD employs 4,335 teachers of which 3,757 have more than three years instructional experience - the minimum experience that an educator must have to apply for the residency. Of the 3,757, only 1,471 are Hispanic, 121 are Black, 84 are Indian, 35 are Asian and the remainder are two or more races. Among the campus leadership, North East ISD has 320 principals and assistant principals, however, only 33 are from underrepresented populations. There is an urgency to prepare minority leaders for the Title1 schools considering that of the 29 Title 1 campuses in North East ISD, only nine are led by minority principals. This grant opportunity positions North East ISD to swiftly increase that number to 14. An educator from the Private Non Profit (PNP) Torah Academy will participate in this program. Torah Academy has a student population of 46 students that would qualify the campus as a Title 1 campus if PNPs received such designation.

Grant funds will allow us to create the North East Principal Residency Program (NEPRP) and collaborate with UTSA to ensure that 100% of the participant residents will 1) complete the year-long residency with authentic campus-based leadership experience under the guidance of veteran mentor principals and UTSA'S Field Supervisor; 2) successfully complete all required master's degree program coursework; 3) earn a master of Education In Educational Leadership; 4) pass the TExES Principals as an Instructional Leader 268 Exam; 5) meet the requirements of PASL (368); and 6) obtain the Texas Principals as an Instructional Leader Certification by the end of Fall 2023. Graduates of the program will then be interviewed and assigned to administrative vacancies at Title1 schools as they become available.

North East ISD is a public independent school district with a history of preparing and elevating talented and diverse educators to leadership roles and skilled to address challenges. The goal is to increase the pool of talented and diverse campus leaders certified to

Goals, Objectives, and Strategies

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

NEPRP will provide diverse educators the opportunity to earn a master's degree and principal certification and complete a rigorous and authentic campus leadership experience in preparation to lead Title 1 schools. NEPRP consists of two components that will run parallel with each other to produce the outcomes that we seek. The five principal residency students and the private-non profit (PNP) educator will be part of cohort 5 of the highly-successful NEISD Accelerated Leadership Program for Schools (ALPS), which leads to a master's degree and principal certification. Simultaneously, the principal residents will receive higher-level instruction and demanding coursework as well as the year-long residency at a Title 1 school.

THE RESIDENTS WILL NOT HAVE ANY CLASSROOM RESPONSIBILITIES. Instead, the residents will be immersed in academic and operational functions of managing a high-needs school under the mentorship of veteran Title 1 school principals and/or an effective PNP school leader as allowed by the program guidelines. The residents will receive one-on-one support from their mentor and a UTSA Field Supervisor, himself/herself a successful former principal. The ALPS program faculty, the UTSA Field Supervisor and the mentors will collaborate in program facets to ensure the residents achieve the goals that we have set for them. At the conclusion of the year-long residency, residents will have pending assignments for anticipated campus leadership vacancies. North East ISD will assign residents to leadership positions that reflect the demographic make-up of student population at the assigned campus, the PNP will do the same.

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.

At the core of this program is student success. There are two groups for which we will gather data and measure performance. We will collect data for the resident candidates as well as collect historical data of past and current students each resident has taught. For the resident candidates, we will consider teachers with more than three years of successful instructional experience, hold undergraduate degrees, and demonstrated proficiencies in the areas measured by T-TESS. We will use the measurements listed below to evaluate the resident candidates. We will collect current and historical student data to determine how students progressively improve under the candidates' guidance. Data for both candidates and students are collected, collated, and provided by the district's Planning and Research Department. We will communicate with the candidates' principals to determine how a candidate responds to evaluations and direction. Data will determine whether the corrective measures resulted in improved student success. The private non-profit will provide data unique to its campus and population to weigh the effectiveness of its resident.

Once enrolled in NEPRP, UTSA will use the following to measure a resident's on-going success: 1) conducting and using the results of an equity audit; 2) course grades; 3) formulating, conducting and presenting the results of capstone school improvement project; 4) completing of AEL/T-TESS training; 5) conducting, communicating feedback on, and reflecting on in-person coaching visits; 6) the results of T-PESS evaluations conducted of residents by their mentor principals; 7) residency completion rates; 8) results of 268 practice test(s); 9) results of 268 and 368 tests for residents; 10) conducting, providing feedback on, and reflecting on data driven meetings with teachers; 11) coaching a small number of teachers; 12) following and advocating for a single student from one or more special programs; 13) playing a key supporting role in the recruitment, screening, selection, assignment, induction, development and evaluation of faculty; 14) conducting professional learning for new teachers; and 15) critical reflection on all measurement tools. In addition, the residents must maintain their academic standing in the UTSA classes. On-going feedback from the course instructor, mentor principals and the UTSA Field Supervisors will ensure the project objectives are met; re-direction, course correction and modifications will be made to ensure resident success. Grades that fall below "B" at any time during the grant period will require consultation with the UTSA Field Supervisor and course instructor.

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.

There are two programs that will run parallel with each other to produce qualified and diverse principal candidates - the second of which will be funded by this grant: The first program is the UTSA-NEISD ALP program, which leads to a master's degree. The second program is the Principal Residency Program, which includes the rigorous and authentic learning experiences as well as preparation for the two state principal certification exams (268 and 368). Collectively, the two programs are under the umbrella name of the NEPRP. The principal residents will be part of the ALPS Cohort 5.

Funds from this grant will pay for the principal residency portion of NEPRP, offered under a contract and collaboration between North East ISD and UTSA - the budget for the contract is detailed in the attached budget. All students, including residents, will pay tuition and fees to UTSA.

The grant will pay the salaries for each of the principal residents to remain out of the classroom and focus on the rigorous, authentic, and hands-on year-long leadership experience. Grant funds also will fund stipends for each of the five Title 1 mentor principals. Fringe benefits are calculated and included in the budget for the mentor principals and the residents. Coursework costs for the principal residency portion of NEPRP for the residents are also included in the budget.

Additionally, the grant will pay the fees for each of the residents to take the (268) TExES Principals as an Instructional Leader 268 exam and the Performance Assessment for School Leaders by the end of the Fall 2023 session. The combined costs for the exams are included in the attached budget. Also, the grant will fund travel to the TEA Principal Residency Summer Institute in Spring 2022 for mentor principals, the UTSA Field Supervisor and the district's Chief of School Leadership. The required \$15,000 matching funds per resident is also included in the budget proposal. Also included in the budget is the mileage for the UTSA Supervisor's travels to each of the participating campuses. The UTSA Field Supervisor will conduct 10 visits to each campus at which residents are serving over the course of the residency period..

As noted earlier, while the grant covers the cost of the residency and costs/fees associated for any state-mandated exams for the residents, the residents must pay fees and tuition to UTSA for the academic coursework. Based on the Equitable Services Calculation formula provided in the application, Torah Academy will receive the LEA's total required ESSA PNP equitable services reservation to apply towards the principal residency.

Adjustments to this grant will be made, if necessary, during the course of our feedback sessions between mentor principals, UTSA and the district. We will review our process and decide if funding might need to be adjusted to best meet the current or unexpected needs. For example, if mentor principals need additional training modules, we would adjust costs to accommodate for that opportunity.

The only program that is closest to what we are creating is the ALP portion of this program. UTSA has never charged North East ISD to collaborate, design or craft needed advanced programs such as ALP, for its educators.

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.

NEPRP will be a subset of the long-running ALPS. Educators interested in earning a master's degree AND participating in the principal residency program must meet the university's graduate admissions requirements, then enroll in ALPS, which has its own requirements listed below. An additional, more intensive and detailed screening will be led by North East ISD for educators who wish to apply to the principal residency program. The 36-credit hours ALPS program will have a cohort of 15-25 North East educators - six of whom will be part of the year-long residency program. North East ISD's Chief of Schools and Leadership will manage NEPRP and lead a resident selection committee of executive directors of campus administration and three Title 1 principals. As part of the recruitment process, both UTSA and North East ISD will send e-mails to district educators, announcing the opportunity; conduct multiple outreach events that will provide more detailed information, including admissions and application information; and conduct additional screenings to identify the five residents who qualify for NEPRP. Those interviewed will be informed that they will be in both the UTSA master's degree cohort of ALPS and the principal residency program. The admission criteria for the M.ED-ALPS cohort program include: 1) a baccalaureate degree from a regionally-accredited institution of higher education; 2) must an undergraduate grade point average of at least 3.0; 3) a statement of purpose; 4) one letter of recommendation; 5) a resume highlighting relevant work experience; and 6) a statement of purpose outlining the reason for pursuing a master's degree and principal certification. Additionally, candidates for the residency program will be evaluated on 1) student achievement data; 2) performance evaluations, observations and feedback from principals; and 3) an additional principal's recommendation. Additionally, the NEPRP committee will seek: 1) reasons for pursuing a principal certification; 2) a biographical sketch of experiences and leadership roles while teaching; 3) the applicant's career plans; 4) views on one current or future educational reform effort; and 5) desire to work in a Title 1 school. The committee will seek residents who are bilingual, have a special education background and have experience with economically-disadvantaged populations.

2. The LEA must provide a description of the year-long, full-time residency and include 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; and 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.

Residents will not have classroom responsibilities. The residents will shadow and participate five-days per week with Title 1 mentor principals or, for the PNP, an effective school leader. This will occur while the residents take two to three courses per semester. The residents must attend class one night a week with an additional one night per month for the UTSA practicum class, with less than 50% of the course being completed via web-enhancements. The program spans Spring 2022 to Fall 2023 and will lead to an M. Ed in Educational Leadership. The year-long, full-time residency (clinical learning) component at a Title 1 campus will start Summer 2022 and will include: 1) conducting campus needs assessments in collaboration with the mentor to uncover problems/challenges that must be addressed to improve student achievement/instructional practice or school culture; 2) analyzing student performance data; 3) developing solutions for an identified problem of practice; 4) leading a campus committee; 5) leading faculty meetings; 6) planning, completing and executing a School Improvement project under supervision of North East ISD and UTSA; 7) conducting and using the results of an equity audit; and 8) playing a key role in recruitment/hiring/evaluating faculty. Each resident will receive 10 coaching visits from the UTSA Field Supervisor who will meet regulatory requirements (with AEL/T-TESS certification) to perform required duties. The supervisor will be in continuous contact with the mentor principals and the university instructors. Residents will immerse themselves in the communities' culture and challenges. The experiences will help residents pass the TExES Principals as Instructional Leader (268) and the Performance Assessment for School Leaders (368) exams; UTSA will provide the 268 and 368 practice/review sessions for each exam. The Superintendent of Schools will assign a Capstone Project to the residents based on the "Principal As Instructional Leader Pillars." Each resident will then make a solution-based presentation to the district's executive directors in the district's board room. The PNP school director will assign a project unique to its campus.

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.

The Professional Learning Communities process gives campus leaders and teachers the tools and training to monitor student progress. North East ISD recognizes the importance of a collaborative PLC that includes tracking and using assessment data aligned to the state's accountability system. Additionally, educators adjust instructional strategies and create individualized intervention plans using the Response to Intervention and Accelerated Instruction Plan. Some campuses provide targeted pullouts to analyze benchmark data, and student writing through North East ISD-developed data protocols. These protocols allow campuses to develop and focus on grade level, student, and teacher trends. Campus educators use plans to develop next steps for use in the classrooms, as well as provide professional learning on incorporating differentiated instruction based on assessment results. Learning targets, success criteria and formative assessments are used at all levels to construct teacher clarity, extension, and intervention to meet the needs of our diverse student population. Campus instructional leaders and teachers review disaggregated data after each major assessment to track and monitor progress of all students or specific student groups. Teachers use this data to plan corrective instruction and extensions either individually or through PLCs. This allows educators to identify trends in student misconceptions, discuss colleague success, track student progress, and create a plan for re-teaching if necessary.

The following highlights some of the ways North East ISD uses data to drive instruction: 1) review the identified Power Standards, Understandings and Essential Questions educators want the students to master; 2) apply a campus PLCs to develop common assessments prior to the learning and use district made unit assessments to assess student learning and monitor progress through formative assessments; 3) develop a learning progression by unpacking TEKS, and creating Learning Targets and Success Criteria; and, 4) develop common assessments prior to the learning.

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.

North East ISD follows a system designed to support teachers in their professional growth. The Texas Teacher Evaluation and Support System (T-TESS) allows for a dynamic and continuous feedback between teachers and students. T-TESS focuses on teachers and students rather than separate them into separate domains. This system allows educators to gauge the effectiveness of teachers and requires a constant focus on how students respond to their teachers' instructional practices.

The Observation and Feedback systems track goal setting/achievement and professional development, student growth measure and the evaluation cycle which includes pre-conference, observation, and post-conference. Campus principals are guided by the Texas Principal Evaluation and Support System (T-PESS), which allows the tracking of their professional and development growth. T-PESS offers clear appraisal guidelines that nurture ongoing improvement, identify performance strengths and support gaps, and provides constructive feedback. The use of observation and feedback systems reveals the effectiveness of a school leader who is focused on leading change and developing purposeful community within the school and beyond.

Our systems reveal when a strong campus leader must reinforce existing expectations such as instruction, order, and discipline. The systems also reveal when a campus leader must challenge staff and students to consider new ways of thinking.

Program Requirements (Cont.)

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program.

North East ISD will evaluate the success of NEPRP and determine the benefits of continuing the program. A previous version of this program, grant funded through the 2018- 2019 opportunity, proved successful; we expect this year's program to be successful as well.

We have several routes to follow to sustain this plan at the conclusion of this grant period.

Option 1: Use monies from the district's General Fund to fund a principal residency program that would launch in January 2024. The residency program would again be a subset of the UTSA-NEISD Accelerated Leadership Program for Schools (ALPS). The 2024 class would be the 6th Cohort of North East ISD educators that UTSA has trained; channeling diverse educators through a master's degree program AND a principal residency program at the same time compresses the time that it would take to produce qualified and certified minority campus leaders.

Option 2: the district will continue to seek grants through such funders as the Wallace Foundation and other funders to ensure this valuable component of the principal pipeline.

Option 3: utilize a hybrid of grant and district funds to sustain the pipeline.

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

There are several key EPP and district players charged with ensuring the success of the program and its residents. The key district players are School Superintendent Dr. Sean Maika and Chief of School and Leadership Rudy Jimenez. The EPP key players are Dr. David Thompson, professor in the Department of Education Leadership & Policy Studies (ELPS) at UTSA and Dr. Curtis Brewer, associate professor in the ELPS department. Dr. Brewer and Dr. Thompson remain co-coordinators of the NEISD-UTSA ALPS program. Both professors are also North East ISD resident parents of children in the district.

The plan calls for Drs. Thompson and Brewer to receive reports on each of the residents from the mentor principals or the PNP school leader, the UTSA Field Supervisor, and the classroom instructors through a communication system that combines and filters resident performance through several lenses. The reports are expected to be made after each of the 10 visits made by the UTSA Field Supervisor to the residents' Title 1 schools and the Torah Academy(the participating PNP).

The information will flow in this manner: the UTSA Field Supervisor will conference with each of the residents during the 10 field visits scheduled during the year-long residency. The mentor principals will share information regarding the residents' performances with the UTSA Field Supervisor at that time. After each visit, the UTSA Field Supervisor and the residents' classroom instructors will combine reports. The UTSA Field Supervisor will update Drs. Thompson and Brewer on each of the residents with recommendations, suggestions, and redirections if necessary. Thompson and Brewer will provide ongoing reports regarding each of the residents to Chief of Schools Mr. Rudy Jimenez, with no fewer than one report during each semester of the degree and certification program. The UTSA team also will report updates/progress to the PNP school leader. Note that while reports will be provided after each of the 10 visits through this communication system, the on-going and long-standing relationships between the EPP team and district leadership allows for communication at a moment's notice.

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" value="59,496"/>
2. Enrollment of all participating private schools	<input type="text" value="44"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="59,540"/>
4. Total current-year program allocation	<input type="text" value="283,202"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="283,202"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="4.75"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="209"/>

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