TEA Texas Education Agency

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 | ESEA of 1965, as amended by P.L. 114-95, Every Student Succeeds Act (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, October 4, 2021**.

Grant period from | **January 18, 2022 - September 30, 2023**

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 2: Supplemental Narrative Question Responses
Attachment 3: Educator Preparation Program's Scope and Sequence

Attachment 4: Instructional Leadership
Attachment 5: District Coaching Tool

Amendment Number

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

Applicant Information

Organization	El Paso ISD	CDN	071902	Campus		ESC	19	DUNS	079841979

Address	1014 N. Stanton St.	City	El Paso	ZIP	79902	Vendor ID	17460007697

Primary Contact	Daniel Vasquez	Email	dfvasque@episd.org	Phone	915-230-2348

Secondary Contact	Shawn Mena	Email	msmena2@episd.org	Phone	915-236-2200

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
☒ General and application-specific Provisions and Assurances

☒ Debarment and Suspension Certification
☒ Lobbying Certification

Authorized Official Name	Vincent Sheffield	Title	Superintendent

Email	vasheffi@episd.org	Phone	915-230-2030

Signature		Date	10-1-21

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.

El Paso ISD strives to ensure that "every student is prepared for higher learning and careers that empower them as knowledgeable and engaged citizens, innovators, and drivers of a robust, bicultural economy." In order to guarantee that its students become successful, El Paso ISD must first ensure that its campuses have a strong principal capable of driving change who are able to provide its teachers with the tools necessary to offer high quality instruction to students.

As a way to build strong leaders, El Paso ISD has invested significant time and effort into its Principal Preparation training which is uniform across schools. The current program involves existing campus principals who meet monthly for professional development and specialized training provided by district leadership. Although the initial intent of the program was to develop the district's current campus leaders, El Paso ISD is experiencing a shortage of qualified individuals that posses strong instructional leadership capacity. Therefore, El Paso ISD recognizes that the current preparation program no longer addresses the district's need and as a result, is negatively impacting student outcomes. Through this funding opportunity, El Paso ISD will pilot a new Principal Preparation program that will build instruction driven leadership. The program will be overseen by the district's Assistant Superintendent of High Schools (ASHS). The ASHS and district leaders will partner with Sul Ross State University (SRSU) to redesign the district's recruitment and selection efforts for leadership identification. The program will also implement a year-long specialized training for the selected candidates and gain turnaround skills for high need schools. Selected candidates will be able to attain a Master's in Education Leadership and a Principal Certification at no cost to them. Additionally , the program will include current mentorship strategies designed to identify and cultivate district employees who have been recognized as leaders on their campus and align them with master principals. Principal mentors will offer training in design processes and the competencies of new school leadership. These competencies include School Design, Instructional Leadership, Personal Leadership, Distributive Leadership, School Culture, Community Engagement, School Operations and Financial Management Training.

By the fall of 2023, El Paso ISD will achieve the following 1) partner with an EPP that will offer specialized knowledge in education leadership, 2) have five new certified campus leaders that will be assigned to a high needs campus, 3) acquire a new Principal Preparation Program that will target the development of high-impact leaders.

Goals, Objectives, and Strategies

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

In order to fulfill the mission of the organization, El Paso ISD proposes the following goals and activities:
Goal 1: Improve and sustain the district's principal pipeline to attract a diverse leadership pool which reflects the district student population: Student demographics: (49% Female, 51% Male, 84% Hispanic, and 9% White; Principal/ Assistant Principal demographics (71% Female, Male 29%, Hispanic 71% and 90% White).
Activities: Collaboratively work with SRSU to develop a strong leadership pipeline that will offer job-embedded opportunities and will encourage minority populations to apply for the program.
Goal 2: Increase the number of campus leaders that demonstrate strong instructional leadership capacity, able to address campus needs, and build capacity among teachers in order to provide quality instruction to a diverse student population: Hispanic (84%), economically disadvantage (69%), Special Education (11%), and Limited English Proficient (34%).
Activities: Partner with SRSU to assist in selecting high quality candidates who will complete a year-long, full-residency and participate in applied learning experiences that will support a diverse student learning environment while receiving a Masters in Education Leadership and a principal certification.
Goal 3: Retain and sustain the number of high quality leaders at low-performing schools. National survey reported that principals at high-poverty schools have a turnover rate of 21% (Learning Policy Institute, 2021).
Activities: Identify and assign strong quality principal mentors to future campus leaders that will offer coaching and provide on-site training in teacher supports and improve student performances.

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.

El Paso ISD will build a strong foundation designed to lead the continuous improvement of principals that guarantee the delivery of quality learning in every classroom. This foundation will be built upon three focus areas: providing engaging & challenging learning, building strong supports, and modernizing learning environments. These focus areas drive the design of district learning goals and outcomes such as increasing graduation rates, improving student assessment results, improving participation in and results of college entrance exams, and improving student engagement through increased attendance and decreasing discipline referrals and attrition.
The Principal Residency program will enable El Paso ISD to improve teacher retention, improve school climate and positively affect student growth. To measure these outcomes, El Paso ISD Department of Assessment, Strategy, Accountability and PEIMS (ASAP), ASHS and SRSU will utilize the following performance measures and tools to gauge the effectiveness of the program:
 1)Performance evaluation data on principal residents: a) Leverage Leadership Readiness Assessment, b) T-PESS (Principal level for observation and feedback), c) surveys (either approved or provided by TEA), and coaching notes; 2) Post residency placement information for all principal residents: a) climate surveys, b) STAAR scores, graduation rates, College, Career, and Military Readiness (CCMR), professional learning communities (PLC) data analysis, student growth and closing the gaps. 3) Demographic information of principal residents to mirror the student population: a) race, b) ethnicity, c) gender; 4) Residents' program completion rates: a) course grades, b) reflection; 5) Residents' satisfaction rates with SRSU and principal mentor: a) effectiveness of leadership team and team meetings, b) workplace relevance, c) quality of collaboration from campus staff and teachers, d) student professionalism and willingness to learn. 6) Residents' certification test scores; 7) Program Self-Evaluation: a) fidelity of the program implementation through the district; b) fidelity of the program implementation through SRSU; and 8) Resident Evaluation: a) fidelity of the program implementation through the district; b) fidelity of the program implementation through SRSU

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.

El Paso ISD proposes a $350,000 program dedicated to developing five identified, diverse residents that have demonstrated authentic leadership at a campus and/or department. The selected residents will have shown great instructional practices and hold unique skills sets such as the ability to provide specialized intervention models for the district's special population, build strong instructional models for bilingual students, and/or provide instructional resources for SPED students. Funds will cover partial salary and fringes for all five residents. Additionally, funding will be dedicated to tuition, textbooks, testing materials and certification exams at SRSU for each resident. Residents in the program will complete a Master's Degree in Education Leadership and a Principal Certification. Each resident will also be assigned to a principal mentor that has demonstrated success at high need campuses. Residents will spend most of their practicum experiences at their assigned principal mentor's campus. Principal mentors shall receive a stipend and will be required to participate in all professional development opportunities made available. An example of training/professional development opportunities will be the mandatory TEA-led Principal Institute. SRSU will require and/or recommend other opportunities for the principal mentors and residents such as: the T-TESS and Advancing Education Leadership training, and the Education Service Center Bambrick/Texas Instructional Leadership training, which extends throughout the practicum experience on-site. This training will ensure that when residents are facilitating the implementation of the targeted improvement plan and conducting walk-throughs and weekly data analysis meetings, that they are fully trained and confident in their role as an instructional coach. Remaining funds will pay for general supplies and expenses.
El Paso ISD has extensive experience in implementing talent pipeline programs similar to the Principal Residency. The El Paso ISD Teacher Residency Program is designed to build existing campus teachers. The district currently has allocated funds to cover professional development opportunities for the district's Cohort 1 and Cohort 2. The current budget for this program is:

Account Name	Adopted Budget	Balance
Part Time Temporary Support	$907,200.00	$907,200.00
Part Time Temporary Support	$453,600.00	$453,600.00
Social Security / Medicare	$13,155.00	$13,155.00
Social Security / Medicare	$6,578.00	$ 6,578.00
Misc Contracted Services	$70,000.00	$70,000.00
Reading Materials	$55,000.00	$55,000.00
General Supplies	$49,245.00	$49,245.00

Total $1,554,778.00

To ensure that both programs remain available and sustainable for future cohorts, El Paso ISD will make adjustments in order to ensure that the district's new Principal Residency talent pipeline continues to grow at least two principal candidates each year and that the current talent pipelines programs continues to build capacity for high impact individuals. Available Title II funds will also be utilized to cover professional development opportunities.

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.

El Paso ISD will engage in a "Call for Great Leaders," that will bring forward highly qualified candidates that are interested in becoming high-impact campus administrators. Social media and traditional marketing will be utilized to attract qualified candidates to apply for the program. Campus principals will be consulted to recommend a candidate that holds unique skill sets. Selected candidates will be based on their leadership ability as demonstrated by: student achievement (STARR and EOC) and progress data (Common Formative Assessments/Benchmarks , teacher created materials, TELPAS, Texas Teacher Evaluation), Support System (T-TESS) appraisal data, overall body of work, commitment to the district, and alignment to student demographics which is mainly Hispanic. For application purposes, interested candidates will submit their education background, certification and teaching experience, a self-evaluation, and prior campus leadership experience (e.g. department chair, service on Campus Improvement Team). Additionally candidates will need to submit a professional resume, letter of recommendation from current supervisor, and candidates last three years of student achievement and progress data to plan the academic improvement of their students and their effectiveness closing achievement gaps. At the time of screening and selection, ASHS and SRSU Educational Leadership professors will review the application packets using rubrics to rate each of the application components. Strong candidates will be interviewed and SRSU and ASHS will use a rubric that includes leadership style and dispositions, teacher content knowledge, advocacy for at-risk students, teacher growth mindset, and instructional knowledge. Prior to the interview, applicants will complete a timed writing sample containing open-ended questions concerning educational leadership that demonstrate problem-solving ability and leadership decision-making based on the Knowledge, Skills, Mindset (KSMs) model derived from the Texas Education Agency's (TEA's) standards for the Principal as Instructional Leader. After the interview and writing, all scores will be tallied and candidates with the highest scores will be selected into the program.

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.

Applied learning experiences in the Principal Preparation resident program will be a yearlong experiences in class, internship and mentoring. The learning experience for residents is geared toward creating candidates that possess working knowledge of the complexities of the school environment, confidence in building data-driven assessments and employing evidence-based strategies to create and manage change.
At SRSU, the residency portion provides real-world application of the Effective Schools Framework model by requiring an Action Research project with a Data Team to conduct an in-depth data analysis, and select a high priority student learning problem for improvement. Residents drill down to the item analysis level using district software to identify high-leverage TEKS for improvement. Then, residents formulate a selection process, and create a relevant Data Team to work collaboratively on the targeted problem. In Practicum I, the Data Team conducts a root cause analysis, research potential solutions, and write SMART goals to improve student achievement scores using research-based, best practice instruction strategies. In Practicum II, the Data Team creates a Targeted Improvement Plan to address the student learning SMART Goal; and creates and implements a Professional Development to improve teacher instruction to achieve the SMART goal. In Practicum III, the Team creates an Implementation/Monitoring Plan and implements the Targeted Improvement Plan in their classrooms. Residents continuously monitor implementation with pre- and post-observation meetings, observations, and weekly Data Team meetings to analyze student benchmarks, student work, and observations, and to re-plan/retrain as needed. Residents survey Data Team members on effectiveness of the team meetings periodically and interview members at the end of Practicum III.

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.

El Paso ISD has a district-wide process for data-driven instruction, which extends certain autonomies to campuses. This process includes collection of student data, analysis of data, reflection of strengths/ needs and creation of a plan for improvement. At the beginning of each year, students are given a beginning of the year assessment to determine their level of proficiency. This allows for the implementation of content programs needed for a response to intervention throughout the year. Additionally, each 4.5 weeks students are given benchmark exams to determine their level of growth in a specific content area. Content support resources are used to compile data and show growth. These include PLC data session, iStation, ST Math, STEM Scopes, Khan Academy, and ALEKS. The district's departments of Information Technology and ASAP have set up numerous data dashboards to be accessible to all district staff. Some of these dashboards include, Tableau, which provides STAAR scores and real-time data on students such as attendance. Other dashboards that are available for campus leaders are On-Point, CCMR, and Eduphoria. Each dashboard are used to monitor and measure student growth.

Through the Principal Residency Program, El Paso ISD will strive to equip future leaders with the skills to effectively use the vast amount of data available for instructional practice and campus improvement.

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.

To provide guidance and coaching for district principals, El Paso ISD utilizes various strategies to build capacity among its district leaders; current and aspiring. To ensure that these individuals are improving as leaders, the Academic and School Leadership Division schedules monthly learning-walks to allow principals and teachers the opportunity to observe high- and low-performing campuses. At the end of the learning-walks, district leaders offer constructive feedback to help improve individual instructional models and prioritize campus management and culture building. Additionally, through the utilization of the T-TESS rubric evaluation, district administrators provide teachers with targeted strategies for improving student growth and maximizing professional development. District administrators are also encouraged to conduct walk-throughs to at least five classrooms per week and provide feedback in written form and through conferencing. Each administrator is expected to coach teachers in need of building capacity to ensure a strong first teach. On some campuses, leadership teams have established a walk-through form to use outside of T-TESS to provide teachers non-document opportunities for growth. Similar practices are also done for principal evaluations that are overseen by the district's School Leadership Department.

Program Requirements (Cont.)

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

El Paso ISD currently offers two talent pipelines: Teacher Residency Program and Principal Preparation training program and is prepared for the considerable undertaking that will result in the implementation of the Principal Residency Program. To ensure success, El Paso ISD intends to continue to collaborate with SRSU to implement evidence-based strategies, practices and processes that will improve campus performance, student outcomes, student engagement and improve instructional methodologies. To this end, El Paso ISD has established a program budget that will continue to offer the opportunity to interested candidates wanting to become principals. The district also offers a tuition reimbursement program for its faculty and staff who pursue advanced degrees in administration or subjects that will propel them into district leadership positions. Additionally, the district has assigned staff that will dedicate themselves to developing future campus leaders for the district. El Paso ISD intends to apply for continuation funding following this program year to assist in scaling the sustainability cost at the district level to guarantee continued programmatic success and operability. El Paso ISD is currently applying this practice with TEA's Texas COVID Learning Accelerated Supports (TCLAS) program. The TCLAS program provides targeted support to accelerate student learning. For this program, El Paso ISD is currently seeking support for Decision 5: Residency Support Program that allows El Paso ISD to expand and offer additional residency positions for future classroom leaders. El Paso ISD has a current partnership with Council on Regional Economic Expansion and Educational Development, a local non-profit dedicated to sustaining educational innovation in the region. Further, EPISD's External Funding and Fund Development Department (EFFD) will collaborate regularly with the dedicated staff overseeing the program to identify funding gaps and need. An annual needs assessment will be conducted to determine the areas of greatest need and support. Based on an annual needs assessment, EFFD will identify funding opportunities and revenue streams that align with the targeted needs and goals of the Principal Residency Program. EFFD will collaborate with foundations, State, Local and National Funding agencies, community organizations and private donors to solicit and secure revenue and resources to guarantee the financial stability of El Paso ISD's improved Principal Preparation program.

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

To ensure that the program is implemented with efficacy, El Paso ISD and SRSU will create a team made of key players from both organizations to collaboratively work together and ensure that all program goals and activities are fully met. The team will be comprised of the SRSU Outreach Director, ASHS, EFFD Director, principal mentors, field supervisor, SRSU professors, and a data analyst from ASAP. Prior to any activities taking place, the SRSU Outreach Director, ASHS and EFFD Director will develop a memorandum of understanding that will set forth the terms and conditions of the program. These terms and conditions will include the following communication system: 1. Principal mentors will meet weekly throughout the Practicum experience to review the logs and reflections of residents and to assign new duties and answer questions. The log/reflection is then sent to the Field Supervisor who will review and provide feedback to the principal mentor and resident. 2. Principal mentors and residents will share a calendar containing all Practicum tasks assigned. 3. Throughout the residency, the data analyst and principal mentor will meet regularly to guide the resident through the process of analyzing campus data and selecting a targeted problem for improvement. The meetings will also be for the data analyst to provide assistance in analyzing the student achievement growth achieved by the Data Team's improvement plan that was determined in Practicum II. 4. The EFFD Director, ASHS will coordinate the logistics and overall program goals with the EPP Outreach Director throughout the residency to ensure that residents, principal mentors and field supervisors have clear paths of communication to avoid logistical problems and to assist with any problems that might arise. 5. Principal mentors will be provided communication from field Supervisors and SRSU instructors, not only through formal observation reports, but also through regular inclusion on important Action Research milestones. 6. In addition to reviewing Action Research each semester, principal mentors, field supervisors, and university Instructors will review resident progress on benchmarks quarterly. 7. After implementation, Action Research is presented first to content instructors and field supervisors. Residents then revise and present their Portfolio Defense which includes their culminated, 16-month Action Research and Pillar Assignments to Instructors, principal mentors, and field supervisors.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year program allocation

5. LEA reservation for direct administrative costs, not to exceed the program's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

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**