



2023-2024 Principal Residency Grant Cycle 6
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 28, 2022

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 28, 2022.**

Application stamp-in date and time

Grant period from **February 10, 2023 - August 31, 2024**

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 Midland ISD CDN 165901 Campus Midland ESC 18 UEI KPLWLAF3

Address 615 W Missouri City Midland ZIP 79701 Vendor ID 75-6002064

Primary Contact Dr. Luz Martinez Email luz.martinez@midlandisd.net Phone 432-240-1010

Secondary Contact Woodrow Bailey Email woodrow.bailey@midlandisd.net Phone 432-240-1000

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 Woodrow Bailey Title Chief of Human Capital

Email woodrow.bailey@midlandisd.net Phone 432-240-1000

Signature *Woodrow Bailey* Date 10-28/2022

CDN Vendor ID Amendment # **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 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 2023.
- 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 *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.

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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 ebonylove@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 Midland Independent School District (MISD) and Texas Tech University (TTU) will enter into a partnership to develop a strong pipeline of aspiring administrators ready and prepared to assume a campus administrative position as a highly qualified instructional leader. Each Principal resident will be employed in a paid campus leadership position and will complete rigorous clinical and job embedded learning experiences under the guidance of a successful Midland ISD Principal Mentor and a TTU Faculty Coach. Principal Residents clinical and job embedded experiences will include: differentiated leadership and instructional support, instructional coaching to a selected cohort of teachers, facilitation of professional learning communities, amongst other experiences. Midland ISD will work with Texas Tech University to ensure that recruitment practices are equitable and will target populations that have been under-represented in the principal field in the district. The Midland ISD Learning, Leading and Innovation Associate Superintendent and the Human Capital Chief will work closely with TTU to build the capacity of principal residents in all areas of principalship leadership. Given the staffing challenges in the West Texas Region, not only in the teaching field but also in the leadership area, this grant will provide Midland ISD with the opportunity to develop a qualified bench of leaders who are prepared to lead any of our 39 schools with a particular emphasis on school improvement instructional leadership and systems thinking. Midland ISD will implement a robust and structured residency program with the expectation to meet the diverse and challenging needs of the lowest rated campuses in the district. In partnership with TTU, Midland ISD will be intentional in the recruitment and education and clinical learning experiences efforts to ensure principal residents are fully prepared for the challenges they will face in school leadership positions, especially in the areas of school improvement. This preparedness will impact the pipeline of leaders, and will decrease the turnover rate each year.

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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 May 2023, Midland ISD in collaboration with Texas Tech University will recruit and select up to 5 diverse teacher leaders to participate in the Texas Tech Residency Program to increase the talent pool of effective principals and increase retention rates. By September 2024, 100% of the principal residents will have successfully completed the Texas Tech Residency program, earn a Master of Education in Educational Leadership, and obtain a Texas Principal Certification. The program will reduce the number of administrator vacancies from one year to the next, thus increasing retention. This is especially critical in the lowest performing campuses where principal and assistant principal turnover rates average two-three years. Overall, Midland ISD experiences approximately 8 principal and over 15 assistant principal vacancies each year. Midland ISD will ensure intentionality by carefully matching Principal Residents with Principal Mentors based on a comprehensive criteria and analysis of multiple data points to include each Principal Resident and Principal Mentor experience, skill set, and strengths, surveys, community Profile of a Campus Leader, school accountability and interviews to measure the readiness of each resident to move into an administrator position. The Principal Residency Program will be progress monitored through quarterly data analysis in order to assess program effectiveness leading to immediately addressing shortcomings and challenges. Another major goal of the program is to increase the diversity of school leadership, so that it is better aligned with the district's student demographics. Recruitment and placement of residents will prioritize diversity matching to ensure a greater portion of school leadership staff reflect the demographic makeup of their students. The Human Capital Department will work collaboratively with the Learning, Leading and Innovation Department to engage in targeted recruitment strategies specific to bilingual educators and school turnaround leaders.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

The Midland ISD Principal Residency Program overarching purpose is to develop highly qualified leaders who demonstrate evidence of improving student academic outcomes. All Principal Residents will work with an assigned cohort of teachers and will be accountable for meeting specific goals, timelines, structures and metrics aimed at developing and strengthening their leadership and facilitation skills, increasing classroom instruction effectiveness and impacting student achievement. Residents will lead the analysis of data with their assigned cohort of teachers to set specific student achievement goals. Goals and performance data will be measured using standardized data sources such as STAAR, NWEA/ MAP and district assessments. Student achievement goals will be one form of metrics used to measure the performance of residents as an instructional leader. Additionally, the effectiveness of the entire cohort of Principal Residents and their overall performance at impact on increasing student outcomes will also be measured. Residents will also be measured on their ability to impact and improve the quality of instruction for their assigned cohort of teachers. The district and TTU will work together to develop rubrics that measure the Principal Resident's ability to conduct high-leverage instructional leadership practices, such as observation and feedback, leading data meetings during PLC's, providing professional development in targeted areas, etc. Furthermore, the Principal Residents impact will be gauged by the impact they have made on the Teacher Effectiveness Initiative (TEI) ratings of their assigned cohort of teachers and T-TESS scores growth. Additionally, observations of instructional leadership will be used by the Mentor Principals and TTU Faculty Coaches to determine the Principal Resident progress and performance. In order to ensure that residents are in a program that develops their instructional leadership, ongoing surveys will be used to measure the effectiveness and impact of the program. One on one interviews will also be conducted by the Learning, Leading and Innovation Team on a monthly basis to measure the Principal Resident progress, satisfaction and adaptability.

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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.

Midland ISD will request grant funds to meet the needs and goals of the program. The number of principal residents participating in the 2023-2024 Principal Residency Grant Program will be 5 with 5 Mentor Principals. Midland ISD will use \$350,00 for Principal Resident salaries, being 5 residents salaries at \$70,000 each. MISD will also pay a mentor stipend to each Mentor Principal at \$1,500 per each mentor for a total of \$7,500 using Title 2 funds. MISD will also provide a matched amount of \$15,000 for each Principal Resident for a total of \$75,000. Allowable grant-related activities MISD will be requesting grant funds to include \$5,000 for additional supplies and \$3,500 for exam and certification fees. Summer institute and professional development costs will come to \$15,000 with summer institute costing \$500 per resident for a total of \$2,500 and additional Professional Development charges coming to \$12,500. MISD will request and allocate grant funds for travel including travel for the residents to attend the Summer Institute for a total of 5 nights including per diem.

Tuition and fees will be allocated at \$15,000 per resident for a total of \$75,000. Additional contracted services needed by TTU plus direct cost plus F&A will be \$5,500 per resident for a total of \$27,500. Additionally, MISD will allocate grant funds of \$1,000 per principal resident for textbooks for a total of \$5,000. The total direct cost of the listed expenses comes to \$496,000. MISD will require an indirect cost totaling \$17,428. This brings a total of all budgeted costs to \$513,428. MISD will be able to make additional adjustments where necessary if needed to ensure the fidelity and overall success of the program.

CDN Vendor ID Amendment # **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.

Midland ISD will conduct an extensive marketing campaign through various events, forums and mediums to ensure the recruitment of highly qualified, diverse Principal Resident cadre. Campus Principals and the Opportunity Culture Director will encourage potential candidates and will refer outstanding teachers who exhibit exemplary content knowledge, instructional capabilities, and leadership traits to attend a series of programmatic information events. Midland ISD leaders will be asked to invite teachers who reflect the diversity of the student population of our lowest performing schools, have documented success working with at-risk youth, have not previously held a principal role, and do not currently hold a principal or mid-management certification. Interested teachers who wish to become Principal Residents will submit an application summarizing their educational background, certification areas, and teaching experience. They will also need to submit a professional resume, letters of recommendation from current supervisors, an essay about beliefs, hopes for students and their understanding of school improvement leadership, as well as current examples of student progress and success. A team composed of district level and campus leaders will screen all applications to determine each candidate's leadership capacity based on five admission standards specified by the TEA: (1) Evidence of Measurable Student Achievement -The search team will utilize student data from NWEA MAP, STAAR, and Common Based Assessments (if applicable), and Climate Survey data to determine each candidate's record as it pertains to student achievement and growth. Candidates with strong evidence of success with traditionally low performing student groups will be given the highest ratings; (2) Strong Evaluations and Appraisals - A review of formative and summative T-TESS evaluation rubrics over a 3 year period will be conducted to determine each teacher's strengths and areas of growth. Highest ratings will be given to candidates with distinguished achievement in Planning and Instruction domains; (3) Interpersonal Leadership: Letters of recommendation from Midland ISD leaders and T-TESS Learning Environment and Professional Practices domains will be reviewed to determine excellence in working with students and peers; (4) Effective response to observations & feedback T-TESS and walk-through observation scores will also be reviewed to determine each Principal Resident's growth mindset.

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.

Texas Tech University in partnership with Midland ISD will provide a highly selective and competency-based residency model with embedded evidence-based professional enhancement activities leading to a master's degree in Educational Leadership, the completion of the Principal Certification 268, and increased competencies in T-TESS implementation. Beginning in August 2023, Principal Residents will begin the internship at an Midland ISD campus and while also attending TTU will complete 30 hours of graduate coursework. The TTU Faculty Coach will work with the Principal Intern on a weekly basis and will visit the campus at least six times through the duration of the Program. Principal Residents will complete rigorous clinical learning assignments at their assigned campus in the following areas: instructional leadership, coaching and feedback, decision making, growth mindset skills, equity audits & data literacy, leading PLCs, unpacking the T-TESS, using law & policy to advocate for students, facilitating the process of establishing SMART T-TESS and campus goals, progress monitoring, and engaging in ongoing data review to support teaching and learning towards improving student outcomes for assigned cohort of teachers. The Midland ISD Principal Mentor will provide continuous support to ensure the intern successfully completes job-embedded assignments. The cohort will include 3-5 teachers in core academic areas at the elementary, middle and high school levels. The Principal Resident will provide instructional coaching, feedback and support for assigned teachers with the ultimate goal of improving student academic achievement, teacher retention and satisfaction and teacher increased efficacy. 65% of the Principal Resident's evaluation will be from T-TESS evaluation scores, coaching logs, and data and 35% from student's performance in STAAR or MAP from assigned cohort of teachers.

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Amendment # **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.

Midland ISD has engaged in a concerted effort to improve academic outcomes for all students. Accountability ratings for SY 21-22 landed the district in a B status, progress not experienced in more than a decade. This commitment to ongoing student growth relies heavily on aligned, structured, data-driven and results-driven PLCs. PLC teams meet before, during or after school based on each campus' master schedules. PLCs is one of the Lone Star Governance Superintendent's constraints and is closely monitored with a standardized PLC Rubric. All campus teams measure their team's performance at the BOY and the EOY. This data is analyzed and action steps are developed to improve collaboration, efficacy and increase student outcomes. Campus leaders and teachers receive coaching, training and support by Solution Tree on implementation of successful and data-driven PLCs. Coaches engage in data talks with teachers on a weekly basis to specifically examine multiple data points, demonstration of learning data, reports from NWEA/MAP, Common Based Assessments and other data points disaggregation through Eduphoria. The district leadership team meets on a monthly basis with all campus principals and provides a robust, differentiated menu of professional development focused on best practices, data points, procedural and compliance requirements, instructional feedback and support and community/culture building. Midland ISD teachers are supported by district administrators, campus administrators, and instructional coaches who are trained in Paul Bambrick-Santoyo's "See It, Name It, Do it" strategy. In accordance with well-known, high-leverage strategies, PLC teams regularly initiate the DDI process by reviewing the students data, analyzing the actual student work product, comparing that with an exemplar, identifying gaps, planning for the reteach of the lesson, and rehearsing to garner feedback. The overachieving goal is to make student data both visible and actionable.

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.

Midland ISD effectively utilizes the Texas Teacher Evaluation and Support System (T-TESS) and Relay GSE/Leverage Leadership models in order to provide actionable feedback to teachers regarding their classroom practices. All Midland ISD instructional leaders are trained in the T-TESS evaluation process to support teachers in their continued professional growth. The T-TESS observation cycle includes a pre-conference, formal observation, post-conference, end-of-year conference, and at least five classroom walk-throughs per teacher. Additionally, all campus leaders are required to complete at least 5 learning walks every week and document them in Strive. All campus leaders who have not yet completed the full training have participated in an overview session and are active participants in the on-going observation/feedback cycle. The Learning, Leading and Innovation Department developed a Learning Walk Rubric aligned to T-TESS in collaboration with the National Institute for Excellence in Teaching (NIET). Principal supervisors utilize these high leverage rubric protocol to guide systemic data and instructional coaching conversations on a monthly basis, to include: STAAR accountability data from the previous year, NWEA/MAP BOY, Campus Improvement Plans, attendance and discipline data, campus mission and vision and also provide strategic, on-the-job feedback to principals during weekly campus visits from district principal supervisors and assigned Learning, Leading and Innovation coaches. School teams also conduct PLC with principals within their network once a month. This provides another opportunity to regularly observe classrooms and provide feedback to a select group of teachers, share instructional feedback given to teachers with the goal of improving practice and data analysis and collection. Finally, Midland ISD has been working with the National Institute for Excellence in Teaching (NIET) with the goal to provide training to principals about effective observation and evaluation practices. They also engage in calibration of classroom walk-throughs to determine the effectiveness of the observation feedback provided and thus, ensure alignment, coherence and focus on each campus' priorities. Principal supervisors will continue this calibration work throughout the school year. Principal Residents will be involved in these processes and will take an active role in fully participating in training, PLC meetings, and professional development offered throughout the school year.

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Amendment # **Program Requirements (Cont.)**

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

Midland ISD Learning, Leading and Innovation Department and the Human Capital Department will work collaboratively to plan and execute the marketing, selection, launching, and support of the Principal Residency Program with Texas Tech University. The Human Capital Department will closely monitor and oversee the 2023-2024 program to ensure 100% success of all Principal Residents, 100% success of Principal Mentors and 100% completion of all program goals and metrics for the school year. Midland ISD Learning, Leading and Innovation Department and the Human Capital Department will identify available funds to ensure the Principal Residency Program sustainability and will bring a proposal to the Midland ISD Board of Trustees for consideration and approval. Midland ISD is committed to continuing this program as building and sustaining a strong pipeline of highly qualified leaders is a district priority. Sustainability is guaranteed because Midland ISD Learning, Leading and Innovation Department and the Human Capital Department have already launched an Aspiring Principals Academy for Assistant Principals, now in its second year of successful implementation. Districtwide Assistant Principals are invited to undergo a rigorous application process, similar to the Principal Residency district-driven process. APA Assistant Principals receive monthly professional development in various areas of curriculum, instruction, data, culture, leadership and systems and are assigned a Principal Coach who meets with them on a monthly basis and completes a coaching protocol. The Principal Residency Program will add the missing layer in our plan to build and sustain a strong pipeline of highly qualified leaders for future Assistant Principals and Principal positions, particularly for our most needy campuses.

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

Midland ISD Learning, Leading and Innovation Department Assistant Superintendent will engage in ongoing and strategic communication with Texas Tech University Faculty Mentors as well as other key district players. This grant and the Principal Residency Program will be managed by the Associate Superintendent of the Midland ISD Learning, Leading and Innovation Department and the Human Capital Chief. A communication flowchart will be developed and shared with all Principal Residents, Principal Mentors and TTU Faculty Coaches, as well as other district leadership staff to ensure the efficiency and success of the grant. The Midland ISD Learning, Leading and Innovation Department Assistant Superintendent will regularly communicate with the Principal Residents and the Principal Mentors. A Principal Residency Program HUB will be created to ensure efficiency of communication and grant documentation collection. Principal Residents and staff at TTU will communicate through their program with the Principal Residents and will also coordinate regular check-ins with the Midland ISD Learning, Leading and Innovation Department Assistant Superintendent. The Midland ISD Learning, Leading and Innovation Department Assistant Superintendent overseeing the grant will have monthly meetings with the Principal Mentors as well as with the Principal Residents. The Midland ISD Learning, Leading and Innovation Department Assistant Superintendent overseeing the grant's implementation will participate in the TEA call in fulfillment of the phone interview requirement. The Midland ISD Learning, Leading and Innovation Department Assistant Superintendent and the Human Capital Chief are committed to remain fully informed on the Principal Residency grant, its parameters, goals and procedures, since they collaborated to develop and write this grant. The Human Capital Chief and Midland ISD Learning, Leading and Innovation Department Assistant Superintendent will be receiving and overseeing the allocation of the funds from TEA. They will also be paying the invoices received from TTU for their services and coordinating all other expenses with Principal Residents.

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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="27,000"/>
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"/>

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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