



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

NOGA ID [Redacted]

Authorizing legislation ESEA of 1965, as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title II, Part A

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

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

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

Application stamp-in date and time

Grant period from **February 12, 2024 - August 31, 2025**

Pre-award costs permitted from **Pre-award costs are not allowed.**

Required Attachments

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

Attachment 1: Leverage Leadership Readiness Assessment

Attachment 4: Instructional Leadership Meeting

Attachment 2: Supplemental Narrative Question Responses

Attachment 5: District Coaching Tool

Attachment 3: Educator Preparation Program's Scope and Sequence

Amendment Number

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

Applicant Information

Organization Denton Independent School District CDN 061901 Campus [Redacted] ESC 11 UEI 055311104

Address 1307 N. Locust Street City Denton ZIP 76201 Vendor ID 1756001311

Primary Contact Jason Rainey Email jrainey@dentonisd.org Phone 940-369-0048

Secondary Contact Susannah O'Bara Email sobara@dentonisd.org Phone 940-369-0134

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 Dr. James K. Wilson Title Superintendent

Email jwilson@dentonisd.org Phone 940-369-0000

Signature  Date 10/27/2023

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.

In Denton ISD, our mission is to empower lifelong learners to be engaged citizens who positively impact their local and global community. The Principal Residency Program directly aligns with our district mission; we believe that administrators significantly impact student success and we are fully committed to developing leaders within our district to ensure high levels of support for student learning and success at all levels. Denton Independent School District (DISD), in partnership with the University of North Texas, will provide 10 residents with a year-long, full-time residency to serve at campuses potentially designated as Targeted Support Initiative campuses through a master's degree program.

The mission of the Denton ISD Principal Residency Program is to provide valuable, hands-on experiences, grounded in educational theory, historical context and district-focused curriculum, to enhance residents' campus leadership capacity with an emphasis on equity-focused instructional leadership. The district and EPP partner, University of North Texas, will collaborate to ensure residents gain authentic leadership opportunities, ongoing support from a principal mentor and rigorous clinical learning in the school setting.

NEED 1: DISD will recruit and select diverse residents to address the disproportionate diversity between staff and students. The student population is: 20.3% African American; 33.9% Hispanic; 38.2% White. The staff population is: 8.5% African American; 14.6% Hispanic; 73.9% White. The current campus administrator population is: 22% African American; 13% Hispanic; 65% White. Denton ISD will work closely with our EPP partner, University of North Texas, to co-design and develop a dynamic, sustainable, rigorous and hands-on leadership pipeline that intentionally targets underrepresented populations in the principal role. Additionally, we will target bilingual candidates to best support our growing emerging bilingual populations.

NEED 2: DISD is a fast-growth district with increasing racial and economic diversity. The district needs to reduce the average search time required to fill administrative vacancies as a result of growth and turnover by 25%. Through the program, DISD will continue to ensure effective succession planning with exemplary candidates. For 2023-24, we had 18 campus administration vacancies at the elementary level; 7 vacancies at the middle school level; and 6 vacancies at the high school level, which equates to approximately a 26.7% turnover rate. Although DISD utilizes a pool process for ensuring vacancies are filled as quickly as possible, the pool is quickly depleted due to growth and turnover and a lack of qualified candidates. Future FTEs will be added to open one new elementary campus Fall 2024, two additional elementary campuses Fall 2025, and a comprehensive high school for the Fall 2026. Growth projections indicate DISD will grow from 32,986 to 42,467 by 2032. Residents will provide an immediate pool of qualified applicants to address the fast-growth needs by continuing to build pipelines for principals that reflect our underrepresented and emerging bilingual populations.

NEED 3: DISD has 14 campuses labeled potential Targeted Support Initiative (TSI) campuses. Data demonstrate that student gaps (academic, social and emotional) due to the pandemic, will take multiple years to overcome. Through PLCs and an MTSS framework implemented with fidelity, the district is working to address the aforementioned gaps. Having residents on these TSI campuses will assist the campus in addressing student needs and provide an excellent learning opportunity for residents.

Goals, Objectives, and Strategies

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

By August 2024, Denton ISD will build a principal pipeline in the district with candidates who reflect the demographics of the students we serve and to ensure candidates are fully equipped and ready to serve campuses that are Targeted Assistance. Objectives include: 1. Through a competitive selections process, Denton ISD will recruit and select candidates that mirror the trends found among racial/ethnic percentages of the student population; 2. By the close of the program, 100% of the residents will have successfully completed a rigorous year-long residency program through the approved EPP program, University of North Texas, will earn Master's Degree and demonstrate mastery of the Texas Principal Standards while obtaining a principal and T-TESS certification. Principal residents completing this program commit to serving Denton ISD for 3 years following graduation.

In order to meet these goals, the program will provide the following strategies: 1. An opportunity for residents to observe and participate in administrative duties on a TSI campus, while receiving layers of support and feedback through targeted activities and strategies; 2. Residents will receive daily coaching and weekly feedback from a principal mentor. Principal mentors will provide ongoing support through coaching cycles; 3. Residents will engage with campus stakeholders through the Campus Improvement Planning process to facilitate collaboration and provide professional learning opportunities to improve instruction, student achievement, and school culture; 4. All coursework provided through University of North Texas will be vetted by the district and taught in conjunction with DISD employees, when appropriate. Coursework will support the residents' mastery of the Texas Principal Standards.

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.

Through the Principal Residency Program, residents will receive ongoing feedback and coaching through both formative and summative performance evaluations. Each resident will self-reflect on their progress and performance results throughout the school year. To ensure the program meets the needs of the residents, the following measures will be put in place:

1. Since DISD utilizes the T-PESS framework to evaluate campus administrators, residents will engage in the T-PESS evaluation process, including orientation, self-assessment and goal setting, BOY conference, observations, MOY conference, and EOY conference and goal setting. Additionally, frequent observations with targeted feedback through coaching cycles will be conducted. These processes encourage ongoing collaboration and reflection between the resident and principal mentor through the collection and analysis of data, artifacts and evidence of program objectives and strategies.
2. All residents will respond to an entry survey when they are selected, a survey midway through the program, and an exit survey at the culmination of the program. These surveys will provide an opportunity for residents to respond to self-reflection questions and offer feedback to the district and EPP provider regarding the perceived effectiveness of the program goals and learning opportunities.
3. Each resident will maintain a 3.0 GPA (4.0) scale throughout their tenure in the program. Residents will fulfill all internship requirements set forth by the district and University of North Texas,.
4. Each resident will be evaluated by the University of North Texas, field supervisor three times per semester and provided feedback and coaching. The resident must demonstrate proficiency in completing the EPP requirements related to the Texas Standards for Principal Preparation and the goals of the residency program.

By the end of the Principal Residency Program, DISD will have developed and grown a more diverse pool of quality candidates which better reflect our student demographics. Additionally, 100% of DISD residents will graduate with a Master's Degree and will hold a valid Principal Certification, equipping them to serve as strong instructional leaders within DISD.

If residents do not demonstrate growth as evidenced by performance measures, interventions will be put in place by the professor of record, field supervisor and principal mentor.

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.

Denton ISD believes that the one-year, full-time residency program is a powerful strategy to prepare instructional leaders. It provides real-world experiences with the advantages of a gradual release model and lots of real-time mentoring and coaching. These candidates will be not only prepared as certified administrators, but with the UNT partnership and customization for Denton ISD, they will be fully prepared with the Denton ISD mind-sets, skill-sets, tool-sets, and unique experiences to immediately be effective leaders in Denton ISD.

Grant funds will be used to help provide the salaries for the ten residents (\$48,000 per resident = \$480,000). The district will also contribute at least \$15,000 toward the salary of each resident plus benefits from local funds. Grant funds will also provide a small stipend for the mentoring principal (\$1000 per mentor principal = \$10,000). The grant will pay for tuition and fees (\$15,125 per resident = \$151,250). We believe that residents should have at least some "skin in the game" so residents will be required to pay for course materials (\$3000 each). Residents will also be responsible for fees for adding certification to the SBEC website. Grant funds will be used to reimburse residents for the TExES 268 and PASL Assessment fees when they pass the exams (\$575 per resident = \$5,750). This will help them continue to build their professional experience and network.

Denton ISD will also make a substantial investment in the preparation of the residents. The minimum \$15,000 matching funds, and additional cost for compensation and benefits will cost the district an estimated \$253,210.

The tight integration of Denton ISD tools, processes, philosophies, and beliefs into the UNT courses and the authentic and substantive residency experiences, will expedite the high-quality preparation of the residents and allow the district to suspend the district's usual leadership development program and redirect those funds to support and sustain the residency partnership.

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.

The goal to recruit, select and prepare high potential leadership candidates who mirror the student population is accomplished through the following strategies: **TARGETED RECRUITMENT:** All Denton ISD staff members will receive correspondence requesting candidate nominations and direct personnel to a designated Denton ISD Principal Residency Grant web page. The web page will include a summary of the grant requirements, expectations for the fulfillment of the residency program, and the nomination form. Teachers may self-nominate or be nominated by a colleague or supervisor. Recommendations will be solicited from district and campus administrators. An outreach information session, led by past PRG participants, will be held for all interested candidates prior to the nomination's closing date. Throughout the recruitment process, a FAQ document will be compiled and housed on the web page. **TARGETED SELECTION:** 1. Applicants will submit a resume, statement of purpose and three letters of recommendation, including a letter from their current campus principal, specifically detailing the applicant's interpersonal leadership and response to observation and feedback. 2. Applicants will be screened by a committee of representatives from Human Resources and Academic Programs utilizing the following criteria: (a) **STUDENT ACHIEVEMENT:** as evidenced by STAAR, iReady, MAP, CLI and/or CBAs, that demonstrate measurable student growth; (b) **STRONG EVALUATIONS:** the candidate scored proficient or above in all T-TESS rubric dimensions on their most recent T-TESS evaluation; (c) **INTERPERSONAL LEADERSHIP, EFFECTIVE RESPONSE TO OBSERVATIONS and FEEDBACK:** letters of recommendation from principals and T-TESS scores in Learning Environment and Professional Practices domains will be reviewed to determine in excellence in working with students and peers; strategic problem solving; and growth mindset. Candidates must hold a valid Texas Teaching Certificate; have at least three years of teaching experience; do not have a Master's degree in Educational Leadership; and are able to commit to fulfilling a year-long full-time residency.

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 full-time, year-long residency is the cornerstone of the program that fully prepares residents to understand, apply, and experience the role and responsibilities of campus administration. This is facilitated through the following: (a) Denton ISD will partner with UNT for Master's degree coursework and principal preparation. Coursework will include two practicum experiences that align with the principal competencies and aligned pillars and coordinate through a gradual release learning model throughout the residency experience. (b) Residents will learn how to successfully support grade level and department PLC meetings while building capacity in teachers to function as high performance teams, utilize data to inform instruction and next steps, and advocate for students' needs. (c) Residents will be involved in all day-to-day aspects of campus operations and administration, including professional development, staffing, facilitating campus culture, parent meetings, grievance hearings, teacher observations, and most importantly, instructional leadership. Residents will assist with the facilitation and oversight of all specialized campus programs including but not limited to Section 504, bilingual education, Gifted and Talented, Special Education, ESL, dyslexia, and MTSS. (d) Residents will facilitate the CIP process through a gradual release model of responsibility. (e&f) All assigned principal mentors will receive training to coach and support the resident. The resident will also be provided support from district-level administrators. Throughout the process, principal mentors will employ a gradual release model of responsibility to ensure residents are obtaining the knowledge and skill necessary.

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.

Denton ISD campuses receive support through professional development and coaching to ensure data-driven instruction systems are employed and aligned with end-of-course assessments, STAAR, and college entrance exams. Every campus utilizes a Multi-Tiered System of Support (MTSS) to track, analyze and disaggregate data. Campus administrators use the in-district data dashboard and Frontline, DISD’s electronic case management system, for district-, campus-, and student-level progress monitoring.

Campus level professional learning community (PLC) meetings are conducted weekly to engage in the ongoing cycle of learning: assess, analyze, and act. Through collaboration and data discussions, PLCs use the backward design model to guide lesson planning. PLCs are supported by campus administrators and instructional coaches and focus on formative assessment data and student artifact analysis through the "see it, name it, do it" protocol. Additionally, administrators provide relevant and timely professional development through a variety of methods and utilize the coaching cycle to focus on high-leverage strategies in the classroom.

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.

Denton ISD utilizes a variety of strategies to build capacity among administrators and teachers. Campus administrators and instructional leaders frequently engage in coaching cycles and conduct frequent observations. Through the data collected, they identify the high-leverage action steps that should be implemented in the classroom to improve instruction, classroom management and classroom culture. Administrators and instructional leaders provide direct, face-to-face feedback on a regular basis so teachers can meet their goals. Additionally, administrators and instructional leaders frequently monitor progress and follow-up with teachers to ensure the longevity of implementation.

The district utilizes the Texas Teacher Evaluation & Support System (T-TESS) to support teachers and Texas Principal Evaluation & Support System (T-P ESS) to support principals. These comprehensive frameworks provide opportunities for systematic coaching and continuous professional development. Classroom teachers receive frequent feedback from informal observations. As part of a resident’s leadership development, they will conduct coach cycles and accompany principals during T-TESS observations. Following observations, residents will provide targeted feedback to teachers. The district employs many job-embedded professional learning experiences that allow teachers and administrators to observe expert teachers, provide feedback and identify personal next steps based on the desired learning outcomes.

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.

With Denton ISD being a fast-growth school district, there is a constant need for building and maintaining career pathways for our high performing teachers to develop into high quality principals. The Principal Residency Program will create a leadership pathway allowing DISD to increase our pool of diverse principals needed due to our fast growth. Denton ISD and University of North Texas are committed to working collaboratively to continually strengthen the district's leadership pipeline. Denton ISD is committed to employing leaders who reflect the DISD student population and are well prepared to lead campuses in need of assistance. Both institutions strongly support the Principal Residency Grant program. The district previously received the grant and witnessed, firsthand, its positive impact on the district. All 10 residents who went through the program have positively contributed to their campus and the district. Therefore, both DISD and UNT will commit time and local funds to build a leadership pipeline to ensure every student is supported by outstanding teachers and administrators. Without the grant funding, the district returned to a traditional model where aspiring principals teach full time while obtaining support, coaching, and professional development outside of school hours.

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

Denton ISD and University of North Texas are committed to working collaboratively to provide an exemplary resident program through multiple forms of communication. As soon as grant recipients are notified, DISD and UNT will facilitate a meeting to ensure all recruiting and selection criteria and processes are coordinated.

1. The Denton ISD Human Resources team, DISD Academic Programs team and the UNT Program Coordinator will participate in quarterly meetings and on an as needed basis. These meetings will be held in-person, virtually and/or by phone.
2. The UNT Field Supervisor will conduct campus visits to meet with residents and mentor principals. Following the meeting, the faculty member will conduct a video or face-to-face conference with members from DISD Human Resources and Academic Programs to review the residents' progress. These conferences will provide a time to discuss strengths of the program and opportunities for growth within the program. Both DISD and UNT are dedicated to making necessary adjustments to ensure residents have a successful experience.
3. Likewise, Denton ISD administrators will conduct campus visits to meet with residents and mentor principals and follow-up with a report to the UNT Field Supervisor. These meetings will occur once per nine week period unless data demonstrates more frequent visits.
4. Because of the ongoing relationship between DISD and UNT, informal contact between the two institutions is frequent. Informal communication via email, phone calls, or face-to-face meetings will occur to discuss information gleaned through coaching cycles. The Effective Schools Framework will be utilized to determine how the identified resident can continually offer support to the campus in order to contribute to the campus's identified problem of practice and related goals.

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

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