



2022-2023 Teacher Leadership Cycle 3 (District Practices Fellowship)
Letter of Interest (LOI) Application Due 11:59 p.m. CT, November 19, 2021

NOGA ID

Authorizing legislation

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, November 19, 2021**.

Application stamp-in date and time

Grant period from

February 21, 2022 - July 31, 2023

Pre-award costs permitted from

Pre-Award costs are not permitted for this grant.

Required Attachments

- Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
- Reference the Priority Points section of the Program Guidelines for information regarding optional attachments.

Amendment Number

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

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

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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 Teacher Leadership Cycle 3 (District Practices Fellowship) Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Teacher Leadership Cycle 3 (District Practices Fellowship) 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. The applicant agrees to all applicable program-specific assurances as described in the 2022-2023 Teacher Leadership Cycle 3 (District Practices Fellowship) Program Guidelines.

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Summary of Program

In detail, respond to each prompt below: (1) Describe the Teacher District Practices Fellowship that will be implemented with grant funds. What is the LEA's theory of action related to this program? Why is teacher voice important? (2) How is this grant program aligned to the mission, vision, and goals of your LEA? (3) Describe the specific LEA needs this grant will help address and how the fellowship will help address these needs.

(1) The Teacher District Practices Fellowship is a critical part of Promise Community Schools - Promising Avenues for Careers in Teaching program (hereafter PACT). The Teacher District Practices Fellowship draws on the research that teachers and teacher effectiveness are the most important drivers of student growth and achievement. Teacher voice and teacher ownership of District decisions underpins the effectiveness of programs, curriculums, and learning opportunities. Without teacher ownership and voice, every effort to improve the school and student outcomes will be lacking. Why is this? Teaching is a professional endeavor. When effective teachers are the drivers, their actions are important. This helps drive their motivation to continually improve. The Teacher Leadership Fellowship will provide critical training for Teacher Leaders in our system to continually engage all stakeholders and follow a planning process that results in high-yield recommendations that align with district development and with internal and external community needs.

(2) The Teacher Leadership Fellowship is the culmination of three distinct but integrated processes – (a) An 'all hands-on deck' approach to improved Literacy and Language Development, (b) A new teacher and educator talent development HCMS/PBCS system - PACT (partially funded through TIA), and (c) the newly adopted 5 year Strategic Plan. The journey to improve literacy and language development re-started in 2017 with a long process involving all stakeholders in the selection of a new Literacy/Reading program.

(3) The three schools that will be served by the Teacher Leadership District Fellowship - Ripley House Middle (101853042), Ripley House Charter School (101853101), and BakerRipley Charter School (101853106) - are located in QOZ zones in East End and Gulfton neighborhoods. These areas are amongst the lowest income, lowest educational attainment zones in the region. Our school population is 98.4% Economically Disadvantaged, 67.8% Hispanic, 22.5% African American, and 5.8% Asian with 8.3% SPED and 59.7% ELL students with over 20 home languages. East End is a historically African American and Hispanic area created due to racial segregation policies of the early to mid 1900s. Gulfton is the landing point for literally thousands of refugees from every corner of the world - Syria, Iraq, Afghanistan, Iran, Honduras, El Salvador, among many others. QOZ census tracts served include - East End: 48201310400, 48201310300, 48201310400, 48201310500, 48201310800, 48201310900, 48201310100, 48201211400, 48201211500, 48201211600, 48201211300, 48201212300 and Gulfton: 48201421101, 48201421102, 48201421201, 48201421202, 4820142401, 48201421403, 48201421500, 48201421600, 48291422701. In 2020, 63.8% of PCS teachers were in the first 5 years of teaching compared to 35.3% of Texas Teachers. PCS Teachers regularly move into positions of leadership in other high need schools across the region. PCS is working hard so that successful teachers will stay at PCS due to the ongoing opportunities for leadership, recognition, success, and impact.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for the LEA staff and the approved partners projected to be involved in the implementation of this grant. Be sure to include at least the following individuals: the LEA's grant manager, the LEA leaders that will meet at least quarterly with the teacher fellows, teacher fellows, the approved partner (LEA partner), and any other personnel responsible for implementing the grant.

PROGRAM DIRECTORS - Asst. Superintendent of People and Operations and the Director of Literacy (and former Principal of Ripley House) will be the co-leads for this initiative in the implementation, reporting, evaluation, and fiscal aspects of the program. INSTRUCTIONAL LEAD: The Director of Literacy's most recent professional experience was as Principal of Ripley House Charter School (101853101) during which time the campus achieved a B rating and raised student achievement significantly. The Directors has 12 years experience in classroom instruction, 8 years of experience in instructional supervision, and 3 years experience as a Charter School Principal. TALENT DEVELOPMENT LEAD- The Asst. Superintendent of People and Operations's extensive experience in Human Capital Management Systems and leadership at KIPP uniquely qualify her to support and guide this initiative with integrity and effectiveness. This individual will ensure proper communication and management of the initiative, will negotiate the contract with TNTF to deliver the training, will ensure the Teaching Fellow Job Description and Calendar are in compliance with the grant and are approved through LEA processes. FINANCE LEAD - Asst. Superintendent for Business has over 10 years experience in Charter school finance. GRANT SUPPORT - The Asst. Director Grants and Compliance supports the grant management, evaluation and reports. This individual has worked in public grant funding for charter schools since 2007 and has experience with ED, TEA, DOL, CDGB, HUD, federal programs, as well as private funding sources. COMPLIANCE - Director of Business Services and PEIMS will support the program with review of reports and other technical support including PEIMS, TEAL, and other access needed. OVERALL MANAGEMENT - The Superintendent will have complete oversight of the project. The Superintendent's extensive experience as a School Principal and primary Administrator as well as many years experience in classroom and campus operations will serve the program well. TEACHING FELLOWS will meeting quarterly with the Superintendent, Asst. Superintendent for Talent and Operations, the Director of Literacy, Director of Special Populations, and the Grant Support sta .

Goals and Strategies

Describe your LEA's major goals for this grant, aligned to the purpose and goals of the grant program as described in the Program Guidelines (see the Purpose of Program and Performance and Evaluation Measures sections). Describe what activities and strategies will be implemented to meet those goals. List the name and role of the individual ultimately accountable for achieving these goals.

GOAL of the Teacher Leadership District Practices Fellowship is to build teacher leadership pipelines so that teacher leaders stay at PCS to drive student achievement. The overall goal of the program is also to increase pedagogy and content knowledge to select high quality literacy materials and assessments to complement the curriculum that will impact instruction and impact student achievement. ACTIVITIES AND STRATEGIES: Upon award, the Teacher Leaders will apply, will be selected, will participate in the series of trainings and district meetings, will complete the planning/vetting of resources and processes, and will make recommendations to District that are utilized in the subsequent school year 2023-2024. The program will (1) strengthen leadership pipelines, (2) improve teacher retention, (3) improve student outcomes, (4) and increase opportunities for teachers to meaningfully influence district practices at the local level. The overall vision of the Teacher Leadership District Fellows program is for PCS to retain our great teachers and leaders, so that our vulnerable student population can achieve true choice. Students benefit from having committed, professionally satisfied, and experienced teachers. By offering a place to grow as an educator, PACT will keep the best teachers and seeks to retain 95% of Expert and Exceptionally Effective teachers and leaders and 85% of Highly Effective Teachers. Through clear communication, we aim for 90% of teachers/leaders to agree with the PACT Climate Measures Survey (Danielson) each PACT cycle. The goal of the Teacher Leadership Fellowship are aligned with the overall instructional vision to ensure that all students have equitable access to effective educators in order to meet academic standards. PCS Leadership team of Superintendent; Asst. Superintendent for People and Operations; District Director of Literacy; District Head of Schools; and Asst. Sup. of Business Services and Finance are ultimately responsible.

Progress Monitoring and Evaluation Measures

Describe how and when your LEA will monitor progress towards the goals you described in the previous section. Describe how and when will your LEA identify, collect, and analyze performance data related to the metrics you described. Name specific sources of data, processes, and tools your LEA will use.

Benchmarks and Evidence/Evaluation are detailed below:

By May 6, 2022 – Written job description with the specific responsibilities of Teacher Fellows. PCS will use this job description in its recruitment efforts. EVALUATION: The Job description along with the distribution plan will be provided as evidence of completion.

By May 15, 2022 - Scope and Sequence of Teacher Fellow training, calendar, and goals finalized in collaboration with TNTP. EVALUATION: Scope and Sequence, calendar, and goals will be collected.

By June 15, 2022 – Applications for Teacher Fellowship will be received. EVALUATION: A summary of applications will be collected with scores and final selections, but minus names or PID data to protect privacy.

By June 30, 2022 – Teacher Fellowship participants will be selected and notified. EVALUATION: A summary of applications will be collected with scores and final selections, but minus names or PID data to protect privacy.

By Sept. 2, 2022 - The LEA will provide an onboarding experience for teacher fellows including the topics listed in the Implementation Guide. EVALUATION: The agenda, sign-in sheets, materials, and evaluation surveys utilized in the onboarding experience will be collected as evidence of completion. A debrief session with questions to evaluate what went well and what could be better with the partner will be held and notes will also be provided.

By Sept. 30, 2022 - The LEA will provide LEA leaders an orientation to the fellowship including the topics listed in the Implementation Guide. EVALUATION: The agenda, sign-in sheets, materials, and evaluation surveys utilized in the LEA Leadership orientation experience will be collected as evidence of completion. A debrief session will be held with TNTP partner and notes will also be provided.

Fall 2022 through Summer 2023 - Scope and Sequence Skill Building Sessions and Quarterly District Meetings will be held. EVALUATION: Agenda for each session, sign in sheets, work products, surveys will be collected at each training to evaluate the session. A debrief session will be held to note progress and any recommended changes.

Summer 2023 Benchmark - Final Reports and Wrap-Up/Debrief with plans for 2023-2024

SUMMATIVE EVALUATION: The overall impact will be evaluated based on metrics required by TEA. In addition, PCS will track the overall program survey results in terms of skill-building activities, process improvements, leadership capacity, retention, and job satisfaction surveys.

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Budget Narrative

Once you have completed your Budget Workbook (Application Part 2), answer the following questions: (1) How many teacher fellows will you hire and how much compensation will you provide each? (2) What are the anticipated costs for partnering with your approved partner? What services will they provide? (3) How will your LEA sustain this Teacher District Practices Fellowship after the grant funding ends?

- (1) Each of the 4 to 5 Teacher Fellows will receive \$1,500 from grant funds for up to a total of \$7,500
- (2) Anticipated costs for partnering with TNTP is \$20,300. TNTP will provide the 8 sessions of Teacher Leadership training plus coaching and facilitation of the 4 District engagement sessions. These sessions will be supplemented with coaching and support from PCS Head of Schools, PCS Director of Literacy, PCS Asst. Sup. for People and Operations, and other Teacher Leadership support personnel.
- (3) After grant funding, PCS will continue to implement the program through funds from either Title I, Title II, or other local funding to support the initiative combined with allocation of Asst. Sup. of People and Operations, Head of Schools and/or Director of Literacy time to specific Teacher Leadership support activities. The Teacher District Practices Fellowship is part of the PACT program - Promising Avenues for Careers in Teaching. PCS has worked over many years to develop the PACT system which was finally approved in Summer 2020. Additionally, the recently adopted Strategic Plan identified Talent Development and Teacher Leader development as a priority.

Program Requirements

1. Teacher Fellow Recruitment: Describe your plan for implementing a targeted recruitment process for teacher fellows. Describe the steps you will take to ensure the fellowship applicant pool is diverse (i.e., mirrors the student population and represents, to the extent possible, the varied teaching assignments within your LEA). Describe any goals you have related to the number of teachers that apply and are selected for the fellowship.

Teacher Fellow Recruitment Process:

STEP 1 – Program Description and Calendar Finalized – Program and Job Description and Calendar for the Fellowship will be finalized by May 2022. Note: To ensure continuation after the grant program, we will updated the PACT Promising Avenues for Careers in Teaching handbook to include an outline the Teacher Leadership District Fellowship to ensure all teachers are informed of the program in August 2022 so that they can apply in Spring 2023 for the second round of the Teacher Leader Fellowship program. This would be motivation to new teachers that once they reach a higher level, they can be a Fellow.

STEP 2 – Identification of Qualified Teacher Leaders and Applications - District Leadership will identify qualified Teachers based on the Teacher Scorecard and Years of Experience and will develop strategy to invite each qualified Teacher to apply. In a regular 1 on 1 meeting of the teacher with their manager, the teacher's manager will share the opportunity and ask for feedback on the job description and calendar. This manager will then encourage the Teacher to apply.

STEP 3 – Recruitment Information Session TNTP/District Fellowship Training Partner – We will offer a session with TNTP/District Fellowship Training Partner prior to closing the applications so that Teacher Fellows will know the caliber of the program we are offering. We will plan that the program content and delivery might be adjusted to meet the needs of the Teacher Leaders, but the overall timing and expectations will not change. The understanding is that this opportunity and process would help us develop a true community of learners and leaders.

STEP 4 - District leaders will be especially careful to ensure teacher diversity and inclusion representation continues as it has in recent years. The LEA has been working on an equity audit to ensure equitable treatment across all categories.

STEP 5 - The selection process will take into consideration all different types, grade levels, and content areas of teachers as all are important to LEA success.

STEP 6 - Applications – The goal is to employ 4-5 Teachers as Teacher Fellows in 2022-2023. To reach this goal, we will ensure that 7-8 qualified applicants apply.

2. Teacher Fellow Selection & Onboarding: Describe in detail the following: (a) How will you ensure fellows understand the benefits, rigors, and time demands of participating in the fellowship? (b) What are the criteria and evidence you will use when selecting teacher fellows? (c) Describe your selection process. Include a sequence of activities, approximate dates, and individuals involved in the selection process. (d) How and when will you onboard teacher fellows so they are set up for success in their role?

(a) The Teacher Fellow Job Description and Calendar will be finalized in April 2022. These two documents will be presented to Teaching Fellow qualified applications. An information session will be held including the Teaching Fellow partner TNTP who will review the expectations, outcomes, and benefits of the Fellowship alongside District Leadership. Qualified applicants will be given the opportunity to discuss the Fellowship with their manager and/or school leader to dispel any doubts or express any concerns to ensure the Fellowship meets the needs and expectations both of the LEA and the Teacher Leaders. (b) Teaching Fellows will have reached either Effective or above on the Teacher Scorecard based on student growth, Danielsson evaluation, and community surveys. Teaching Fellows will have at least 3 years of teaching experience. The Teacher Scorecard is part of the PCS PACT Promise Avenues for Careers in Teaching system and is explained in detail in the PACT Handbook. This system has been approved through TIA as a reliable measure of teacher achievement. (c) May 2022 – Teacher Fellows Job Description and Proposed 2022-2023 Calendar published. Eligible teachers invited to apply across the LEA. LEA and campus leadership promote the Teacher District Practice Fellowship by reviewing the Job Description and hosting an information session in collaboration with TNTP partner.

June 2022 – LEA receives applications and selects Teacher Fellows also ensuring diversity of applicants and fellows. Diversity audit will ensure alignment. Selection process will include Asst. Superintendent of People and Operations; Director of Literacy; Head of Schools; with approval from Sylvia Thomas, Superintendent. Each of the evaluators will review the applications, score the applications, and prioritize the applications with an emphasis on development of a range of content areas, grade levels, as well as priority given to LEA need to build a strong, diverse workforce aligned with our equity audit.

(d) August 2022 – Teacher Fellows will participate in a motivational and practical orientation/onboarding during pre-service orientation in August 2022 conducted by LEA and partner. This on-boarding will orient participants to the schedule and expectations as well as some of the key skills and takeaway tool that Teacher Fellows can utilize in their work.

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Program Requirements (Cont.)

3. Teacher Fellow Role: (a) What is/are the anticipated area(s) of focus for the teacher fellows? What pressing LEA issues or needs will the fellows provide input on? Reference the *Fellowship Areas of Focus* document. (b) Who are the possible LEA leaders fellows will meet with on a quarterly basis? Include their names, positions, and expertise related to the fellows' anticipated area(s) of focus. (c) What will be the main responsibilities of your teacher fellows? Reference grant requirements, though make sure your answer is unique to your LEA context.

(a) The area of focus will be high quality instructional materials and assessments to support literacy. Specifically, the District seeks input on the District Literacy training, tools, data systems, materials, parent outreach/training, community engagement, parent-teacher communication, and assessments. We hope that the Teacher Fellows are able to study and make recommendations to support Literacy program materials and assessments, to provide guidance and depth on research-based approaches to the ongoing needs, programming, training, materials, data systems, supplemental programs, parent outreach/training, community engagement, parent-teacher communication, and assessments.

Currently, District and Campus Literacy Teams review the evaluation data monthly to make mid-course corrections as needed. Is there a way this can be better implemented? Reflection Questions include: Are we providing modifications, the right materials to the right students? Reflect and identify if the current structures/lessons are language-rich, literacy-aligned? Do we need to revisit the execution? If so, what tools or resources might help? Do we need to support teacher with lesson planning? Do we need to support the student with different or better interventions/accommodations? Adjustments to plans might include a range of resources or materials.

(b) Possible LEA Leaders that Teaching Fellows will meet with on a quarterly basis include: Sylvia Thomas, Superintendent; Jennifer Richard, District Director of Literacy; Amanda Baca, Asst. Superintendent of People and Operations; Joel Munoz, Head of Schools; Andrey Sampy, Director of Special Populations; and Daniella Bernstein, Director of Data & Accountability.

(c) Teacher Fellows will attend the onboarding, all eight skill-building trainings, all four LEA presentations, the culminating activity, and will conduct focus groups with educators and, as necessary, other relevant stakeholders, and will create reports or presentations to share their collective recommendations with senior LEA leadership by the end date of the grant.

4. Teacher Leader Training & Support: (a) What will be the content, frequency, and duration (total hours), of your teacher leader training over the course of school year (may include summers)? (b) How will you measure success of the training sessions? (c) Describe any support teacher fellows will receive outside trainings (e.g., feedback and coaching, logistical support for focus groups).

(a) PCS Teacher Fellow Training will include eight (8) Skill Building sessions conducted by TNTP, four (4) Quarterly meetings with District Leadership, the Onboarding Orientation and the Closing Recognitions and Honors. Each Skill Building session will be two (2) hours but will include another two (2) hours of out of classroom learning for a total of 32 hours plus eight (8) hours of opening and closing. (b) Each training session will begin with a short pre-assessment and end with a short post-assessment to measure learning. The training session will also be followed by a short satisfaction survey to gauge changes that may be needed in delivery. (c) Promise Community Schools provides a robust training and support schedule which includes regular feedback and coaching cycles. As well, BakerRipley has an internal evaluation team which can assist logistical support for focus groups. Scheduled Professional Development Days and Times includes: New teacher training; All Teacher Training - two (2) weeks of PD for all teachers (August); Campus Professional Development Days - 3 days (August); Each month - district content day or campus content day - on district calendar; Professional learning communities PLCs - weekly; Teacher observation schedules are also developed through Campus leadership and will include embedded professional development during conference periods and PLC times will take place on a regular basis. This is coordinated through the Campus Principal to ensure consistency.

The LEA Promise Community School (PCS) provides ongoing high quality professional development regularly during the school year meeting student, family needs, and teacher needs based on needs assessment. The Promise Community School approved district calendar is published annually protects the district and campus PD times for our teachers, school leaders, and staff. Coaching Model: PCS has adopted an internally developed coaching model based on leadership training from TNTP, TE, and Danielsson. This coaching model provides consistency to our instructional coaching and we ensures that all instructional leaders follow this model. PLC/Data Teams: Each PLC/Data team is lead by an Instructional Leadership Team (ILT) member who is trained on data analysis and instructional coaching to ensure teachers are supported.

Program Requirements (Cont.)**5. Sustainability Plan:** Describe your LEA's plan for sustaining the Teacher Policy Fellowship after grant funding ends.

The Teacher Leadership Fellowship will be sustained after the grant through a combination of funds, internal resources, the Asst. Superintendent of People and Operations, the Superintendent, and the critical nature of the PCS urgent need to empower and retain effective educators.

Rationale for Teacher and School Leader Career Pathways – PACT, our HCMS/PBCS system, of which Teacher Policy Fellowship is a key part, is a differentiated reward, recognition, and retention program for teachers and school leaders at PCS. The well tested PACT program synthesizes multiple components of performance in order to place educators on a five-tier continuum. Pathway placements are conducted annually by school leaders and managers with all teachers and school leaders. An educator may move up in salary based on consistent (2 years) performance on the annual scorecard, regardless of their number of years classroom or campus experience.

The key challenge for PCS is effectively supporting educators to become more effective and remain at PCS. We want to recruit, invest and grow quality teachers and leaders that will stay because investing in good teachers and leaders, is key to school success. Although many factors affecting student learning continue to be researched, we do know that, leadership, after a good teacher, is the second most influential school-level factor influencing student achievement (Hallinger & Heck, 1998; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Waters, Marzano, & McNulty, 2003). Over the last 40 years, numerous organizations and research institutions have researched and highlighted the importance of quality educators on academic achievement: Editorial Projects in Education Research Center, Carnegie Corporation, and Education Next (Goldhaber, 2016; Gregorian, 2021); and of school leaders, including the Wallace Foundation, Rand Foundation (Augustine, C. et al, 2009) and American Institutes for Research (AIR).

Anchored by research, TIA and District funding, PCS is building a strong, replicable system of recruitment, induction, mentoring, training, support, advancement, and rewards for teachers and school leaders across the most challenging situations in Houston. HCMS/PBCS systems of support, teachers, school leaders, students, families, and the community will be able to access appropriate instruction, support, and leadership development to address the very serious challenges outlined earlier. Additionally, as a small charter school district situated within a community school model, PCS has a unique and important role to play in creating a model that can be replicated by other like schools. All proposed activities have been studied extensively by PCS, are supported by research (note references), and modeled after evidence based practices addressing one or more of PCS specific barrier(s) to success: low literacy levels, low numeracy, failure at grade level, transition from PK to K and 5th to 6th grade, lack of parental knowledge/support, learning differences, multiple language and cultural barriers and economics.

PCS's HCMS is designed to enable educators to understand and grow and to be differentially supported and rewarded according to their needs and outcomes, with positive impact on retention. PCS has researched, piloted and implemented its approach to compensation, professional development, and career pathways. All educators are eligible for a comprehensive, equitable compensation package including base salary, benefits, bonuses, and stipends. Bonuses recognize and reward exceptional student results, and stipends recognize and reward additional commitments and contributions that enable broader system impact along with enabling career growth, such as supporting curriculum development or mentorship of colleagues.

In 2019, the State of Texas passed the Teacher Incentive Allotment (TIA) funding for high-need schools to attract and retain high performing teachers. The PCS TIA program was approved by TEA in summer 2020 with the district being highlighted in recent TIA communications due to its successful collaborations with school reform partners, allowing PCS to build this system.

The 'on-ramp' to effectiveness for our teachers and school leaders to reach the levels needed to access the TIA funding and leadership opportunities such as the Teacher Leader Fellowship is steep. This journey requires additional front-end funding and investment which is why we are submitting this important proposal – to build the structure for excellence.

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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"/>
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